Educational Policies Council
2006-2007 Membership

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KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Gayle L. Ormiston, Associate Provost, Faculty Affairs and Curriculum

SUBJECT: Agenda for Monday, August 21, 2006
Kent Student Center, Room 310 A-B, 3:20 p.m.

DATE: August 14, 2006

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

The complete supportive paperwork for this agenda may be reviewed in the Office of the Provost or online at www.kent.edu/Administration/provost/curriculum_svcs/epc.

I. ACTION ITEMS

1. Approval of minutes of May 22, 2006
   Attachment 1

2. Revision of the "University Exit" name and deadline. The name changes to "Complete Term Withdrawal," and the deadline changes from the current 15 weeks to 10 weeks from the first day of class to coincide with the standard 10-week course withdrawal period. Any withdrawals or exits after the 10-week deadline would require dean's approval.
   Attachment 2 ***Associate Dean E. Timothy Moore***
   Effective Fall 2007 ***(from A&A Deans)***

WITHDRAWN

College and Graduate School of Education, Health and Human Services

School of Exercise, Leisure and Sport

3. Revision of required cumulative grade point average—from 2.50 to 2.75—to gain admission and to continue eligibility in the Teacher Education [CAA] concentration of the Physical Education [PEP] major within the Bachelor of Science [B.S.] degree program.
   Attachment 3 ***Dean David A. England***
   Effective Fall 2007

Regional Campuses

4. Establishment of the Aviation Maintenance Technology [AMRT] major within the Associate of Applied Science [A.A.S.] degree program on the Ashtabula Campus. Included in this establishment is the creation of 10 courses with the new prefix AMRT: 10010, 10020, 10030, 10040, 20010, 20020, 20030, 20040, 20050 and 20060. Total credit hours to program completion are 67.
   Attachment 4 ***Executive Dean Shirley J. Barton***
   Effective Fall 2007

II. INFORMATION ITEMS

College and Graduate School of Education, Health and Human Services

Department of Educational Foundations and Special Services

1. Establishment of articulation agreement with South China Normal University in Guangzhou, China, leading to completion of the Cultural Foundations (CULT) major within the Master of Education (M.Ed.) degree program.
   Attachment 5
   Effective Fall 2007

School of Family and Consumer Studies

2. Establishment with the School of Exercise, Leisure and Sport of a Hospitality and Tourism Management major within the Master of Science [M.S.] degree program. Status of program is a Program Development Plan to be submitted to the Ohio Board of Regents.
   Attachment 6
   Effective Fall 2008

3. Revision of Nonprofit/Human Services Management Certificate [C126]. Changes include creating three courses—HDFS 44032, 44033 and 44034 [to be included on October EPC agenda]—and adding 16 active courses as electives. Total credit hours to certificate completion increase, from 17-24 to 20-30.
   Attachment 7
   Effective Fall 2007

Regional Campuses

4. Revision of College Prep/Bridge Certificate [C120] as result of five-year review. Changes include removing ENG 10000, 10001and 10002, and adding ENG 11001, 11002 and 11011. Total credit hours to certificate completion increase, from 16 to 19.
   Attachment 8
   Effective Fall 2007

5. Revision of Systems Engineer Certificate [C125] as result of five-year review. Changes are removing TECH 42100 and 46310 and adding COMT 11005, 11009, 21100 and 21110. Total credit hours to certificate completion increase, from 16 to 20.
   Attachment 9
   Effective Fall 2007

III. DISCUSSION ACTIONS

1. Deferred entry of courses and programs (majors, submajors, certificates) into the Student Information System (SIS) database, beginning November 3, 2006, and ending August 2007. **ALL** curricular proposals for fall 2007 must be approved by the October 23, 2006, EPC meeting to be entered into SIS by the November 3 deadline. The deferral is being activated to allow the crossover from SIS to Banner. It does NOT affect fall 2008 curricular proposals from being processed and voted on by appropriate governing bodies during that timeframe, NOR does it impact student registration for 2007 and 2008.
   Note: This will be the first item discussed at the meeting.

2. Workshop courses (xxx93) not offered through the College of Continuing Studies to be revised as Field Experience/Practicum/Internship courses (xxx92).
   Note: This will be the second item discussed at the meeting.

IV. LESSER ACTION

College and Graduate School of Education, Health and Human Services

Department of Teaching, Leadership and Curriculum Studies

1. Establishment of new course prefix HIED for courses under the Higher Education Administration and Student Personnel [EAHE] and the Educational Administration–Higher Education [EDHE] majors within the Master of Education [M.Ed.](for the former) and the Educational Specialist [Ed.S.] and Doctor of Philosophy [Ph.D.] (for the latter) degree programs. Fifty-seven courses with the Educational Administration [EDAD] prefix are to be revised to carry the HIED prefix.
Effective Fall 2007

Course Changes Effective Fall 2007

Key for course changes:

a	Title Abbreviation	G	Grade Rule	New	New	V	Diversity
C	Credit Hours	H	HEGIS (CIP)	P	Prerequisite	W	Writing Intensive
D	Description	Inact	Inactivate	p	Activity Type	X	Prefix
E	Credit-by-Exam	L	LER Status	S	Slash/Cross-List		
F	Fee	N	Number	T	Title		

AMRT 10010 FAA Regulations and Documentation (02-02) ..... New

AMRT 10020 Aircraft Tools and Techniques (02-02) ..... New

AMRT 10030 Airframe I (03-03) ..... New

AMRT 10040 Aviation Power Plant I (04-04) ..... New

AMRT 20010 Airframe II (03-03) ..... New

AMRT 20020 Airframe III (02-02) ..... New

AMRT 20030 Aviation Electronics (03-03) ..... New

AMRT 20040 Principles of Flight (03-03) ..... New

AMRT 20050 Practicum in Advanced Aviation (02-02) ..... New

AMRT 20060 Aviation Power Plant II (02-02) ..... New

EDAD 66521 Employment Law (03-03) to:
HIED 66521 Employment Law (03-03) ..... DX

EDAD 66594 Internship in College Teaching (03-03) to:
HIED 66594 Internship in College Teaching (03-03) ..... aPpX

EDAD 66600 History of Higher Education (03-03) to:
HIED 66600 History of Higher Education (03-03) X

EDAD 66601 The Private Liberal Arts College (03-03) to:
HIED 66601 The Private Liberal Arts College (03-03) ..... PX

EDAD 66650 Organization and Administration of Higher Education (03-03) to:
HIED 66650 Organization and Administration of Higher Education (03-03) X

EDAD 66651 Student Affairs Functions in Higher Education (03-03) to:
HIED 66651 Student Affairs Functions in Higher Education (03-03) X

EDAD 66652 Law and Higher Education (03-03) to:
HIED 66652 Law and Higher Education (03-03) X

EDAD 66653 College Student Development: Theory and Practice (03-03) to:
HIED 66653 College Student Development: Theory and Practice (03-03) ..... aDSX

EDAD 66654 Students and the College Environment (03-03) to:
HIED 66654 Students and the College Environment (03-03) ..... PX

EDAD 66655 Case Studies in Higher Education Administration (03-03) to:
HIED 66655 Case Studies in Higher Education Administration (03-03) ..... PX

EDAD 66656 The College Curriculum (03-03) to:
HIED 66656 Higher Education Curriculum (03-03) ..... aTX

EDAD 66657 Leadership in Education Organizations (03-03) to:
HIED 66657 Leadership in Education Organizations (03-03) to: ..... DPX

EDAD 66658 The Community Junior College (03-03) to:
HIED 66658 The Community College (03-03) ..... aPTX

EDAD 66660 Faculty Roles and Responsibilities (03-03) to:
HIED 66660 Faculty Roles and Responsibilities (03-03) ..... aPX

EDAD 66662 Politics, Policy and Power in Organizations (03-03) to:
HIED 66662 Politics and Power in Organizations (03-03) ..... aPTX

EDAD 66666 Financial Management in Higher Education (03-03) to:
HIED 66666 Financial Management in Higher Education (03-03) ..... PX

EDAD 66667 Business Administration in Higher Education (03-03) to:
HIED 66667 Business Administration in Higher Education (03-03) ..... PX

EDAD 66668 The Administration of Distance and Continuing Education Programs in Higher Education (03-03) to:
HIED 66668 The Administration of Distance and Continuing Education Programs in Higher Education (03-03) ..... PX

EDAD 66669 Administration of Student Disability Services in Higher Education (03-03) to:
HIED 66669 Administration of Student Disability Services in Higher Education (03-03) ..... aX

EDAD 66670 Internationalization of Higher Education Institutions (03-03) to:
HIED 66670 Internationalization of Higher Education Institutions (03-03) ..... DX

EDAD 66671 The Administration of Multiculturalism and Diversity in Higher Education (03-03) to:
HIED 66671 The Administration of Multiculturalism and Diversity in Higher Education (03-03) ..... DX

EDAD 66672 International Students and American Colleges (03-03) to:
HIED 66672 International Students and American Colleges (03-03) X

EDAD 66673 Research in International and Comparative Higher Education Administration (03-03) to:
HIED 66673 Research in International and Comparative Higher Education Administration (03-03) ..... PX

EDAD 66674 International and Comparative Higher Education Administration (03-03) to:
HIED 66674 International and Comparative Higher Education Administration (03-03) ..... PX

EDAD 66733 Interpersonal and Group Dynamics in Educational Organizations (03-03) to:
HIED 66733 Interpersonal and Group Dynamics in Educational Organizations (03-03)..... X

EDAD 66740 Theories and Methods of Organizational Development (03-03) to:
HIED 66740 Theories and Methods of Organizational Development (03-03) ..... PX

EDAD 66749 Assessment and Evaluation in Higher Education (03-03) to:
HIED 66749 Assessment and Evaluation in Higher Education (03-03) ..... aX

EDAD 76521 Employment Law (03-03) to:
HIED 76521 Employment Law (03-03)..... DX

EDAD 76594 Internship in College Teaching (03-03) to:
HIED 76594 Internship in College Teaching (03-03)..... aPpX

EDAD 76600 History of Higher Education (03-03) to:
HIED 76600 History of Higher Education (03-03)..... X

EDAD 76601 The Private Liberal Arts College (03-03) to:
HIED 76601 The Private Liberal Arts College (03-03) ..... PX

EDAD 76650 Organization and Administration of Higher Education (03-03) to:
HIED 76650 Organization and Administration of Higher Education (03-03) X

EDAD 76651 Student Affairs Functions in Higher Education (03-03) to:
HIED 76651 Student Affairs Functions in Higher Education (03-03)..... X

EDAD 76652 Law and Higher Education (03-03) to:
HIED 76652 Law and Higher Education (03-03) X

EDAD 76653 College Student Development: Theory and Practice (03-03) to:
HIED 76653 College Student Development: Theory and Practice (03-03) ..... aDX

EDAD 76654 Students and the College Environment (03-03) to:
HIED 76654 Students and the College Environment (03-03)..... PX

EDAD 76655 Case Studies in Higher Education Administration (03-03) to:
HIED 76655 Case Studies in Higher Education Administration (03-03)..... PX

EDAD 76656 The College Curriculum (03-03) to:
HIED 76656 Higher Education Curriculum (03-03)..... aTX

EDAD 76657 Leadership in Education Organizations (03-03) to:
HIED 76657 Leadership in Education Organizations (03-03) to:..... DPX

EDAD 76658 The Community Junior College (03-03) to:
HIED 76658 The Community College (03-03)..... aPTX

EDAD 76660 Faculty Roles and Responsibilities (03-03) to:
HIED 76660 Faculty Roles and Responsibilities (03-03) ..... aPX

EDAD 76662 Politics, Policy and Power in Organizations (03-03) to:
HIED 76662 Politics and Power in Organizations (03-03)..... aPTX

EDAD 76666 Financial Management in Higher Education (03-03) to:
HIED 76666 Financial Management in Higher Education (03-03) ..... PX

EDAD 76667 Business Administration in Higher Education (03-03) to:
HIED 76667 Business Administration in Higher Education (03-03)..... PX

EDAD 76668 The Administration of Distance and Continuing Education
Programs in Higher Education (03-03) to:

HIED	76668	The Administration of Distance and Continuing Education Programs in Higher Education (03-03)	PX
EDAD	76669	Administration of Student Disability Services in Higher Education (03-03) to:	
HIED	76669	Administration of Student Disability Services in Higher Education (03-03)	aX
EDAD	76670	Internationalization of Higher Education Institutions (03-03) to:	
HIED	76670	Internationalization of Higher Education Institutions (03-03)	DX
EDAD	76671	The Administration of Multiculturalism and Diversity in Higher Education (03-03) to:	
HIED	76671	The Administration of Multiculturalism and Diversity in Higher Education (03-03)	DX
EDAD	76672	International Students and American Colleges (03-03) to:	
HIED	76672	International Students and American Colleges (03-03)	X
EDAD	76673	Research in International and Comparative Higher Education Administration (03-03) to:	
HIED	76673	Research in International and Comparative Higher Education Administration (03-03)	PX
EDAD	76674	International and Comparative Higher Education Administration (03-03) to:	
HIED	76674	International and Comparative Higher Education Administration (03-03)	PX
EDAD	76733	Interpersonal and Group Dynamics in Educational Organizations (03-03) to:	
HIED	76733	Interpersonal and Group Dynamics in Educational Organizations (03-03)	X
EDAD	76740	Theories and Methods of Organizational Development (03-03) to:	
HIED	76740	Theories and Methods of Organizational Development (03-03)	PX
EDAD	76749	Assessment and Evaluation in Higher Education (03-03) to:	
HIED	76749	Assessment and Evaluation in Higher Education (03-03)	aX
EDAD	80085	Legal Research in Education (03-03) to:	
HIED	80085	Legal Research in Education (03-03)	X
EDAD	86521	Advanced Education Law (03-03) to:	
HIED	86521	Advanced Education Law (03-03)	PX
EDAD	86559	Advanced Student and Adult Development (03-03) to:	
HIED	86559	Advanced Student and Adult Development (03-03)	PX
EDPF	29535	Education in a Democratic Society (03-03)	course content
FCS	51093	Variable Title Workshop in Family and Consumer Studies (01-03) to:	
HDFS	51093	Variable Title Workshop in Human Development and Family Studies (01-03)	aDTX
GERO	54092	Practicum in Gerontology (03-10)	New
NUTR	61018	Techniques of Research (03-03)	New
NUTR	61091	Seminar in Nutrition (02-03)	New
PTAT	10000	Introduction to Physical Therapist Assisting (02-02) to: Introduction for the Physical Therapist Assistant (02-02)	T
TECH	56321	Web-Database Integration (03-03)	DP

Agenda prepared by Therese E. Tillett, Director, Curriculum Services

KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

Educational Policies Council
Minutes

Monday, May 22, 2006
Room 310, Kent Student Center

Members Present

Provost	Paul L. Gaston
Vice Provost	Steve O. Michael
Deans	Larry R. Andrews, Timothy J. Chandler, David A. England, Jerry D. Feezel, Steven Fong, James L. Gaudino, Kathleen W. Huttlinger representing Julie E. Johnson, Nancy E. Mitchell, Denise A. Seachrist, George E. Stevens, Roberto M. Uribe-Rendon representing Aminur R. (Raj) Chowdhury
Faculty Senate Representatives	E. Thomas Dowd, Bruce J. Gunning, Barbara J. Hipsman Springer, Thomas Janson, Declan F. Keane, Erica B. Lilly, John A. Marino, Mary C. Stansbury
College Curriculum Committee Representatives:	Margaret A. (Peggy) Doheny, David A. Dumpe, D. Mark Manley
Nonmember Consultants to the EPC	Susan M. Cole, Vanessa M. Courie, Elizabeth A. Sinclair-Colando, Linda L. Williams

Also in attendance: Diedre L. Badejo, Diana L. Biordi, Patricia A. Book, Cheryl A. Casper, David K. Creamer, James E. Dalton, Laura L. Davis, Mary M. Dellmann-Jenkins, Francis E. Dorsey, Marlene R. Dorsey, Carol K. Drennen, Ruth M. Erdelyi, Evelyn S. Goldsmith, Mary Ann Haley, LuEtt J. Hanson, Cynthia G. Roller, Jacqueline F. Rowser, Barbara M. Scheule, Metrechia A. (Tish) Soper, Frank D. Susi Jr., Jackie Taylor, Therese E. Tillett, Darrell R. Turnidge, Stanley T. Wearden, Robert D. West.

Provost Paul L. Gaston convened the Educational Policies Council at 3:20 p.m., in Room 310 of the Kent Student Center. He stated that, due to prior obligations with a speaker, the meeting will begin with **Discussion Item 1: The impact of the change to workshop courses (xxx93)**, before proceeding with the customary approval of the minutes. He then introduced David K. Creamer, vice president for administration, and Laura L. Davis, associate provost for planning and academic resource management.

Associate Provost Davis explained that a study was done over a year ago to see how workshop courses were being used. It was discovered that most workshops were not complying with the intended budgetary model. Additional income wasn't being generated by the workshops because they were being filled by enrolled students who did not have to pay the workshop fee. Academic units were then asked to discontinue use of the workshop course for regular-credit-type use. Special budget considerations were given for the impact from the change, supporting offerings of special topics course or other arrangements.

Vice President Creamer said that for the 2003-04 academic year, his office noticed a spike in revenue being redirected away from workshops, and discovered that approximately 85 percent of workshop enrollees were full-time students. In the move to ensure that workshops are used to attract non-KSU students, the administration worked on a case-by-case basis with departments to transition offerings from workshop to another mode.

Associate Provost Davis said that some problems encountered with changing workshops to special topics courses include the IP [in progress] grading of a workshop versus the letter grading of a special topics course and the policy that when a special topics course is offered more than three times, it should then be revised into a regular course.

Provost Gaston opened the item for discussion. Interim Dean Jerry Feezel of the College of Arts and Sciences remarked that one problem with the new directive is workshops are convenient vehicles for enrolled students, and the EPC should research another curriculum route in which to offer workshop-like courses. Associate Professor Barbara Hipsman Springer of the School of Journalism and Mass Communication said her school offers several unique courses in cultural enrichment, and this new structure creates a void that affects the school's summer revenue.

Faculty Senate Chair-elect Cheryl A. Casper remarked that workshops were originally developed as a way to offer critical elements in the curriculum. Mark Manley, professor of physics, said he remembers being told, years ago, that every department was mandated to create workshops. He then asked if there is new policy that departments cannot offer workshops. Associate Provost Davis replied that workshops should be continued to be established as long as they are designed for non-enrolled students, reaching a group that isn't currently being served. Associate Dean Nancy E. Mitchell of the College of Fine and Professional Arts added that if that a workshop proposal is clear as to be geared toward individuals outside the university, the department can offer the course through the College of Continuing Studies.

Mary Ann Haley, assistant professor of geography, stated that her department offers quite a few workshops that are flexible, of short duration and held at unusual times at the request of students to fulfill their degree requirements. Workshops are "ideally situated for our students." While she understands the necessity for generating income, she stressed that faculty need a vehicle to continue to offer these types of courses. Provost Gaston replied that what has changed is, in essence, the funding mechanisms. "There is possibility for [workshop-functioning courses] in the future."

A proposal was put forth from several attendees to allow academic departments to use a currently unused course number to offer workshop-like courses. Interim Dean Feezel requested this to be an action item for the future.

Provost Gaston concluded the discourse of Discussion Item 1, and asked if there were any addition or corrections to **Action Item I: Minutes of April 24, 2006**. Faculty Senate Chair-elect Casper requested correction to page 2, paragraph 2, last sentence ("Associate Provost Ormiston approved the motion."):

The word "motion" to be changed to "request." Provost Gaston approved the request. With no more comments offered, the minutes were declared approved.

Larry R. Andrews, chair of the University Requirements and Curriculum Committee requested the withdrawl of **Action Items 2, 3 and 4: Revision and status confirmation of Liberal Education Requirements ENG 21011, 21054, 22071, 22072 and 22073; diversity courses ENG 21001 and 21002; and writing-intensive courses ENG 30001 and 31006**. He said his committee would be meeting over the summer to discuss these items. Provost Gaston approved the request.

In response to a request from Regional Campuses, Provost Gaston asked if any member wished to elevate to an action item **Lesser Item 2: Course revision to the Nursing [NRST] major within the Associate of Applied Science [A.A.S.] degree program in response to the Department of Biological Sciences removing laboratory component from required nursing course BSCI 20021**. Hearing no response, the item remained a lesser item, not to be discussed or voted upon at the meeting.

Provost Gaston then called upon URCC Chair Andrews to introduce **Action Item 5: Revision and status approval of COMM 45902 Theories of Persuasion (03-03) as a writing-intensive course. Revisions are title—to Communication and Influence—and description.** Chair Andrews said this course replaces LER courses in communication studies that are being phased out. He noted there will be a slight revision to the LER questionnaire for this course in relation to the length of the final paper required. He then moved for a motion for an adoption of the item, which was seconded by Associate Dean LuEtt J. Hansen of the College of Communication and Information. The motion passed unanimously.

Provost Gaston called upon Associate Dean Kathleen W. Huttlinger of the College of Nursing, representing Dean Julie E. Johnson, to introduce **Action Item 6: Integration of the Parent–Child Nursing [CAA] concentration into two new concentrations (and former options), Women's Health Nurse Practitioner [FAA] and Women's Health Clinical Nurse Specialist [GAA] of the Nursing [NURS] major within the Master of Nursing [M.S.N.] degree program. The Parent–Child Nursing concentration will be inactivated.** Associate Dean Huttlinger said the rationale for the proposal is market-driven—employers are asking for either practitioners or people educated as clinical nurse specialists. The Parent–Child Nursing concentration was created 10 to 15 years ago when there was need. She then asked Professor Diana L. Biordi and Assistant Professor Cynthia G. Roller to speak on the issue. Professor Biordi said that the proposal is really a separation of two submajors into two majors, rather than an integration *[Editor's note: The proposal is to elevate options to concentrations—both of which are considered submajors of the Nursing major.]* Assistant Professor Roller explained that the role of the nurse practitioner has evolved over the past several years. Certification and qualifications are now different. "By separating the two programs, we meet the requirements for the individual specialties." Associate Dean Huttlinger moved for the adoption of the program revision, which was seconded by George E. Stevens, dean of the College of Business Administration. The motion passed unanimously.

Provost Gaston called upon Dean Steven Fong of the College of Architecture and Environmental Design to introduce **Information Item 1: Establishment of a Construction Management major within the Bachelor of Science [B.S.] degree program. The current status of program proposal is a draft of a Program Development Plan to be submitted to the Ohio Board of Regents.** Dean Fong explained that the undergraduate program proposal was developed for four reasons: (1) to improve retention by offering an option for high-caliber students who have decided against pursuing a design degree; (2) to respond to contractors in Northeast Ohio, who are encouraging of this program; (3) to create professional-level daily contact with architects, build off a successful alumni network and put the university in the same league with other university architecture departments that offer construction management programs; and (4) to create research potential for faculty.

Dean Fong asked Professor James E. Dalton to further explain the proposal. Professor Dalton said construction management is a relatively new profession. Construction used to be a simple procedure; now with so many people involved—including developers and subcontractors—conflicting interests delay

large construction projects. “Since construction managers do the time managing for all interests, we feel they need to be college educated.”

With the item open to discussion, Mary C. Stansbury, associate professor in the School of Library and Information Science, said she saw the program as an “exciting and wonderful opportunity for students to work with library science.” She suggested that students in the program take communication and business courses. Professor Dalton replied that the department sees this program as a step towards an MBA program. Associate Dean Linda L. Williams of the College of Arts and Sciences noted that the English courses listed on the requirement sheet were incorrect, which Professor Dalton said would be fixed.

Professor Roberto M. Uribe-Rendon of the School of Technology said that his school and the college will be meeting in the near future on course collaboration, and that there is a proposal in the works from the Trumbull Campus to offer a construction program. Dean Fong responded that his college looks forward to cooperating with the School of Technology.

Faculty Senate Chair-elect Casper remarked that the Program Development Proposal was too long and asked if there should be summary of courses and their areas. She said that after reading the proposal, she came away with the impression that the college does not have anything in place in terms of a new department, courses and faculty. She asked if the college was creating one or more new academic departments, or restructuring and, if yes, was there a timetable.

Professor Dalton replied that the program contains six new courses and will use existing Liberal Education Requirements and technology, business and architecture and environmental design courses. Dean Fong added that there will be a new academic department to house this program, and a proposal for that will be developed during the next academic year. “We’re only going so far as to identify this one department,” he said in response to the question of creating more departments.

With no more discussion, Provost Gaston moved to **Information Item 2: Establishment of a Pan-African Community Theatre Certificate [C203] in collaboration with Karamu House Inc. in Cleveland and Kent State’s School of Theatre and Dance**. He turned the item over to Interim Dean Feezel, who called upon Associate Professor Francis E. Dorsey in the Department of Pan-African Studies. Associate Professor Dorsey said the certificate proposal is an opportunity to bridge a gap between the activities of Kent State’s Pan-African and theatre and dance programs and those of an established theatre in Cuyahoga County. He said teaching staff is in place and only one new course is being created. His department is seeking out other schools and entities to join in the Kent State–Karamu collaboration in an effort to recruit more Kent State students.

Department Chair Diedre L. Badejo said the collaboration on the certificate program is important at this juncture when the department is in a growth state. Karamu House is the nation’s oldest African-American theatre, and the alliance allows the university to meet objectives in community outreach and development. She said the department expects students and interns of Karamu House to come to Kent State.

With no more discussion on any of the items and no requests to elevate a lesser item, Provost Gaston commended members and guests for attending: “Any university would have a hard time filling a quorum after commencement. It is a tribute to the professionalism of the university community, and I appreciate it.” He adjourned the meeting at 4:15 p.m.

Respectfully submitted,

Therese E. Tillett

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

KENT STATE
UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences
Office of Undergraduate Studies

To: **Paul Gaston, Provost & Gayle Ormiston, Associate Provost**

From: **E. Timothy Moore, Associate Dean**

Date: **July 24, 2006**

Subject: **Assistant and Associate Deans Request**

During my tenure as former Chair of A&A Deans, the committee had previously discussed and approved two related items over a year ago. I was absent from the meeting at a funeral during the particular meeting when this decision was made. Subsequently, these items were never forwarded to your office for a response.

Both the A&A Deans and the SIS advisory Council are requesting that the term **'University Exit,'** should be abandoned and replaced with the designation of **'Complete Term Withdrawal.'** University Exit is a misleading and confusing misnomer to both students and their parents. The new term is more accurate and will eliminate any guesswork in the future.

The second request is to change the current 15 week deadline, allowed for a 'University Exit,' to coincide with the10 week course withdrawal period. Any withdrawals or exits after that period would require the approval of a dean.

We are requesting that these items be placed on the EPC and Faculty Senate agendas, if these are items that require action by these bodies, in order to be approved for inclusion in the Fall 2007 catalog.

As I will be out of the office until August 15th, I would appreciate your forwarding any responses in this regard to Susan Cole, and Lu Ett Hanson, the current chair of A&A Deans.

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TO A&A Deans

FROM Roberta Sikula-Schwalm, University Registrar and Chair,
SIS Academic Advisory Committee

DATE February 4, 2005

SUBJECT Proposed Changes to Exit Policy

Historically, there have been significant discussions surrounding the Kent State University Exit Policy. Concerns that have been raised include:

- The Exit Policy permits exiting through the last day of classes, which raises the concern of grade inflation as the policy allows students to avoid the issuance of poor grades. On the Kent Campus for Fall 2003, 321 students exited after the withdrawal deadline and 107 of these exited during the last week of classes. Institutionally, 607 students exited after the withdrawal deadline with 193 exiting during the last week of classes.

- The lack of consistency between the withdrawal policy and the exit policy is difficult to defend. If enrolled in regularly scheduled classes, a student must withdraw from one course by the end of the tenth week of the term but has until the last day of classes to exit from all classes.

- The exit policy advantages part-time students who do not lose as much by exiting from one or two classes. For example, after the withdrawal deadline, a full-time student cannot withdraw from one course without also exiting from a full load of courses, whereas a part-time student with one course can, in effect, "withdraw from one course" by using the exit policy.

- Exiting versus withdrawal from classes is very confusing during the Summer. Current academic processes view the summer not as a term, but as four sessions (intersession, Summer I, II, III), therefore, each has different deadlines for withdrawal and exiting.

- The term University Exit is also confusing to students for it is often interpreted to imply that ties will be severed with the University.

A new issue that is growing in scope regarding the exit process is the complication that flexibly scheduled classes present. As we continue to see an increase in the number of flexibly scheduled classes (classes with begin and end dates different than the regular term dates), it is clear that the exit policy needs immediate attention. Under the current policy, a student who has completed even one class is not permitted to use the exit policy. If the student is also enrolled in regularly scheduled courses and it is after the withdrawal deadline, the student with the flexibly scheduled course is denied the exit option currently available to other students.

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D * R * A * F * T

TO Gayle Ormiston, Associate Provost

FROM Susan Cole, Associate University Registrar

DATE August 4, 2006

SUBJECT Suggested Catalog Language for Proposed Exit Policy Changes

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A&A Deans has reviewed and forwarded the proposal from the SIS Academic Advisory Committee to revise the Exit policy. Following is proposed *Catalog* language in support of this request.

Proposed Catalog language:

Page 57 (online Catalog):

Registration Cancellation/*Complete Term Withdrawal*
To receive a full refund of tuition, students who register and decide not to attend the university must cancel their registration as early as possible and no later than the end of the first week of classes.* This may be accomplished by dropping all your courses via the Voice Response Information System or Web for Students® during registration periods. Any paid registration not canceled by the end of the first week of classes will be subject to the refund schedule published on the Bursar's Web site. Any applicable refund is determined by the date the transaction is processed on the Voice Response Information System or Web for Students®.
Beginning the second week of classes,* students who are reducing their semester course load to zero hours must process a *Complete Term Withdrawal* at the college/school office. All Complete Term Withdrawals are subject to the refund schedule published on the Bursar's Web site. The last date to process a Complete Term Withdrawal is the *end of the tenth week of the semester**. ~~Friday of the last week of classes (prior to the beginning of exam week)*~~. Students who process a Complete Term Withdrawal ~~from their classes~~ after the second week of the semester will receive marks of W. Students registered for flexibly scheduled courses that have already ended are not eligible to process a Complete Term Withdrawal following these procedures. They should contact their college or Regional Campus advising office to discuss whether other options are available.
*Please refer to the summer term calendar at www.registrars.kent.edu for summer deadlines.
IMPORTANT NOTE:
Corrections involving registration transactions (initial registrations, schedule adjustments, Complete Term Withdrawals, etc.) must be completed by the published deadlines found on the appropriate term calendar on the University Registrar Web site at www.registrars.kent.edu.

The university reserves the right to change the time of a course if it is deemed necessary, and it reserves the right to drop any course from the Schedule of Classesif there is insufficient student demand or if resources are unavailable to offer the course.
Students interested in registering at a Regional Campus should

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check with the campus in which they are interested for specific dates, times and procedures.

Page 77 (online Catalog)

Dismissal

Students whose academic performance indicates little chance of obtaining the minimum grades required for graduation will be dismissed from the university.

Specifically, the academic dean may dismiss:

1. Students on probation if the work is not improving sufficiently to indicate good likelihood of obtaining minimum grades required for graduation.
2. Freshmen or first-semester transfer students with less than .50 average at the end of the first semester.
3. Freshmen at the end of the second semester with less than a 2.00 cumulative grade point average unless the students have maintained a 2.00 average for the prescribed course load during the second semester.
4. Sophomores and above with less than a 2.00 cumulative grade point average who are not meeting probationary expectations or who are not making prescribed progress in their major program.
5. Failure to make adequate progress toward completion of program of study (including but not limited to excessive ~~exits,~~ withdrawals; failure to meet conditions of admission, major requirements or degree requirements).

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***This form is used to describe information about POLICY or PROGRAM Revisions, Additions, Deletions. For procedures and details, see pages 29-34 in the "Guidelines for Preparing Curricular Proposals" that your Coordinator has in their office.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: ____/____/____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall _____
DATE OF PREPARATION: ____/____/____

Purpose of Proposal. Program Revision of GPA requirement

Department SELS

Requested Effective Term _2007_ Fall

Purpose __X__ Policy _____ Program

Preparation Date __05 / 02 / 06__ mm/dd/ccyy

Description of Proposal (please use upper case and limit to 50 words or less)

To revise the required cumulative GPA (for Advanced Standing) in the Physical Education Bachelor of Science degree program major, Teacher Education concentration from 2.5 to 2.75. Also to establish a 2.75 GPA as a minimum to avoid probation, and a 2.75 transfer and high school GPA for admission to the concentration.

Describe Impact on Other Programs, Policies, or Procedures (limit to 40 words or less)

No impact on other programs. This policy revision brings the program into line with all other teacher education programs at KSU.

Units Consulted (See Guidelines For Instructions)
Office of Student Services and Undergraduate Education

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	[signature]	7/7/06
College/School Dean	[signature]	7/10/06
Provost		___/___/___

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Main Menu

Transmittal Memo

The purpose of this proposal is threefold, relative to the Physical Education major (PEP), Teacher Education concentration (CAA):

- To revise the required cumulative GPA (for Advanced Standing) in the Physical Education major (PEP), Teacher Education concentration (CAA) from 2.5 to 2.75.
- To establish a cumulative GPA of 2.75 as the minimum to avoid academic probation.
- To establish a transfer and high school GPA of 2.75 for admission to the concentration.

Action approved by SELS Teacher Education Steering Committee, SELS faculty, College of EHHS Undergfraduate Council.

Proposal Summary

GPA policy revision in Physical Education

Subject Specification:
The purpose of this proposal is threefold, relative to the Physical Education major (PEP), Teacher Education concentration (CAA):

- To revise the required cumulative GPA (for Advanced Standing) in the Physical Education major (PEP), Teacher Education concentration (CAA) from 2.5 to 2.75.
- To establish a cumulative GPA of 2.75 as the minimum to avoid academic probation.
- To establish a transfer and high school GPA of 2.75 for admission to the concentration.

Background Information:
Description: This action will increase the cumulative GPA requirement in the Physical Education major, Teacher Education concentration from 2.5 to 2.75, establish 2.75 as necessary to avoid academic probation, and a transfer and high school GPA of 2.75 for admission to the concentration. This is intended to ensure that students arriving at Advanced Standing and the critical teaching methods courses are appropriately prepared with strong content knowledge before addressing the pedagogy sequence of the program. **Regardless of GPA students will be permitted to take two PEP courses in their first semester, these being PEP 15010 (Introduction to PE, Fitness and Sport) and PEP 15017 (Fundamental Locomotor and Manipulative Skills), so that they fulfill pre-requisites for second and third semster courses. Non-admitted (to the major) students who do not have a 2.75 GPA after the first semester will not be allowed to progress further in PEP Teacher Education courses.**

Conformity: This action will bring this program into line with every other teacher education concentration in the College of Education, Health and Human Services.

Rationale: Recently available state (Ohio Dept of Education) data indicate that students who reach advanced standing with a GPA between 2.5 and 2.75 have greater difficulty progressing through their teaching methods courses and student teaching, sometimes receiving "In Progress" grades and requiring additional teaching experiences. This places an unreasonable burden on the already stretched field experienfce sites. Further, these same students experience difficulty with ODE entry year teacher performance evaluations. These proposals will ensure that underprepared students will be identified at an earlier stage with appropriate attempts made a remediation

Effects: This will have no effect on current staffing, offerings or the program. There will be a few students who are unable to progress in the teacher education program due to a GPA of less than 2.75, but these students will be able to switch (if they choose) to another concentration, either Human Movement Studies in SELS or Education Studies in EHHS, without losing time to graduation.

Scope: This will affect only a small number of students.

Alternatives and Consequences:
The alternative to this action is to leave the GPA requirements at 2.5, leaving the Physical Education program inconsistent with all other teacher education programs at KSU. Students with lower GPAs will continue to struggle.

Specific Recommendation and Justification:
This action will increase the GPA requirements in the Physical Education major, Teacher Education concentration from 2.5 to 2.75. This is intended to ensure that students admitted to the concentration, and those arriving at Advanced Standing and the critical teaching methods courses are appropriately prepared with strong content knowledge before addressing the pedagogy sequence of the program. This action will bring this program into line with every other teacher education concentration in the College of Education, Health and Human Services.

Timetable and Action Required:
April, 2006: Passage by SELS committees.
May, 2006: Passage by EHHS undergraduate council
August/September, 2006: Passage by EPC

School of Exercise, Leisure and Sport
BS Physical Education--Physical Education Teacher Licensure
2005-2006

9. **Major Requirements (93 hours)**

A. *Core Requirements (23 hours)*

PEP	15010-Intro to PE, Fitness, & Sport	2	_____
	25033-Lifespan Motor Development	3	_____
	25051-Human Anatomy	3	_____
	D25059-Sport in Society	3	_____
	+35010-Psychological Dimensions	3	_____
	35054-Biomechanics	3	_____
	+35065-History & Philosophy of Sport	3	_____
	35079-Sports Physiology	3	_____

B. *Movement Experiences (11 hours)*

PEP	15013 Development & Analysis of Dance	2	_____
PEP	15014 Dev & Analysis of Gymnastic Skills	1	_____
PEP	15015 Dev & Analysis Game Performance I	2	_____
PEP	15016 Dev & Analysis of Game Perform II	3	_____
PEP	15017 Fundamental Motor Skills	1	_____
PEP	15018 Dev of Swimming & Aquatic Skills	1	_____
PEP	15019 Dev & Analysis of Track & Field	1	_____

C. *Program Requirements (18 hours)*

PEB.	10035 Lifetime Fitness	2	_____
PEP	25026 Overview of Outdoor Pursuits	3	_____
PEP	25068 Measurement and Evaluation	3	_____
ATTR	35025 Essentials of Athletic Injury Mgmt	1	_____
PEP	45037 Adapted Physical Education	3	_____
**PEP	45053 Elementary Physical Educ. Content	3	_____
^PEP	45059 Secondary Physical Educ. Content	3	_____

D. *Secondary Education Minor Requirements (39 hours)*

ITEC	19525	Educational Technology	3	_____
EDPF	29525	Educational Psychology	3	_____
PEP	25025	Teaching in Physical Education	3	_____
EDPF	29535	Education in a Democratic Society	3	_____
**PEP	45051	Elementary Physical Ed Methods	3	_____
^PEP	45058	Secondary Physical Ed Methods	3	_____
C&I	47330	Read & Write in Adoles. & Adult	3	_____
*PEP	49525	Inquiry into Professional Practice	3	_____
*PEP	49526	Student Teaching in PE	12	_____
SPED	23000	Introduction to Exceptionalities	3	_____

NOTES:

* These two courses must be taken as a block during the same semester.

** These two courses must be taken as a block during the same semester.

^ These two courses must be taken as a block during the same semester.

A minimum of 39 upper division hours is required for graduation.
A minimum of 128 semester hours is required.

ONLY General Electives coursework my be taken on a pass/fail basis.

No more than 12 hours of coursework may be taken pass/fail.

A minimum of 2.~~50~~ 75 overall GPA is required.

A minimum of 2.75 major GPA is required for admission to advanced standing, graduation, and licensure. The major GPA includes major requirements, movement experiences, program options, and any additional courses in PEB/PEP.

Students must earn a grade of C or better in all PEP and PEB courses.

At least one course must be taken from the Writing Intensive course list in the catalog.

\+ Indicates courses that fulfills the Writing Intensive Requirement.
D - Indicates courses that will fulfill the Diversity Requirement.

Advisor: _____

Major GPA:	Hrs _____	Pts _____	GPA _____	Date _____
	Hrs _____	Pts _____	GPA _____	Date _____
	Hrs _____	Pts _____	GPA _____	Date _____

Upper Division hrs:	_____	_____	_____
Total hrs. towards graduation:	_____	_____	_____

"No Credit" Courses: _____

Writing Intensive: _____ Diversity Requirement: _____

Human Movement Studies Concentration

The human movement concentration provides a liberal education approach with the major in physical education and provides the opportunity for coursework in related fields. An approved minor is required.

I. Program Requirements **12**
- PEP 25068, Measurement and Evaluation in Fitness and Sport 3
- 45015, Psychology of Coaching 3
- 45037, Adapted P.E. 3
- ***Choose one from:*** *3*
- 45092, Internship in PE (3)
- 45096, Individual Investigation in PE (3)

PEP/PEB Movement Experiences **8**
- PEB Swimming 1
- 7 hours of PEB/PEP 7

II. Approved minor and electives **39-41**

59-61

Teacher Education Concentration

Students seeking licensure must apply for the education minor in the College of Education, Health and Human Services. This professional education program requires a minimum 2.75 GPA for all coursework at Kent State University and a 2.75 major GPA for declaration of the education minor, admission to advanced study, student teaching and graduation. Students must earn a C (2.0) grade or better in all PEP and PEB courses.

I. Movement Experiences **11**
- PEP 15013, Development and Analysis of Dance 2
- 15014, Development and Analysis of Gymnastics 1
- 15015, Development and Analysis of Game Performance I 2
- 15016, Development and Analysis of Game Performance II 3
- 15017, Fundamental Motor Skills 1
- 15018, Development of Swimming and Aquatic Skills 1
- 15019, Development and Analysis of Track and Field 1

II. Physical Education Program Requirements **18**
- ATTR 35025, Essentials of Athletic Injury Management 1
- PEB 10035, Lifetime Fitness 2
- PEP 25026, Overview of Outdoor Pursuits and Adventure Education 3
- 25068, Measurement and Evaluation in Fitness and Sport 3
- 45037, Adapted Physical Education 3
- 45053, Elementary School Physical Education Content 3
- 45059, Secondary School Physical Education Content 3

III. Education Minor **39**
- C&I 47330, Reading and Writing in Adolescence/Adulthood 3
- EDPF 29525, Educational Psychology 3
- 29535, Education in a Democratic Society 3
- ITEC 19525, Educational Technology 3
- PEP 25025, Teaching in Physical Education 3
- 45051, Elementary School Physical Education Methods 3
- 45058, Secondary School Physical Education Methods 3
- 49525, Inquiry into Professional Practice in Physical Education 3
- 49526, Student Teaching in Phys. Ed. 12
- SPED 23000, Introduction to Exceptionalities 3

TOTAL 68

Requirements for Education Minor

1. *Students eligible for this minor must declare the education minor with a program counselor in the Office of Academic Services, 306 White Hall. Students are not enrolled in this minor until all admission requirements and procedures have been followed.*
2. *Please refer to Pages 249-251 for the professional requirements for admission to advanced study. These requirements must be satisfied before starting upper-division professional education coursework.*
3. *The hours in the minor include student teaching.*
4. *The following Praxis II examinations are required for licensure: Principles of Learning and Teaching (K-6 or 5-9 or 7-12) and Physical Education Specialty Area Test.*

Leisure Studies

The curriculum is designed to provide students with an academic foundation and field experiences for preparation in the recreation and leisure services profession.

Students can select from one of two concentrations: recreation and sport management or therapeutic recreation. Recreation and sport management focuses on recreation, leisure and sport services in public, community and outdoor settings. Therapeutic recreation focuses on recreation and leisure services for people with disabilities.

Admission is selective. Students must have a 2.25 GPA prior to being accepted into the major.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/_____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____

DATE OF PREPARATION:

Purpose of Proposal	Program Add
Department	AMRT - Aviation Maintenance and Related Technology
Requested Effective Term	2007 -Fall
Purpose	Policy ✓ Program
Preparation Date	03/30/2006 mm/dd/ccyy
Description of Proposal (please use upper case)	ESTABLISH THE ASSOCIATE OF APPLIED SCIENCE IN AVIATION MAINTENANCE Technology AT THE ASHTABULA CAMPUS (AC AAS AMRT). Create course prefix AMRT. Establish 10 courses. Program hours - 67.
Describe Impact on Other Programs, Policies, or Procedures	PROPOSED MAJOR CREATED IN COOPERATION WITH THE AERONAUTICS PROGRAM AT THE KENT CAMPUS TO ASSURE ALIGNMENT; NO IMPACT ON OTHER POLICIES OR PROCEDURES.
Units Consulted, including Library (See Guidelines For Instructions)	ASHTABULA CAMPUS FC SCHOOL OF TECHNOLOGY SCC, AERONAUTICS DIVISION FEDERAL AVIATION

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	Mel Anthony Ray	4/6/2006
College/School Dean	[illegible]	6/12/2006
Vice Provost for Regional Campuses	Shirley J. Barton	5/18/06
Provost		/ /

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Main Menu

Proposal Summary

Establish the Associate of Applied Science in Aviation Maintenance Technology (AC AAS AMRT)

Subject Specifications

The creation of a new Associate of Applied Science major in Aviation Maintenance Technology (AC AAS AMRT) at the Ashtabula Campus.

Background Information

Aircraft mechanics perform scheduled maintenance, make repairs, test equipment and complete required Federal Aviation Administration (FAA) inspections. The rigorous training they receive in a wide range of technical areas (hydraulics, pneumatics, materials, and electrical circuits) and their liberal education coursework (Physics, Mathematics, English and Communication) also make them highly employable in other industries.

The United States Department of Labor, Bureau of Labor Statistics, estimates that there are currently 142,000 aircraft mechanics employed, and predicts employment opportunity will be "excellent" for mechanics that have completed an approved training program. Employment is projected to grow at least as fast as the average for all occupations through 2014. The retirement of large numbers of Viet Nam-era mechanics may increase employment needs significantly. In addition, job opportunities are likely to be best at small and commuter airlines, and in general aviation, which is the competitive environment found in our region.

Evidence of regional and state need is provided in part by Ohio Department of Transportation data, which indicate that Ohio has 164 public use airports and 743 private use airports and heliports. There are approximately 11,000 FAA registered aircraft and 18,000 FAA registered pilots in Ohio. Evidence of local need is provided by: the Ashtabula County Airport, which believes the program will allow it to expand operations and will spur economic development in the region; and Isaac Nettey, director of the Kent State Aeronautics program. The closest schools currently offering AMT programs are in the Columbus, Toledo, and Pittsburgh areas.

The proposed major will provide residents of Ashtabula County and the surrounding region with a technical associate degree, FAA certification as Airframe and Powerplant mechanics, and employment opportunity. Discussion is also underway to create a baccalaureate completion route within the Aeronautics program.

Aviation Maintenance Technology builds upon faculty expertise, coursework, and equipment that the campus currently possesses. Partnerships with the Ashtabula County Airport and the School of Technology's Aeronautics program will provide additional resources necessary for program success.

Alternatives and Consequences

The alternative to creating the Aviation Maintenance Technology major is to partner with a school currently offering this program; distance and competition make this unlikely.

Specific Recommendation

The preferred action is to establish the Associate of Applied Science in Aviation Maintenance Technology at the Ashtabula Campus, in collaboration of the Aeronautics Division at the Kent Campus.

Timetable and Actions Required

Campus Faculty Council approval	May, 2002
Preliminary OBR approval to develop proposal	April, 2003
School of Technology Curriculum Committee approval	April, 2004
EPC approval	May, 2006
Faculty Senate approval	July 16, 2006
Board of Trustees	September 19, 2006
OBR approval	October 19, 2006
Work in parallel with the FAA for program certification	July, 2006

Kent State University Ashtabula Campus
Proposal for New Associate Degree Program
Associate of Applied Science in Aviation Maintenance Technology

I. Nature of Request

A. Program Title

Associate of Applied Science in Aviation Maintenance Technology
(AC AAS AMRT)

B. Program Location

Kent State University Ashtabula Campus

II. Program Objectives

A. Educational Objectives

Graduates of the AAS in Aviation Maintenance will:

1. Be able to perform the duties of an entry-level aircraft maintenance technician, including the following: repair; maintenance; inspection; and overhaul of airframe and aircraft powerplants.

2. Be experienced with the following aircraft systems and components: electrical systems; instrumentation; ignition systems; hydraulic systems; lubrication systems; climate control systems; supplemental oxygen systems; propulsion; and common materials and material fastening techniques.

3. Be able to use appropriate tools, equipment, and methods in the inspection, maintenance, and repair of airframes and powerplants.

4. Qualify for examination as FAA-certified Airframe and Powerplant maintenance technician.

5. Demonstrate effective written and oral communication skills in the preparation of required documentation, the performance of required inspections, and in the assessment of potential problems.

6. Be prepared for baccalaureate study in the Bachelor of Science in Technology 2+2 or Bachelor of Science in Aeronautics programs as appropriate to their career goals.

B. Achieving Program Objectives

The educational objectives of the AAS in Aviation Maintenance will be achieved as follows:

1. Carefully constructing the core technical courses in the major to meet FAA requirements outlined in practical test standards FAA-S-8081-26, FAA-S-8081-27, and FAA-S-8081-28.

2. Maintaining time sheets for each student in each course to guarantee that FAA clock-hour training requirements are met.

3. Requiring related and general studies courses in Technical Mathematics, Technical Physics, College Writing, Technical Writing and Communications.

4. Providing appropriate laboratory and hands-on experience in core technical courses through existing campus facilities and in partnership with the Aeronautics Division of the School of Technology and the Ashtabula County Airport.

5. Hiring FAA-certified instructors

6. Becoming an FAA-approved aircraft maintenance technician training program under 14 CFR Part 147.

C. Unique Characteristics or Resources

The AAS in Aviation Maintenance exhibits the following unique characteristics:

1. The program is closely associated with the Aeronautics Division of the School of Technology, which is the largest and only accredited university aviation program in Ohio. This association benefits the students at both the Kent and Ashtabula campuses by providing increased degree opportunities, a broad network of local, regional and national industry contacts, and highly visible presence at two historic public-use general aviation airports in northeast Ohio.

2. The program is developing a partnership with the Erie Management Group, which is in negotiations to manage the Ashtabula County Airport. The Erie Management Group is interested in the long-term economic development of the region and sees the Ashtabula County Airport as a key piece in their larger vision of aircraft manufacturing and composite materials. The Erie Management Group has offered to build any necessary hangar, classroom and office facilities at the airport that are necessary for the Aviation Maintenance program.

3. The Ashtabula Campus has strong existing programs in Electrical Engineering Technology (EERT) and Mechanical Engineering Technology (MERT). The Aviation Maintenance program is able to build upon this solid foundation of faculty expertise, core courses, and equipment. In addition, current and former EERT and MERT students may be interested in the career opportunity that Aviation Maintenance offers.

III. Rationale and Need for the Program

A. Rational for the Program

The Aviation Maintenance Technology (AMT) program was developed by the Ashtabula Campus for the following reasons:

1. Mission Fulfillment: The Kent State University Regional Campus system is charged with: 1) delivering a wide variety of technical education and training to the communities served by regional campuses and; 2) delivering programs and services that enhance business and employment opportunities to encourage economic development in the region. The support expressed by the Ashtabula County Airport, The Erie Management Group, the Ashtabula Growth Partnership, and area employers and high schools underscore how Aviation Maintenance aligns with this mission.

2. Alignment with Existing Campus Programs: The Ashtabula Campus offers technical associate degrees in Electrical Engineering Technology and Mechanical Engineering Technology. As a result, the campus has faculty expertise, coursework, equipment, and industry contacts that will help support Aviation Maintenance Technology. The campus also currently offers all the necessary related and general studies courses for the new program.

3. Alignment with the School of Technology: Kent State University's Aeronautics Division offers the largest and only accredited academic flight training program at an Ohio university. This provides the Ashtabula Campus a direct connection to the expertise of the Aeronautics Division's senior academic program director, program faculty, equipment and aircraft, and a national network of industry, military, and civil aviation expertise. In addition, the connection with the School of Technology provides additional educational opportunities for students at both campuses.

4. Ashtabula County Airport: The presence in the community of the county airport and the desire on the part of the firm managing the

facility to support the program provides additional hands-on experience and employment opportunities for graduates.

5. Employment Opportunities: The Aviation Maintenance program is projected to provide employment opportunities for graduates both in aviation and in numerous area industries that need employees with strong mechanical, electrical, and technical skills.

B. Benefits

Anticipated benefits of the Aviation Maintenance program include:

1. Employment opportunities within the aviation industry and in related industries in Ashtabula County and the region. Students capable of relocating are also likely to find employment in other major metropolitan areas in Ohio.

2. The opportunity to complete a technical associate degree that not only provides employable skills, but can serve as the basis for baccalaureate degree completion via the Bachelor of Science in Aeronautics or the Technology 2+2 major. The Aviation Maintenance Technology program also offers an alternative degree option for students who are mechanically inclined but who may not necessarily be interested in a career in aviation.

3. Economic development in Ashtabula County, particularly at and around the Ashtabula County Airport. The Erie Management Group is interested in developing and using aviation, component manufacturing, and composite materials as a catalyst to spur growth that would be driven, in part, by the presence of Kent State University Ashtabula Campus and the Aviation Maintenance Technology program.

C. National, Region, State, and Local Need

1. National Need

The United States Department of Labor, Bureau of Labor Statistics, estimates that there are currently 142,000 aircraft mechanics employed, and predicts employment opportunity will be "excellent" for mechanics that have completed an approved training program. Employment is projected to grow at least as fast as the average for all occupations through 2014. The retirement of large numbers of Viet Nam-era mechanics may increase employment needs significantly. In addition, job opportunities are likely to be best at

small and commuter airlines, and in general aviation, which is the competitive environment found in our region.

2. Regional and State Need

Evidence of regional and state need is provided in part by Ohio Department of Transportation data, which indicate that Ohio has 164 public use airports and 743 private use airports and heliports. There are approximately 11,000 FAA registered aircraft and 18,000 FAA registered pilots in Ohio.

Pennsylvania Department of Transportation data show that the state has 134 public use and 350 private airports. There are 5,891 aircraft based in Pennsylvania and 648,539 registered pilots. Erie International Airport has 30 aircraft based at the facility and supports approximately 76,000 annual operations.

The Ashtabula County Airport is located mid-way between Cleveland and Erie, and is nearly the same distance from the Youngtown Airport.

3. Local Need

a. Industry Survey

A total of 135 surveys were sent to businesses in northeastern Ohio (Ashtabula, Cuyahoga, Geauga, Lake, Portage, Stark, Summit, and Trumbull counties) identified by the Harris Directory as engaged in the following sectors: aviation transportation, aerospace manufacturing, the power industry, and amusement parks. A total of 8 usable surveys were returned; of these, 7 strongly agreed or agreed that there is a need for graduates of the program and 7 said that they would hire graduates.

b. School Survey

A total of 113 surveys were sent to high school guidance counselors in western Pennsylvania, Lake County, and Ashtabula County. Thirty (30) schools responded; of these, 11 strongly agreed and 19 agreed that their students would be interested in the program. All 30 respondents indicated that they would encourage a student to enroll in the program.

c. Letters of Support

Evidence of local need is provided by: the Ashtabula County Airport, which believes the program will allow it to expand operations and will spur economic development in the region; Erie Management Group, which is in negotiations to manage the Ashtabula County Airport and has offered to build suitable facilities for the program; The Ashtabula County Growth Partnership, which coordinates public and private economic development efforts; and Dr. Isaac Richmond Nettey, director of the Kent State Aeronautics Program. Letters of support from these organizations are included in the appendix of this document.

D. Specialized Accreditation

1. The Aviation Maintenance Technology major will be an FAA-certified training program. Once initial internal approval steps are completed, FAA approval will be sought concurrently with final internal and external approvals.

2. Graduates of the Aviation Maintenance Technology program will be qualified to sit for the FAA certification exams in Airframe and Powerplant.

3. Instructors in the Aviation Maintenance Technology program will be FAA-certified.

4. Aeronautics degrees within the School of Technology are accredited by CAA (Council on Aviation Accreditation). Once final approval and FAA certification are completed, the Aviation Maintenance Technology program will seek CAA accreditation.

E. Additional Needs Other Than Employment Met by Program

1. The opportunity to complete a technical associate degree that not only provides employable skills, but can serve as the basis for baccalaureate degree completion via the Bachelor of Science in Technology 2+2 major. The Aviation Maintenance Technology program also offers an alternative degree option for students who are mechanically-inclined but who may not necessarily be interested in a career in aviation.

2. Economic development in Ashtabula County, particularly at and around the Ashtabula County Airport. The Erie Management Group is interested in developing and using aviation, component manufacturing, and composite materials as a catalyst to spur growth that would be driven, in part, by the presence of Kent State University Ashtabula Campus and the Aviation Maintenance Technology program.

F. Evidence of Student Interest

A total of 113 surveys were sent to high school guidance counselors in western Pennsylvania, Lake County, and Ashtabula County. Thirty (30) schools responded; of these, 11 strongly agreed and 19 agreed that their students would be interested in the program. All 30 respondents indicated that they would encourage a student to enroll in the program.

G. Similar Programs

There are no public institutions offering Aviation Maintenance Technology programs in the Ashtabula Campus service area. The closest programs are well over 50 miles away in Columbus (Columbus State Community College) and Dayton (Sinclair Community College). Pittsburgh Institute of Aeronautics, a private institution, offers a program in Pittsburgh and recently expanded to the Youngstown-Warren Airport. Both programs are more than 50 miles from the Ashtabula Campus.

H. How These Programs Differ

1. Pittsburgh Institute of Aeronautics offers an Associate of Specialized Technology and does not offer a clear baccalaureate degree completion path.

2. Sinclair Community College is not CAA accredited and does not offer does not offer a clear baccalaureate degree completion path.

3. Columbus State Community College is not CAA accredited and does not offer does not offer a clear baccalaureate degree completion path.

IV. Academic Planning

A. Planning Process

The planning process for developing the Aviation Management program involved extensive work on the part of the following individuals:

1. Michael Czayka, Assistant Professor of Technology, Ashtabula Campus

2. Joan Steidel, Workforce Development, Ashtabula Campus

3. Isaac Richmond Nettey, Senior Academic Program Director, Aeronautics Division, School of Technology

As appropriate, this team consulted with the Federal Aviation Administration, Ashtabula County employers and officials, and colleagues within Kent State University. In addition, two needs surveys were completed: one focused on the industrial sector of aviation in northeast Ohio and on focused on high school guidance counselors in northeast Ohio and western Pennsylvania.

B. Approval Process

1. The following internal governance bodies have reviewed and approved the proposed program:

    a. Ashtabula Campus Faculty Council (May, 2002)

    b. School of Technology Applied Science and Technology Division (May, 2002)

    c. School of Technology Aeronautics Division (April, 2002)

    d. School of Technology Curriculum Committee (April, 2004)

    e. Office of the Executive Dean for Regional Campuses (April, 2006)

2. The following internal governance bodies are scheduled to review the proposed program:

    a. Kent State University Education Policies Council (May, 2006)

    b. Kent State University Faculty Senate (July, 2006)

    c. Kent State University Board of Trustees (September, 2006)

3. The Ohio Board of Regents granted preliminary approval to develop the Associate of Applied Science in Aviation Maintenance in April, 2003.

C. Use of Consultants

1. The Aviation Maintenance program was not developed by outside consultants.

2. The Federal Aviation Administration was consulted regarding appropriate standards, content, and procedures for program certification.

3. Two initial meetings of community leaders and industry representative were held on December 7, 2001 and August 14, 2002. Once initial internal approval processes have been completed, a permanent program advisory board will be formed from industry representatives who expressed an interest in serving on the needs survey.

V. Academic Control

A. Program Administration

The Associate of Applied Science in Aviation Maintenance program will be granted by Kent State University Ashtabula Campus and reside within the School of Technology. At the campus level, it will be administered by a full-time faculty member who will serve as program director. The program director and adjunct faculty will report administratively to the campus assistant dean.

The program director will be a member of the School of Technology, Division of Aeronautics faculty. Adjunct faculty will be reviewed and approved by the Aeronautics division to make certain that they meet School, Division, and FAA standards under 14 CFR Part 147.

B. Cooperative Agreements

1. No cooperative agreements with other educational institutions are planned.

2. Initial discussions are underway with the Erie Management Group, which is in negotiations to assume management of the Ashtabula County Airport under a 30-year lease with the county. These discussions are centered around Erie Management Group's desire to support the Aviation Maintenance program by building appropriate hangar, classroom, and office facilities which it would provide under a lease with Kent State University.

C. Articulation Agreements

No articulation agreements with other educational institutions are planned.

VI. Curriculum

A. Program Description

Aviation Maintenance Technology provides students with the knowledge, skills, and experience necessary to become an aircraft mechanic. Coursework meets Federal Aviation Administration requirements and qualifies graduates to sit for FAA examinations to become a certified Airframe and Powerplant technician. Topics include aircraft structures, aircraft power systems, aviation electronics, and hydraulic systems. Students interested in this program must meet with an advisor to be admitted to the major. This degree is only available at the Ashtabula Campus.

B. Courses

TECHNICAL COURSES 39

Department	Course	Title	Credit Hours
AMRT	10010	FAA Regulations & Documentation	2
AMRT	10020	Aircraft Tools & Techniques	2
AMRT	10030	Airframe I	3
AMRT	10040	Aviation Power Plant I	4
AMRT	20010	Airframe II	3
AMRT	20020	Airframe III	2
AMRT	20030	Aviation Electronics	3
AMRT	20040	Principles of Flight	3
AMRT	20050	Advanced Aviation Practicum	2
AMRT	20060	Aviation Power Plant II	2
EERT	12000	Electric Circuits I	4
EERT	12001	Electric Circuits II	3
MERT	12005	Properties of Materials	3
MERT	22012	Fluid Power	3

RELATED COURSES 15

Department	Course	Title	Credit Hours
MATH	19001	Technical Math I	4
MATH	19002	Technical Math II	4
PHY	12201	Technical Physics I	3
PHY	12202	Technical Physics II	4

GENERAL STUDIES 13

Department	Course	Title	Credit Hours
COMM	15000	Intro to Human Communications	3
ENG	11011	College Writing I	3
ENG	20002	Intro to Technical Writing	3
SOC	12050	Introduction to Sociology	3
US	10001	University Orientation	1

TOTAL DEGREE REQUIREMENTS 67

Courses currently offered at Kent State University

MERT 12005 Properties of Materials (3)
Nature of pure metals and alloys, properties of ferrous and nonferrous metals and nonmetallic materials. Casting, heat treating, forming, welding and related processes. Prerequisite: None

MERT 22012 Fluid Power (3)
Fluid properties, kinematics of fluid flow, momentum, viscosity, energy equation, turbulent and laminar flow, industrial hydraulics and equipment. Prerequisite: None

EERT 12000 Electric Circuits I (4)
Direct current circuit analysis involving current and voltage, resistance, energy and power, Ohm's law, series and parallel networks. Mesh and nodal analysis, network theorems and DC instruments. Corequisite: MATH 11011 or equivalent.

EERT 12001 Electric Circuits II (3)
Analysis of capacitive, inductance and magnetic circuits and transients in R-L-C combinations. AC network analysis: mesh and nodal, phasor algebra, power factor, resonance. Prerequisite: EERT 12000. Corequisite: MATH 19002 or equivalent.

MATH 19001 Technical Mathematics I (4)
Introduction to geometry, algebra and trigonometry. For student in the engineering technologies. Prerequisite: Three years of high school math or equivalent.

MATH 19002 Technical Mathematics II (4)
Continuation of MATH 19001. Emphasizes advanced topics in algebra and trigonometry, analytic geometry, derivatives and integrals. Prerequisite: MATH 19001

PHY 12201 Technical Physics I (3)
Introduction to principles of physics: mechanics. Two hours recitation, two hours lab weekly. Pre- or corequisite: MATH 19001 or 12001

PHY 12202 Technical Physics II (4)
Introduction to principles of physics: fluids, thermodynamics, electricity and magnetism. Two hours recitation, two hours lab weekly. Prerequisite: PHY 12201

ENG 11011 College Writing I (3)
Composition course with emphasis on critical reading of comparatively short texts to produce at least 4,000 words of graded analytical prose (not research papers) using documentation. Prerequisite: Appropriate placement test score or grade of C or better in ENG 10000. This course may be used to satisfy the LERs.

ENG 20002 Introduction to Technical Writing (3)
Introduction to communication practices within technical communities. Planning, drafting, revising and editing. Process descriptions, object descriptions, instructional texts, technical correspondence, problem reports, critical reflection. Prerequisite: Completion of ENG 10001 and 10002 sequence or program requirement.

COMM 15000 Introduction to Human Communication (3)
An inquiry into the nature and function of human communication in interpersonal group and public context. Prerequisite: None. This course may be used to satisfy the LERs.

US 10001 University Orientation (1)
Assist students in making the transition to the university, improving and refining academic skills, participating in the advising system and selecting or confirming a major. Required of all entering freshmen. S/U grading. Prerequisite: None.

SOC 12050 Introduction to Sociology (3)
Scientific approach to understanding social interaction, institutions and organization. Prerequisite: None. This course may be used to satisfy the LERs and the university diversity requirement.

New Courses

AMRT 10010 FAA Regulations and Documentation (2)
FAA History, inspections, documentation and aircraft drawings. Comprehensive Aircraft Maintenance Technology course for the AMRT candidate to meet the requirements for FAA licensing.

AMRT 10020 Aircraft Tools and Techniques (2)
Welding for the AMT and understanding of fluid lines and fittings. Comprehensive Aircraft Maintenance Technology course for the AMRT candidate to meet the requirements for FAA licensing.

AMRT 10030 Airframe I (3)
Understanding aircraft systems and corrosion control. Comprehensive Aircraft Maintenance Technology course for the AMRT candidate to meet the requirements for FAA licensing.

AMRT 10040 Aviation Power Plant I (4)
Study of aviation engines and propellers. Comprehensive Aircraft Maintenance Technology course for the AMRT candidate to meet the requirements for FAA licensing.

AMRT 20010 Airframe II (3)
Understanding aircraft structures. Comprehensive Aircraft Maintenance Technology course for the AMRT candidate to meet the requirements for FAA licensing.

AMRT 20020 Airframe III (2)
Advanced Airframe course. Comprehensive Aircraft Maintenance Technology course for tech AMRT candidate to meet the requirements for FAA licensing.

AMRT 20030 Aviation Electronics (3)
Electronics and systems for the AMT. Comprehensive Aircraft Maintenance Technology course for the AMRT candidate to meet the requirements for FAA licensing.

AMRT 20040 Principles of Flight (3)
Nature of light sound and aerodynamics. Comprehensive Aircraft Maintenance Technology course for the AMRT candidate to meet the requirements for FAA licensing.

AMRT 20050 Advanced Aviation Practicum (2)
Aviation maintenance experience. Comprehensive Aircraft Maintenance Technology course for the AMRT candidate to meet the requirements for FAA licensing.

AMRT 20060 Aviation Power Plant II (2)
Further studies into aircraft engines
(Corequisite: Powerplant Practicum). Comprehensive Aircraft Maintenance Technology course for the AMRT candidate to meet the requirements for FAA licensing.

C. Evaluation Methods

The Aviation Maintenance program will be evaluated as follows:

1. Ability to meet and achieve FAA certification as a training program
2. Ability to meet and achieve CAA accreditation standards
3. Kent State University's on-going Academic Program Review process
4. On-going curricular input from the program advisory committee

D. Specialized Accreditation

1. The Aviation Maintenance major will be an FAA-certified training program under 14 CFR Part 147. Once initial internal approval steps are completed, FAA approval will be sought concurrently with final internal and external approvals.
2. Instructors in the Aviation Maintenance program will be FAA-certified under 14 CFR Part 147.
3. Aeronautics degrees within the School of Technology are accredited by CAA (Council on Aviation Accreditation). Once final approval and FAA certification are completed, the Aviation Maintenance Technology program will seek CAA accreditation.
4. No additional resources are anticipated to be necessary for accreditation.

VII. Staffing Qualifications

A. Full-Time Faculty

One full-time faculty member will be hired in the first year of the program, based upon a projected enrollment of 15 the first year. This faculty member will have a reduced teaching load to coordinate the program. Qualifications include: academic credentials and teaching experience appropriate to academic rank; appropriate FAA certification to teach in the Aviation Maintenance Technology program; and other appropriate qualifications appropriate to external accreditation standards.

B. Adjunct Faculty

The program will require one adjunct faculty member the first year and two the second year. Additional adjunct faculty will be added based upon enrollment needs of the program. Qualifications include: academic credentials and teaching experience; appropriate FAA certification to teach in the Aviation Maintenance program; and other appropriate qualifications appropriate to external accreditation standards.

VIII. Facilities and Support

A. Current Facilities and Equipment

1. Facilities

The current facilities at Kent State Ashtabula are sufficient to offer the lecture and laboratory components of the program. The campus possesses a free-standing engineering technology building that houses electrical, materials, robotics, plastics, and physics labs. Laboratory space can be reconfigured to house additional equipment to support the Aviation Maintenance Technology program. In addition, the campus is currently raising funds to build a new science and allied health building which, when completed in 2007, will create additional space in the technology building through relocation of the existing physics lab.

2. Equipment

The Ashtabula Campus possesses some of the equipment necessary to deliver core technical courses. The School of Technology has also volunteered to donate equipment to support the program, and initial discussions with local industry indicate a willingness to donate additional equipment. A list of additional equipment and tools that the campus will need to acquire is included in the appendix of this document.

Students in the program will be responsible for purchasing their own tools, which will also serve them as they begin their employment. A list of required students' tools is included in the appendix of this document.

B. Impact on Current Programs

The use of existing facilities and equipment for the proposed program is not anticipated to impact existing programs. Equipment acquired for the Aviation Maintenance Technology program should supplement instruction in existing programs, however.

C. New Facilities and Equipment Required

In addition to the facilities currently available at the Ashtabula Campus, the Erie Management group has offered to build instructional facilities on a lease-back basis to the Aviation Maintenance program at the Ashtabula County Airport. While these facilities are not required, they would certainly enhance the planned program.

D. Meeting New Facilities and Equipment Needs

Initial discussions are underway with Erie Management Group and the Ashtabula County Airport regarding hangar and classroom facilities on-site at the airport. Such facilities would supplement facilities currently available on the Ashtabula Campus. In addition, facilities available at Andrew Paton Field (Kent State University's airport) would supplement instruction as necessary.

E. Library Support

The Ashtabula Campus currently supports the engineering technology programs with its collections; many of these materials are appropriate for the general content of the Aviation Maintenance program. Additional reference, circulating, and periodical materials will be added as required by the program if they are not available within the Kent State University Library system or through inter-library loan on OhioLink.

IX. Financial Resources

A. Projected Budget

The projected program budget is included in the appendix of this document.

B. Expected Income and Subsidy

Income projections based upon anticipated enrollment, tuition and fees generated, and subsidies earned are included in the appendix of this document.

C. Internal Reallocation of Resources

The only internal reallocation of resources anticipated is the equipment supplied by the Division of Aeronautics that will be relocated from the Kent Campus to the Ashtabula Campus.

D. Financial Statement for New Degree Program

The Financial Statement for the New Degree Program is included in the appendix of this document.

KENT STATE
UNIVERSITY
REGIONAL CAMPUSES

Interdepartmental Correspondence

TO: Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum

FROM: Shirley J. Barton, Executive Dean, Regional Campuses S.B.

DATE: June 12, 2006

SUBJECT: **PROPOSAL FOR AN ASSOCIATE OF APPLIED SCIENCE DEGREE IN AVIATION MAINTENANCE TECHNOLOGY**

Enclosed is a proposal to establish an associate of applied science degree in Aviation Maintenance at the Ashtabula Campus.

This proposal has been reviewed and is supported by the faculty at Ashtabula Campus, the School of Technology Aeronautics Division, the School's Curriculum Committee, and the Office of the Executive Dean for Regional Campuses.

The proposed degree incorporates thirteen current courses with ten new courses listed below:

Course Number	Course Name	Credit Hours
AMRT 10010	FAA Regulations and Documentation	2
AMRT 10020	Aircraft Tools and Techniques	2
AMRT 10030	Airframe I	3
AMRT 10040	Aviation Power Plant I	4
AMRT 20010	Airframe II	3
AMRT 20020	Airframe III	2
AMRT 20030	Aviation Electronics	3
AMRT 20040	Principles of Flight	3
AMRT 20050	Advanced Aviation Practicum	2
AMRT 20060	Aviation Power Plant II	2

I now request the proposal be placed on the EPC Agenda for August, 2006. Please let me know if any additional information is needed for consideration by EPC.

SJB/vmc

Enclosure

cc: Raj Chowdhury, Dean, School of Technology

KENT STATE UNIVERSITY
REGIONAL CAMPUSES

Program Requirement Sheet
Associate of Applied Science Degree

AVIATION MAINTENANCE TECHNOLOGY
2007-2008

Student Name: _____
Campus: _____

Draft

DEVELOPMENTAL PRESCRIPTION COURSES

Determined by Basic Skills Assessment
(Check Required Courses)

	Dept.	Course Number	Title	Credit Hours	Sem./Yr. Complete
☐	ENG	11001	Intro. to College Writing S (3)		_____
☐	ENG	11002	Intro. to College Writing S II (3)	6	_____
☐	MATH	10004	Developmental Mathematics	4	_____
☐	MATH	10005	Introduction to College Math.	3	_____
☐	US	10003	Reading Strat. for College Suc.	3	_____
☐	US	10006	Study Strat. for College Suc.	3	_____

TECHNICAL COURSES

Dept.	Course Number	Title	Credit Hours	Sem./Yr. Completed	Grd (0-4)	Qlty. Point
AMRT	10010	FAA Regulations and Documentation	2	_____	____	____
AMRT	10020	Aircraft Tools and Techniques	2	_____	____	____
AMRT	10030	Airframe I	3	_____	____	____
AMRT	10040	Aviation Power Plant	4	_____	____	____
AMRT	20010	Airframe II	3	_____	____	____
AMRT	20020	Airframe III	2	_____	____	____
AMRT	20030	Aviation Electronics	3	_____	____	____
AMRT	20040	Principles of Flight	3	_____	____	____
AMRT	20050	Advanced Aviation Practicum	2	_____	____	____
AMRT	20060	Aviation Power Plant II	2	_____	____	____
EERT	12000	Electric Circuits I	4	_____	____	____
EERT	12001	Electric Circuits II	3	_____	____	____
MERT	12005	Properties of Materials	3	_____	____	____
MERT	22012	Fluid Power	3	_____	____	____

Total Technical Course Hours 39 Core GPA _____

RELATED COURSES

Dept.	Course Number	Title	Credit Hours	Sem./Yr. Completed
MATH	19001	Technical Math I	4	_____
MATH	19002	Technical Math II	4	_____
PHY	12201	Technical Physics I	3	_____
PHY	12202	Technical Physics II	4	_____

Total Related Course Hours 15

GENERAL STUDIES COURSES

General Studies

COMM	15000	Introduction to Human Communication	3	_____
ENG	11011	College Writing I	3	_____
ENG	20002	Introduction to Technical Writing	3	_____
SOC	12050	Introduction to Sociology	3	_____
US	10000	University Orientation	1	_____

Total General Studies Course Hours 13

TOTAL REQUIREMENTS 67

_____ _____
Student Signature

_____ _____
Adviser Signature

Notes
Core GPA = Technical Quality Points + Technical Credit Hours
Students are required to complete 1960 supervised hours to graduate; time sheets are kept for each student and require instructor signature.
All courses meet FAA requirements outlined in practical test standards FAA-S-8081-26, FAA-S-8081-27, and FAA-S08081-28.

Issued by the office of the Executive Dean for Regional Campus

KENT STATE UNIVERSITY ASHTABULA

Interdepartmental Correspondence

TO: Denise Seachrist, Interim Dean for Academic and Student Affairs

FROM: Mel Anthony May, Assistant Dean

DATE: April 7, 2006

SUBJECT: AAS in Aviation Maintenance Proposal

Attached is the formal proposal to establish the Associate of Applied Science in Aviation Maintenance at the Ashtabula Campus (AC AAS AMRT). The proposal has been approved by the Ashtabula Campus Faculty Council, the School of Technology Aeronautics division, Engineering and Applied Science division, and School Curriculum Committee. It is now ready for the Office of the Executive Dean for Regional Campuses to review and transmit to the Educational Policies Council.

:MAM

Associate of Applied Science in Aviation Maintenance
Minimum Required Student Tool List

1. Safety glasses (clear and amber)
2. Screwdriver set, five piece, slotted and Phillips
3. Diagonal cutter pliers (5-inch or 6-inch)
4. Slip-joint pliers (8 inch or 10 inch)
5. Duck-bill pliers (5 inch or 6 inch)
6. 6-inch Steel rule (1/32 and 1/64 inch gradations)
7. 8 oz. ball pein hammer
8. Open-end wrench set (3/8 inch to 1-inch minimum)
9. Box-end wrench set (3/8 inch to 1-inch minimum)
10. Ignition wrench set (must contain ¼, 5/16, and 11/32)
11. 3/8 inch driver socket set (with universal joint)
12. ¼ inch driver socket set
13. Flashlight (D cell preferred)
14. Inspection mirror (minimum 2 x 3 inch or 2-inch round)
15. Respirator (not dust mask)
16. Hearing protection
17. Multimeter
18. Square and Rule (1/32 and 1/64 inch gradations)
19. Scriber
20. Feeler gauges
21. File card
22. Files
23. File handles
24. Center punch
25. Flat chisel
26. Pin punches (1/16 inch and 1/8 inch)
27. Twist drill bits (4-#40, 4-#30, 1-#11, 1-#21)
28. Tool box (26 inches long, 12 inches high, and 15 inches wide)
29. Hacksaw frame
30. Hacksaw blades (14, 18, 24, and 32 tooth)
31. Plastic-tip hammer
32. Dial indicator
33. Micrometer calipers
34. Small hole gauges

Associate of Applied Science in Aviation Maintenance
Tools and Equipment Supplied by the Program

In addition the current shop tools and equipment, the following equipment is required:

1. Complete aircraft
2. Reciprocating engine
3. Turbine engine
4. Propellers
5. Marking tools
    a. Punches
    b. Cutting tools
        i. Squaring shears
        ii. Throatless shears
        iii. Scroll shears
        iv. Bandsaw
        v. Hacksaws
        vi. Files
        vii. Chisels
6. Deburring tools
7. Drills
    a. Drill motors
    b. Drill attachments and special drills
8. Forming tools
    a. Cornice brake
    b. Box brake
    c. Slip-roll former
    d. Sandbag
9. Riveting tools
    a. Rivet gun
    b. Rivet set
    c. Bucking bars
    d. Compression rivet squeezers
10. Sheet metal assembly tools
    a. Hole finder
    b. Chip chaser
11. Aircraft tires and tubes
12. Circuit control devices
13. Switches
14. Semiconductor diodes
15. Zener diodes
16. Relays and solenoids
17. Bipolar transistors
18. Silicon-controlled rectifier
19. Aircraft batteries
    a. Lead acid batteries

   b. Nickel-Cadmium batteries
20. Continuity light
21. Multimeters
22. Digital multimeter
23. Clamp-on ammeter
24. Oscilloscopes
25. Maintenance forms and records
26. Welding torches
27. Oxygen
28. Acetylene
29. Torch tips
30. Torch lighters
31. Welding goggles
32. Filler rod
33. Silver solder
34. Fluid line fittings
35. An and AC flared tube fittings
36. Flexible fluid lines
    a. Low-pressure hose
    b. Medium-pressure hose
    c. High-pressure hose
    d. Extra-high-pressure hose
    e. Teflon hose
    f. Installation of flexible hose
37. Aircraft hardware
38. Measuring devices
    a. Dial indicator
    b. Micrometer calipers
    c. Small hole gauges
    d. Combination set
    e. Valve-stretch gauge
    f. Connecting rod twist fixture
39. Pop rivets
40. Miscellaneous aircraft hardware
41. Layout tools
    a. Combination set
    b. Steel scales
    c. Dividers

Associate of Applied Science
AVIATION MAINTENANCE TECHNOLOGY
2007-08

Recommended Course Sequence

Fall Year 1

MERT	12005	Properties of Materials	3
EERT	12000	Electric Circuits	4
AMRT	10010	FAA Regulations & Doc.	2
MATH	19001	Technical Math I	4
AMRT	10020	Aircraft Tools & Techniques	2
ENG	11011	College Writing I	3
US	10001	University Orientation	1
Total Hours			**19**

Spring Year 1

EERT	12001	Electric Circuits II	3
AMRT	10030	Airframe I	3
MATH	19002	Technical Math II	4
PHY	12201	Technical Physics I	3
AMRT	10040	Aviation Power Plant I	4
Total Hours			**17**

Fall Year 2

MERT	22012	Fluid Power	3
AMRT	20010	Airframe II	3
PHY	12202	Technical Physics II	4
ENG	20002	Intro to Technical Writing	3
COMM	15000	Intro to Human Communications	3
Total Hours			**16**

Spring Year 2

SOC	12050	Intro to Sociology	3
AMRT	20020	Airframe III	2
AMRT	20030	Aviation Electronics	3
AMRT	20040	Principles of Flight	3
AMRT	20050	Aviation Practicum	2
AMRT	20060	Aviation Power Plant II	2
Total Hours			**15**

To: Michael Czayka
Assistant Professor of Technology

From: Joan Steidl
Workforce Development

Re: Community and Industry Needs Assessment For New Associate in Applied Science in Airframe & Powerplant Technology

Date: April 23, 2002

I am pleased to present the results of our Community and Industry Needs Assessment, a preliminary step taken to determine if the offering of an associate in science degree in Airframe & Powerplant Technology is or is not a viable option for Kent State Ashtabula to undertake.

The assessment was mailed the second week of March, 2002 with the request that completed questionnaires were returned to Joan Steidl April 15, 2002. The complete packet of information sent out is attached. One questionnaire targeted industry, the other high school guidance counselors in Western Pennsylvania, Lake, and Ashtabula Counties.

Industry Questionnaire and Response

A total of 135 questionnaires were sent out to businesses in Northeast Ohio. Companies were selected by using Harris InfoSource using SIC numbers: 4512, 4513, 4522, 4581 and NAICS number 3364. These SIC and NAICS numbers represent aviation transportation, aerospace manufacturing, the power industry, and amusement parks. A search was made to locate companies with those specific SIC numbers in the following counties:

- Ashtabula
- Cuyahoga
- Geauga
- Lake
- Trumbull
- Stark
- Summit
- Portage

Search for amusement parks was statewide. Eight (8) industries responded to the questionnaire, for a 5.9% response rate.

Responses were as follows:

- Based on the proposed degree description, six (6) companies answered they "agree" there is a need for graduates of the program in their company; one (1) said "strongly agree", one (1) said "disagree";
- Five (5) agreed there is a need for this type of graduate in Ashtabula County; one (1) disagreed; Two (2) did not know;
- Five (5) agreed there was a need in Northeast Ohio or Western Pennsylvania; Two (2) strongly agreed; One (1) did not know.
- Based upon the degree description, seven (7) would hire graduates of the proposed program; one (1) said "no".
- Companies that responded they would hire graduates of the program, estimated they would hire a minimum of 22 over the next five (5) years, with one company indicating it depended upon the size of their fleet.
- The annual starting salary of a new graduate ranged from $25,000 to $48,000.
- Three (3) respondents – two (2) from Cuyahoga County and one from Lancaster, Ohio - indicated they would be interested in serving on an advisory board as we design the program.

School Questionnaire & Response

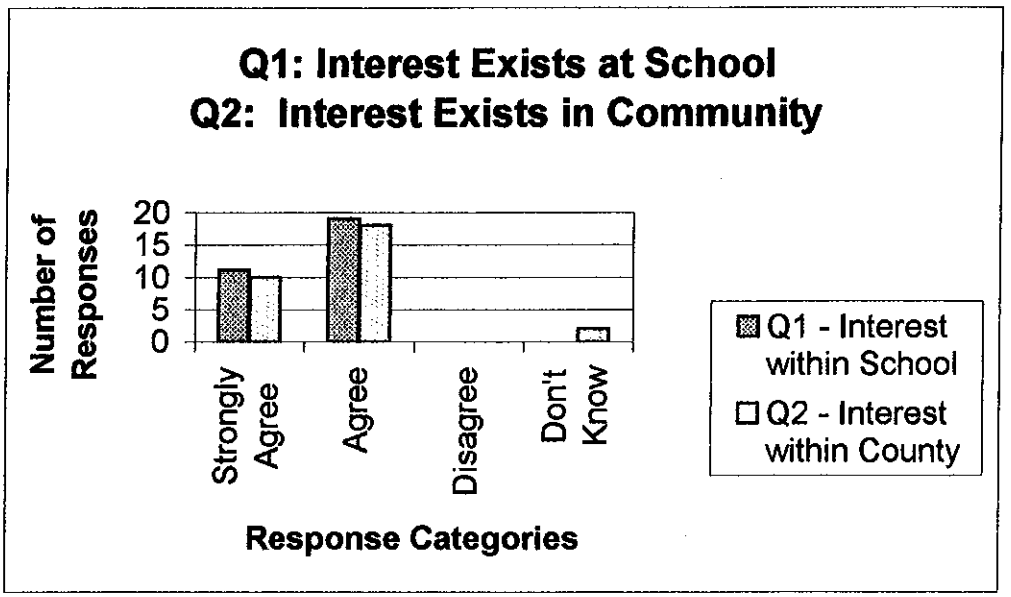
A total of 113 questionnaires were sent to high school guidance counselors in Western Pennsylvania, Lake, and Ashtabula Counties. Thirty schools responded for a 26.5% response rate.

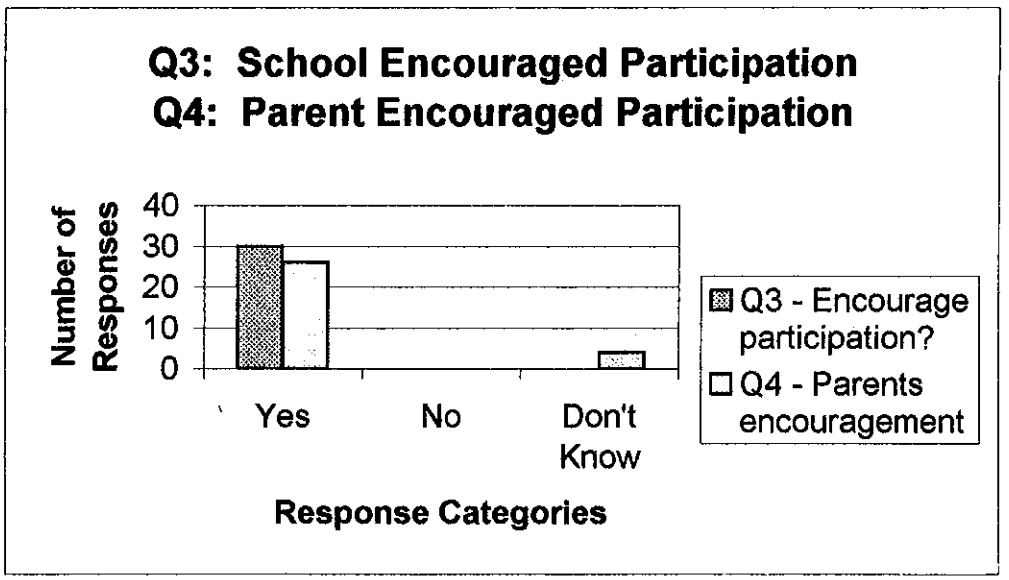
Responses were as follows:

- 11 "strongly agreed" their students would be interested in the program, 19 "agreed".
- Ten (10) "strongly agreed" students in Ashtabula County and Western Pennsylvania would be interested in the program; 18 "agreed", two (2) had no opinion.
- All 30 of the respondents replied "yes" they would encourage a student to enroll in the program.
- Twenty-six replied "yes" they thought this is a program parents would encourage their children to consider; four (4) did not have an opinion.
- Five (5) respondents indicated they would be interested in serving on an advisory board - three (3) of whom are from Pennsylvania – as we design the program.

Kent State University Ashtabula

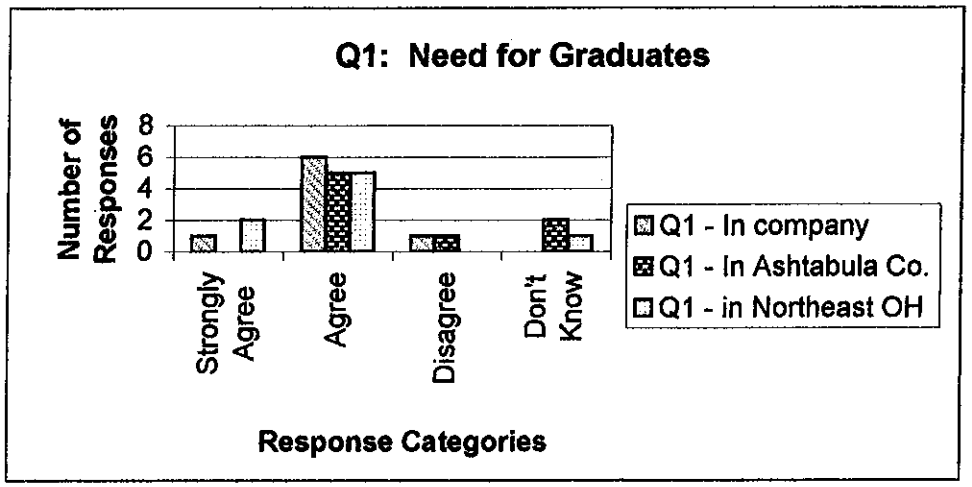
Aviation Survey Results - Educational Facilities

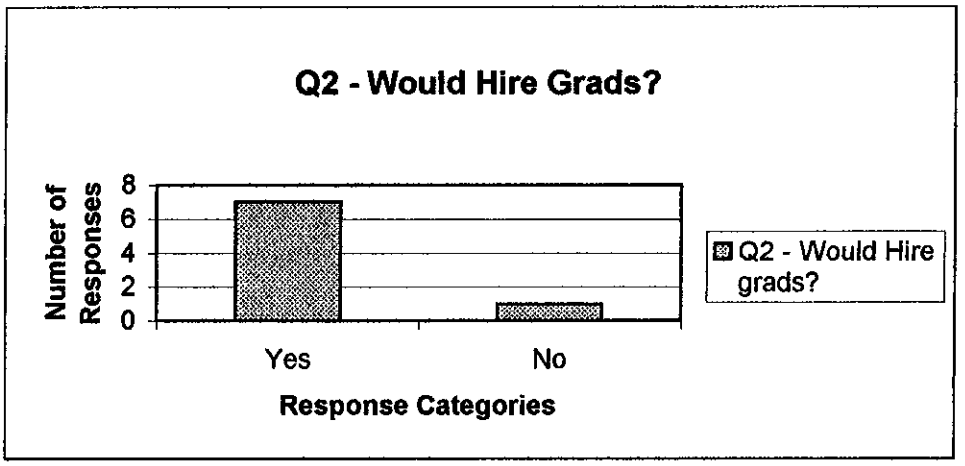


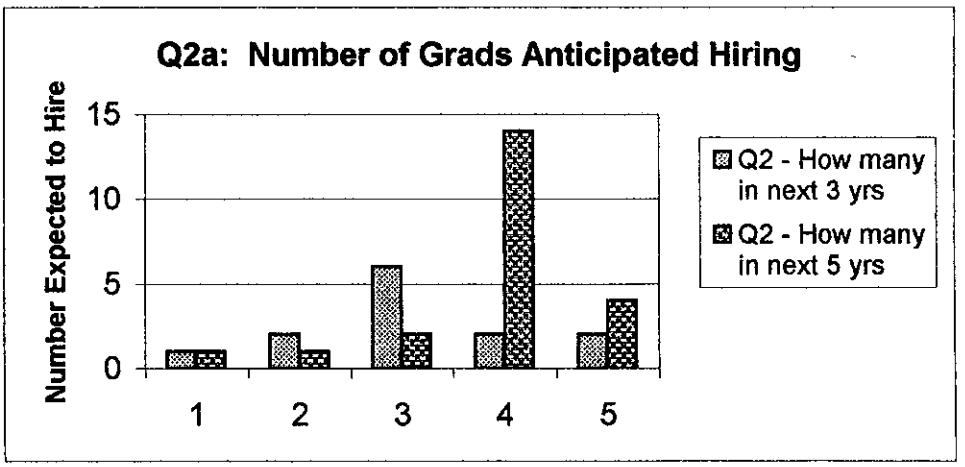


Kent State University Ashtabula

Aviation Industry Survey Results







KENT STATE
UNIVERSITY
ASHTABULA

Dear Community Leader:

Kent State University Ashtabula, in partnership with the Kent State University School of Technology Aeronautics Division, is studying the feasibility of offering an Airframe and Powerplant Associate Degree. The degree program would be a necessary first step for a student to earn his or her Federal Aviation Administration (FAA) Airframe and Powerplant Maintenance Certificate to become an aviation mechanic.

In order to determine whether this associate degree program would be a viable academic program on our campus, our first step is to conduct a needs assessment with community and industry representatives. The Ohio Board of Regents will make the final decision whether or not we will offer this new academic program.

Please take a few moments to respond to the enclosed survey to help in our efforts to determine whether or not we should take the next step in designing and offering this new program.

As background, I have enclosed a draft sample of the required curriculum.

If you have any questions, please feel free to contact me. I can be reached at 440-964-4211 or by e-mail at stocker@ashtabula.kent.edu

Thank you for taking the time to respond to the enclosed questionnaire. We are dependent upon your feedback to gain a realistic assessment of whether or not we should pursue this new academic avenue. We would appreciate your response on or before November 1, 2002. I look forward to hearing from you.

Sincerely,

Susan J. Stocker
Interim Dean

Ltr.aviation.doc

3325 West 13th Street • Ashtabula, Ohio 44004
Phone: (440) 964-3322 • Fax: (440) 964-4269 • www.ashtabula.kent.edu

Kent State University Ashtabula

Community and Industry Needs Assessment For a New Associate of Applied Science in Airframe & Powerplant Technology

Attached is a proposed list of courses which would be required to earn an Associate of Applied Science Degree in Aviation Maintenance Technology or Aircraft Maintenance. The degree program would be a necessary first step for a student to earn his or her Federal Aviation Administration Airframe and Powerplant Maintenance Certification in order to become an aviation mechanic. If a student is not interested in the FAA certificate, upon graduation, students would be qualified for such entry-level positions as: Computer-aided drafter and designer; manufacturing and production positions in standards, materials, and testing; and sales or service representatives.

Name: _____ Title: _____

Company: _____

Address: _____

Phone: _____ Fax: _____

(You may also attach a business card)

1. Based upon the enclosed degree description, I see a need for graduates of the proposed program:

In my company?
☐ Strongly Agree ☐ Agree ☐ Disagree

In Ashtabula County?
☐ Strongly Agree ☐ Agree ☐ Disagree

In Northeast Ohio or Western Pennsylvania?
☐ Strongly Agree ☐ Agree ☐ Disagree

2. Based upon the enclosed degree description, I would hire graduates of the proposed program:

☐ Yes ☐ No

If you answered yes to question number two, please estimate the number of graduates you would anticipate hiring:

In the next 3 years: _____

In the next 5 years: _____

3. If your company would consider hiring graduates of Kent State University with technical associate degrees, please estimate the **annual starting salary**:

$ _____

4. After examining the enclosed degree description, are there topics or skills that, based upon your experience, students would need in addition to or instead of those we have proposed?

☐ Yes ☐ No

If your answer is yes, please elaborate:

_____

_____

_____

5. Would you be interested in serving on an advisory board as we continue to plan this program?

☐ Yes ☐ No

Thank you for your time and your input to this planning process. If you have any questions about this questionnaire or the proposed degree, please contact Mike Czayka at czayka@ashtabula.kent.edu or by calling 440-964-4266.

Please return your completed questionnaire in the enclosed, self-addressed envelope, or you can simply fax it to us at 440-964-4269.

COMMUNITY INDUSTRY NEEDS ASSESSMENT
COMPANIES WHICH RESPONDED

As of 2/17/03

COMPANY NAME	ADDRESS	CITY	ST	ZIP	CONTACT	ADV*	SALARY
Air Services Of Cleveland	19601 Five Points Rd	Cleveland	OH	44135	Howard E. Codney	YES	$48,000
Aircraft Braking Systems Corp	1204 Massillon Rd	Akron	OH	44306	Robert Fredenburg		
Airfoil Technologies Intl LLC	5830 Heisley Rd	Mentor	OH	44060	Frank Mocilnikar		$40,000
All Aircraft Svc (Lost Nation Arpt)	1885 Lost Nation Road	Willoughby	OH	44094	Robert J. Heaton		$30,000
All Freight Delivery	PO Box 81495	Cleveland	OH	44181	Douglas Cannon		
Alpha Aircraft Charter, Ltd.	P.O. Box 429	Girard	OH	44420	Robert L. Williams	YES	$35,000
American Electrical Power	4389 International Gateway	Columbus	OH	43219	Jerome M. Cohen		$35,000
Ashtabula County Airport	2382 Airport Road	Jefferson	OH	44047	Stephen Vibbard		
Aviation Management	15100 Lake Avenue	Cleveland	OH	44107	Pred Milenkovich	YES	
Burke Lakefront	1501 N. Marginal Road	Cleveland	OH	44114	Dan Psimer		$40,000
Concord Airpark	12253 Concord-Hambden Rd	Painesville	OH	44077	Connie Luhta		
Continental Airlines Inc	5300 Riverside Drive	Cleveland	OH	44135	Dan Sonego		$40,000
Dunham Products Inc	6 Industry Dr	Bedford	OH	44146	Joseph F Klukan	YES	$32,000
Ferrotherm Co	4758 Warner Rd	Garfield Heights	OH	44125	Thor H. Egeland	YES	$35,000
First Energy Generation Corp.	6800 South Marginal Road	Cleveland	OH	44103	R. Michael Curran		$37,000
Flight Options International	26180 Curtiss Wright Pkwy	Cleveland	OH	44143	Paul Leachko	YES	$32,250
Geauga County Airport	15421 Old State Road	Middlefield	OH	44062	Elaine Johnston		
Gemco Aviation Services Inc	10800 Sharrot Road	North Lima	OH	44452	Michael Stanko		$15,000
Gfs/Nde Div of Tru-Tec Services	5250 Mayfair Road	North Canton	OH	44720	Alan C. Magno		
Grand Aire, Inc.	11777 W. Airport Service Rd.	Swanton	OH	43558	Bruce Marshall	YES	$30,000
Holmes-Wayne Electric Cooperative	P. O. Box 112	Millersburg	OH	44654	Gail Peterson		$30,000
Inertial Airline Services Inc	375 Alpha Park Drive	Highland Hts.	OH	44143	Blaine R. Lewis	YES	
Kettunen Aeronautical	Ashtabula Co Arpt; 2382 Airport Rd	Jefferson	OH	44047	Alan Kettunen	YES	
Million Air Cleveland	1601 North Marginal Road	Cleveland	OH	44114	Thomas Slavin		
NASA-John H Glenn Research Ctr	21000 Brookpark Rd	Cleveland	OH	44135	George C. Madzsar		
North Coast Flyers, Inc	1601 N. Marginal Road	Cleveland	OH	44114	George T. Gilby		$24,000
South Central Power Co.	P. O. Box 250	Lancaster	OH	43130	Ajit C. Kadakia	YES	$30,000
Winner Aviation Corp	1453 Youngstown-Kingsville Rd	Vienna	OH	44473	Rick Hale	YES	$20,000
Youngstown Air Reserve Station	3976 King Graves Rd., Unit 24	Vienna	OH	44473	Bob Hart		$41,239

Number of potential advisory members and estimated average starting salary: **$33,027**

***ADV - Individuals who would like to serve on Advisory Committee** **11**

PERCENT RESPONSES REC'D: **26.61%**

Percent who would hire graduates **68%**

Percent who would serve on advisory **38%**

PROPOSED ASSOCIATE OF APPLIED SCIENCE DEGREE IN AVIATION MAINTENANCE TECHNOLOGY OR AIRCRAFT MAINTENANCE
COMMUNITY INDUSTRY NEEDS ASSESSMENT - FULL MAILING LIST

COMPANY NAME	ADDRESS	CITY	ST	ZIP	CONTACT	ADV	SALARY
Achilles Aerospace Products	2100 Enterprise Pkwy	Twinsburg	OH	44087	David L Hoyack		
Adanac Industries Inc	1517 E 367th St	Eastlake	OH	44095	Larry Butler		
Aero Tech Tool & Mold Inc	7224 Industrial Park Blvd	Mentor	OH	44060	Thomas W Murphy		
Aeroheat Inc	4055 Superior Ave	Cleveland	OH	44103	Al Spitznagel		
Aero-Med Industries Inc	PO Box 42105	Brookpark	OH	44142	Guy Weaver		
Air Camis Inc	3024 Jupiter St NW	North Canton	OH	44720	Thomas Willson		
Air Services Of Cleveland	**19601 Five Points Rd**	**Cleveland**	**OH**	**44135**	**Howard E. Codney**	**YES**	**$48,000**
Aircraft Braking Systems Corp	**1204 Massillon Rd**	**Akron**	**OH**	**44306**	**Robert Fredenburg**		
Airfoil Technologies Intl LLC	**5830 Heisley Rd**	**Mentor**	**OH**	**44060**	**Frank Mocilnikar**		**$40,000**
Akron Fulton International	1436 Triplett Blvd.	Akron	OH	44306	James Malvj		
Akron-Canton Regional Airport	5400 Lauby Road NW	Canton	OH	44720	Frederick J Krum		
All Freight Delivery	**PO Box 81495**	**Cleveland**	**OH**	**44181**	**Douglas Cannon**		
All Tools Inc	7500 Associate Ave	Brooklyn	OH	44144	Thomas Shumay		
Allen Aircraft Products Inc	PO Box 1211	Ravenna	OH	44266	Neil Mann		
Alpha Aircraft Charter, Ltd.	**P.O. Box 429**	**Girard**	**OH**	**44420**	**Robert L. Williams**	**YES**	**$35,000**
American Electrical Power	**4389 International Gateway**	**Columbus**	**OH**	**43219**	**Jerome M. Cohen**		**$35,000**
Argo-Tech Corp	PO Box 17220	Euclid	OH	44117	Michael Lipscomb		
Ashtabula County Airport	**2382 Airport Road**	**Jefferson**	**OH**	**44047**	**Stephen Vibbard**		
AvCraft JETCHARTERS	6060 W Airport Dr	Canton	OH	44720	Laurie Loftis		
Aviation Management	**15100 Lake Avenue**	**Cleveland**	**OH**	**44107**	**Pred Milenkovich**	**YES**	
Aviation Products Support	7600 Tyler Blvd	Mentor	OH	44060	Doug Hartman		
BAX Global Inc	6760 Eastland Rd	Middleburg Heights	OH	44130	Bonnie L Lesny		
Burke Lakefront	**1501 N. Marginal Road**	**Cleveland**	**OH**	**44114**	**Dan Psimer**		**$40,000**
Business Aircraft Group	2301 North Marginal Road	Cleveland	OH	44114	Michael Hoyle		
C G S Aviation Inc	PO Box 470635	Broadview Heights	OH	44147	Charles Slusarczyk		
Castle Aviation Inc.	5430 Lauby Road, Bldg 10	North Canton	OH	44720	Michael Grossman		
Cleveland Hopkins International Airport	5300 Riverside Drive	Cleveland	OH	44135	Mary Czaplicki		
Cleveland Instrument Corp.	6397 Eastland Road	Cleveland	OH	44142	Richard Harris		
Complete Precision Products	7607 Saint Clair Ave	Mentor	OH	44060	John Allen		
Concord Airpark	**12253 Concord-Hambden Rd**	**Painesville**	**OH**	**44077**	**Connie Luhta**		
Concorde Castings Inc	34000 Lakeland Blvd	Eastlake	OH	44095	Joe Weber		
Continental Airlines Inc	**5300 Riverside Drive**	**Cleveland**	**OH**	**44135**	**Dan Sonego**	**YES**	**$40,000**
D & L Manufacturing Co	2715 Bennett Rd	North Madison	OH	44057	Richard Kuehnle		
DAI Ceramics Inc	38240 Airport Pkwy	Willoughby	OH	44094	Richard Ruggerio		

PROPOSED ASSOCIATE OF APPLIED SCIENCE DEGREE IN AVIATION MAINTENANCE TECHNOLOGY OR AIRCRAFT MAINTENANCE
COMMUNITY INDUSTRY NEEDS ASSESSMENT - FULL MAILING LIST

COMPANY NAME	ADDRESS	CITY	ST	ZIP	CONTACT	ADV	SALARY
Debartolo Flight Operations	Youngstown-Warren Regional Airport	Youngstown	OH	44473	Charles Eaves		
Delta Airlines Inc	Cleveland Hopkins Airport	Cleveland	OH	44135	Steve Alvey		
Department of Port Control	1501 N. Marginal Road	Cleveland	OH	44114	Reuben Sheperd		
DHL Worldwide Express Inc.	4463 Industrial Parkway	Cleveland	OH	44135	Brenda Pierce		
Dunham Products Inc	**6 Industry Dr**	**Bedford**	**OH**	**44146**	**Joseph F Klukan**	**YES**	**$32,000**
Eagle Freight	20200 1st Ave	Middleburg Heights	OH	44130	Dick Joyce		
Eagles Wings Aviation Corp of OH	Cuyahoga Co Arpt; 355 Richmond Rd	Cleveland	OH	44143	Bob Davis		
Erie International Airport	4411 W. 12th Street	Erie	PA	16505	Kelly Fredericks		
Ferrotherm Co	**4758 Warner Rd**	**Garfield Heights**	**OH**	**44125**	**Thor H. Egeland**	**YES**	**$35,000**
First Energy Generation Corp.	**6800 South Marginal Road**	**Cleveland**	**OH**	**44103**	**R. Michael Curran**		**$37,000**
Flight Options International	**26180 Curtiss Wright Pkwy**	**Cleveland**	**OH**	**44143**	**Paul Leachko**	**YES**	**$32,250**
Geauga County Airport	**15421 Old State Road**	**Middlefield**	**OH**	**44062**	**Elaine Johnston**		
Gemco Aviation Services Inc	**10800 Sharrot Road**	**North Lima**	**OH**	**44452**	**Michael Stanko**		**$15,000**
Gfs/Nde Div of Tru-Tec Services	**5250 Mayfair Road**	**North Canton**	**OH**	**44720**	**Alan C. Magno**		
Goodrich Corp	8000 Marble Ave	Cleveland	OH	44105	Roger Wright		
Grand Aire, Inc.	**11777 W. Airport Service Rd.**	**Swanton**	**OH**	**43558**	**Bruce Marshall**	**YES**	**$30,000**
Gray Tech International	3811 W 150th St	Cleveland	OH	44111	Helun Bachour-Chahda		
Grid Seal Corp	540 E 105th St	Cleveland	OH	44108	G F Davies		
Heller Machine Products Inc	1977 W 90th St	Cleveland	OH	44102	Joyce A Evin		
Holmes-Wayne Electric Cooperative	**P. O. Box 112**	**Millersburg**	**OH**	**44654**	**Gail Peterson**		**$30,000**
Inertial Airline Services Inc	**375 Alpha Park Drive**	**Highland Hts.**	**OH**	**44143**	**Blaine R. Lewis**	**YES**	
Integrated Aircraft Systems	1337 Commerce Dr # 9	Stow	OH	44224	William Lipstreu		
I-X Jet Center	6200 Riverside Drive	Cleveland	OH	44135	Charles Buckland		
J M P Industries Inc	P. O. Box 347185	Parma	OH	44134	Jim Pinchot		
JAY-EM Aerospace	75 Marc Dr	Cuyahoga Falls	OH	44223	Greg Norman		
JAY-O Machine Co Inc	7685 Hub Pkwy	Valley View	OH	44125	Nicholas J Oleff		
Jilco Precision Mold & Machine	807 Beatrice Dr	Akron	OH	44310	John E Shepherd		
Jo-Bar Manufacturing Corp	7225 Division St	Bedford	OH	44146	Irving Fellows		
Joh-Mar Co Inc	PO Box 579	Lakewood	OH	44107	Martin A Herman		
Karg Fiberglass Inc	PO Box 35	Middlebranch	OH	44652	Edward L Karg Jr		
Kettunen Aeronautical	**Ashtabula Co Arpt; 2382 Airport Rd**	**Jefferson**	**OH**	**44047**	**Alan Kettunen**		
Ko-Bak Automatic Screw Product	4775 Chaincraft Rd	Garfield Heights	OH	44125	Emil R Bacik		
Konigslow, Otto Manufacturing	PO Box 72159	Cleveland	OH	44192	J P Lawson		
Lamp Aviation Service Inc	257 Airport Road	Carrollton	OH	44615	Leon Lamp		

PROPOSED ASSOCIATE OF APPLIED SCIENCE DEGREE IN AVIATION MAINTENANCE TECHNOLOGY OR AIRCRAFT MAINTENANCE

COMMUNITY INDUSTRY NEEDS ASSESSMENT - FULL MAILING LIST

1/29/03

COMPANY NAME	ADDRESS	CITY	ST	ZIP	CONTACT	ADV	SALARY
Logan Machine Co	1405 Home Ave	Akron	OH	44310	Mark Schoenbaechler		
Lost Nation Arpt (All Aircraft Svc)	**1885 Lost Nation Road**	**Willoughby**	**OH**	**44094**	**Robert J. Heaton**	**YES**	**$30,000**
Mas Maintenance Services	6862 Engle Rd., #210B	Middleburg Heights	OH	44130	Jim Hehnen		
McKinley Air Inc	PO Box 2406	Canton	OH	44720	Don J Armen		
Metal Improvement Co., Inc.	1652 Highland Road	Twinsburg	OH	44087	Ed Fecko		
Million Air Cleveland	**1601 North Marginal Road**	**Cleveland**	**OH**	44114	**Thomas Slavin**		
NASA-John H Glenn Research Ctr	**21000 Brookpark Rd**	**Cleveland**	**OH**	**44135**	**George C. Madzsar**		
National Telephone Supply Co.	5100 Superior Ave	Cleveland	OH	44103	Fred A. Watkins		
North Coast Flyers, Inc	**1601 N. Marginal Road**	**Cleveland**	**OH**	**44114**	**George T. Gilby**		**$24,000**
Northwest Airlines Inc.	5300 Riverside Drive	Cleveland	OH	44135	John Asworth		
Pako Inc	7615 Jenther Dr	Mentor	OH	44060	Paul Kosir		
Patriot Engineering Co	16937 Munn Rd	Chagrin Falls	OH	44023	Barbara E Jensen		
PCC Airfoils Inc	25201 Chagrin Blvd # 290	Beachwood	OH	44122	Peter Waite		
Pilot Air Freight	6960 Engle Rd	Middleburg Heights	OH	44130	Jay Johnson		
Portage County Airport	4039 Nanway Blvd.	Ravenna	OH	44266	Rob Deal		
Portage Flight Center	4039 Nanway Blvd.	Ravenna	OH	44266	Brett Lyon		
Precision Engraving & Machine	PO Box 9048	Akron	OH	44305	James R Sibbio		
Quality Quartz Of America Inc	8621 Station St	Mentor	OH	44060	Carmella Petruziello		
Rapid Air Freight	11015 Cleveland Ave NW	Uniontown	OH	44685	Frank Sukosd, Sr.		
Ravenna Rubber Products Inc	6408 Newton Falls Rd	Ravenna	OH	44266	David H Clark		
Redan Machine Co	PO Box 308	Andover	OH	44003	Arthur Gaut		
Service Air Cargo Inc	6040 Cargo Rd	Cleveland	OH	44135	Gordie Hart		
Smolic Machine Co Inc	37127 Ben Hur Ave	Willoughby	OH	44094	Steffie Smolic		
South Central Power Co.	**P. O. Box 250**	**Lancaster**	**OH**	**43130**	**Ajit C. Kadakia**	**YES**	**$30,000**
St Gobain Performance Plastics	335 N Diamond St	Ravenna	OH	44266	Don Moyer		
TNT Machine Co Inc	946 Wooster Rd W	Barberton	OH	44203	Roy A Trout		
Truline Industries Inc	PO Box 307	Chesterland	OH	44026	Frank Durkalski		
TRW Inc	1900 Richmond Rd	Lyndhurst	OH	44124	David Cote		
Turbine Engine Cmpnts Textron	23555 Euclid Ave	Euclid	OH	44117	Jim Pinto		
United Parcel Service Inc	4300 E 68th St	Cleveland	OH	44105	Rick Bergman		
Universal Seal Products Corp	1093 Industrial Pkwy N	Brunswick	OH	44212	William Avis		
Urethane Castings Specialists	1541 E Turkeyfoot Lake Rd	Akron	OH	44312	Carl Bates		
US Airways Inc	Cleveland Hopkins Airport	Cleveland	OH	44135	Gary Broughton		
Voks Machine & Design Inc	7487 Tyler Blvd	Mentor	OH	44060	Mihkel Orav		

PROPOSED ASSOCIATE OF APPLIED SCIENCE DEGREE IN AVIATION MAINTENANCE TECHNOLOGY OR AIRCRAFT MAINTENANCE

COMMUNITY INDUSTRY NEEDS ASSESSMENT - FULL MAILING LIST

COMPANY NAME	ADDRESS	CITY	ST	ZIP	CONTACT	ADV	SALARY
Voss Industries Inc	2168 W 25th St	Cleveland	OH	44113	Daniel W Sedor Sr		
Webluk Machine Corp	635 Golden Oak Pkwy	Oakwood Village	OH	44146	John Pavluk		
White Machine Inc	9591 York Alpha Dr	North Royalton	OH	44133	Larry D White		
Winner Aviation Corp	**1453 Youngstown-Kingsville Rd**	**Vienna**	**OH**	**44473**	**Rick Hale**	**YES**	**$20,000**
Youngstown Air Reserve Station	**3976 King Graves Rd., Unit 24**	**Vienna**	**OH**	**44473**	**Bob Hart**		**$41,239**
Youngstown-Warren Reg. Airport	1453 Youngstown-Kingsville Rd	Vienna	OH	44473	Thomas Nolan		
Z M S Hi-Tech Machining	1466 E 357th St	Eastlake	OH	44095	Valbo Zovkic		
							$37,156

AVIATION MAINTENANCE TECHNICIAN (AMT) PROGRAM

Maintenance Mechanic Hiring 1989-1995

Air Carrier Category	1989	1990	1991	1992	1992	1994	1995
Global / Major	9018	5358	1130	812	341	386	560
National	1508	1028	650	414	524	539	852
Regional /Turbojet	883	523	278	195	190	390	198
Regional / Turboprop	1484	1412	858	759	352	477	411
Total	12893	8321	2916	2180	1407	1792	2021

Source: Nettey *et al; Taking Flight: Education and Training for Aviation Careers.* eds. Hansen & Oster. Washington, DC: National Academy Press 1997.

Airframe Maintenance Program Revenues
AMRT Courses Only

Year 1 - Fall	cr/ld hrs	enroll.	tuition	FTE	subsidy	enroll.	tuition	FTE	subsidy	enroll.	tuition	FTE	subsidy
AMRT 10010	2	15	6,270	1.00	6,357	10	4,180	0.67	4,238	8	3,344	0.53	3,390
AMRT 10020	2	15	6,270	1.00	6,357	10	4,180	0.67	4,238	8	3,344	0.53	3,390
	4												
Year 1 - Spring													
AMRT 10030	3	15	9,405	1.50	9,536	8	5,016	0.80	5,086	6	3,762	0.60	3,814
AMRT 10040	4	15	12,540	2.00	12,714	8	6,688	1.07	6,781	6	5,016	0.80	5,086
	7			5.50				3.20				2.47	
REVENUE YEAR 1			**$34,485**		**$34,964**		**$20,064**		**$20,342**		**$15,466**		**$15,681**
TOTAL REVENUE YEAR 1				**$69,449**				**$40,406**				**$31,147**	
Year 2 - Fall													
AMRT 20010	3	15	9,405	1.50	9,536	8	5,016	0.80	5,086	6	3,762	0.60	3,814
AMRT 10010	2	15	6,270	1.00	6,357	10	4,180	0.67	4,238	8	3,344	0.53	3,390
AMRT 10020	2	15	6,270	1.00	6,357	10	4,180	0.67	4,238	8	3,344	0.53	3,390
	7												
Year 2 - Spring													
AMRT 20020	2	15	6,270	1.00	6,357	8	3,344	0.53	3,390	6	2,508	0.40	2,543
AMRT 20030	3	15	9,405	1.50	9,536	8	5,016	0.80	5,086	6	3,762	0.60	3,814
AMRT 20040	3	15	9,405	1.50	9,536	8	5,016	0.80	5,086	6	3,762	0.60	3,814
AMRT 20050	2	15	6,270	1.00	6,357	8	3,344	0.53	3,390	6	2,508	0.40	2,543
AMRT 20060	2	15	6,270	1.00	6,357	8	3,344	0.53	3,390	6	2,508	0.40	2,543
AMRT 10030	3	15	9,405	1.50	9,536	10	6,270	1.00	6,357	8	5,016	0.80	5,086
AMRT 10040	4	15	12,540	2.00	12,714	10	8,360	1.33	8,476	8	6,688	1.07	6,781
	19			13.00				7.67				5.93	
REVENUE YEAR 2			**$81,510**		**$82,641**		**$48,070**		**$48,737**		**$37,202**		**$37,718**
TOTAL REVENUE YEAR 2				**$164,151**				**$96,807**				**$74,920**	

first cohort
second cohort

ast-revised
4/6/06

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ASHTABULA

Aviation Maintenance Technology Program Curriculum

AMRT Courses Only

Year 1 - Fall	cr/ld hrs	rank	cost	benefits	total
AMRT 10010	2				
AMRT 10020	2				
	4	2B	2,532	405	2,937
Year 1 - Spring					
AMRT 10030	3				
AMRT 10040	4				
	7	2B	4,431	709	5,140
TOTAL FACULTY COSTS YEAR 1			6,963		$8,077
Year 2 - Fall					
AMRT 20010	3				
AMRT 10010	2				
AMRT 10020	2				
	7	2B	4,431	709	5,140
Year 2 - Spring					
AMRT 20020	2				
AMRT 20030	3				
AMRT 20040	3				
AMRT 20050	2				
AMRT 20060	2				
AMRT 10030	3				
AMRT 10040	4				
		NTT*	40,000	14,400	54,400
	19	2B	4,431	709	5,140
TOTAL FACULTY COSTS YEAR 2					$64,680

first cohort
second cohort

*NTT teaching 12 load hours, 3 hrs coordination

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4/6/2006

KENT STATE UNIVERSITY ASHTABULA

Aviation Maintenance and Related Technologies

BUDGET POOL LINE	Year 1	Year 2
PERSONAL SERVICES		
1000-Contract	0	0
1200-Faculty	0	40,000
1211-Faculty - Adjunct IIB	6,963	8,862
1600-Students		
1900-Non-Payroll Service		
TOTAL PERSONAL SERVICE	**6,963**	**48,862**
STAFF BENEFITS		
2000-Retirement Cont		
2100-Group Insurance		
2200-Other Staff Ben		
2211-Unemployment Co		
2212-Accrued Vacatio		
2217-Accrued Sick Le		
2290-STRS/PERS Early Reti		
-STRS Interest		
2300-Fee Waiver		
2900-Early Retiremen		
TOTAL STAFF BENEFITS	**1,114**	**15,818**
CURRENT EXPENSES		
3000-Travel		1,100
3900-Entertainment		
4000-Supplies	1,000	1,000
5000-Duplicating &Printing	2,000	
5100-Telephone (internet)		
5200-Postage		
5300-Other Info &Comm	1,500	
6000-Maint/Repairs/Rentals	2,400	3,000
7226-Other Professio	2,500	2,500
TOTAL CURRENT EXPENSES	**9,400**	**7,600**
CAPITAL EXPENDITURES		
9000-Equipment	0	0
TOTAL CAP EXPENDITURES	0	0
TOTAL EXPENDITURE BUDGET	**17,477**	**72,280**

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4/6/2006

Correspondence Course Credit
Kent State does not offer correspondence courses. Up to 6 semester hours of correspondence coursework from an accredited institution will be accepted toward an associate's degree; however, each course must carry a grade of at least C and be applicable to the student's associate's degree program. Correspondence credit does not count toward the residency requirement.

Graduation
Associate's degrees are conferred at each Regional Campus at the end of the academic year in which all requirements are successfully completed.

Application for Graduation
Graduation applications, information and deadline dates may be obtained from the Student Services office at each Regional Campus. Completed application forms are to be returned by the deadline to that office. If students do not complete the proper application procedures, the degree will not be granted until the next graduation date.

Graduation with Distinction
Candidates for associate's degrees who demonstrate high levels of scholarship through their coursework will graduate with distinction. "With Distinction" is awarded when students achieve a GPA of 3.50 or better for all undergraduate coursework at Kent State University. In order for students to be considered for graduation "With Distinction" and have it inscribed on their diploma, a minimum of 32 credit hours must be completed at Kent State University. The students' GPA (which should be unadjusted by the application of the Academic Forgiveness Policy, Course Repeat Policy or Rule for Recalculation of First-Year Grade Point Average), will be used in determining "With Distinction."

ASSOCIATE'S DEGREES OFFERED AT EACH CAMPUS
The following is a list of associate's degrees offered at each Regional Campus.

ASHTABULA CAMPUS
Associate of Arts
- Justice Studies

Associate of Science
Associate of Applied Business
- Accounting Technology
- Business Management Technology
- Computer Technology
- Information Technology for Administrative Professionals

Associate of Applied Science
- Early Childhood Education Technology
- Electrical/Electronic Engineering Technology
- Aviation Maintenance Technology
- Human Services Technology
- Mechanical Engineering Technology (Integrated Manufacturing)
- Nursing
- Physical Therapy Assisting Technology

Associate of Technical Study—Category A

EAST LIVERPOOL CAMPUS
Associate of Arts
- Justice Studies

Associate of Science
Associate of Applied Business
- Accounting Technology
- Business Management Technology
- Computer Technology

Associate of Applied Science
- Legal Assisting Technology
- Nursing
- Occupational Therapy Assistant Technology
- Physical Therapy Assisting Technology

Associate of Technical Study—Category A

GEAUGA CAMPUS
Associate of Arts
Associate of Science
Associate of Applied Business
- Accounting Technology (most coursework)
- Business Management Technology (most coursework)
- Computer Technology

Associate of Applied Science
- Horticulture Technology

Associate of Technical Study—Category A
Associate of Technical Study—Category B
- Emergency Medical Services Technology
- Industrial Trades Technology

KENT CAMPUS
Although the degree is conferred at a Regional Campus offering the program, coursework for the following degrees is available at the Kent Campus through the School of Technology.
Associate of Applied Business
- Accounting Technology
- Business Management Technology

Associate of Applied Science
- Computer Design and Animation Engineering Technology
- Manufacturing Engineering Technology

SALEM CAMPUS
Associate of Arts
Associate of Science
Associate of Applied Business
- Accounting Technology (most coursework)
- Business Management Technology
- Computer Technology

Network Technology Concentration:

COMT 21100, Local Area Network Troubleshooting 3
21110 Internetworking 3
Computer-related elective (COMT faculty approval required) 3

General Technology Concentration:

Computer-related electives (COMT faculty approval required) ...9

III. RELATED COURSES 13-14

COMT 12000, Introduction to Computer Systems II 3
MATH 11011, College Algebra 4
Choose one from Section A and one from Section B 6-7

Section A:

BMRT 11000, Introduction to Business (3)
COMT 11004, Survey of Information Technology (3)
ECON 22060, Principles of Microeconomics (3)
22061, Principles of Macroeconomics (3)

Section B:

ACTT 11000, Accounting I - Financial (4)
11001, Accounting II - Managerial (4)
COMT*11000, Introduction to Computer Systems (3)
MATH 11012, Intuitive Calculus (3)

IV. GENERAL STUDIES COURSES 16

COMM 15000, Introduction to Human Communication 3
ENG 10001, College English I 3
US 10001, University Orientation 1
Choose one course from: 3
ENG 20002, Introduction to Technical Writing (3)
ITAP 26638, Business Communications (3)
Electives (from Liberal Education Requirements list): 6

TOTAL 61-63

**COMT 11000 may only be applied toward this degree if taken prior to any other COMT course offering.*

Associate of Applied Science

* INSERT AVIATION MAINTENANCE TEXT *

Computer Design and Animation Engineering Technology

Computer design and animation engineering technology provides students with coursework in design, animation and virtual reality. Computer-aided design (CAD) is used throughout the program for computer modeling and multimedia development. This program prepares students for entry-level positions as drafter/designer technicians in engineering and manufacturing industries, as well as in the field of multimedia development. This major articulates with the Computer-Aided Drafting certificate and the technology 2+2 baccalaureate degree; please contact an advisor for more information. This program is available at the Tuscarawas Campus, with courses available at the School of Technology at the Kent Campus.

I. TECHNICAL COURSES 19

CADT 22000, Advanced CAD 2
22001, CAD: Architecture 2
22002, CAD: Civil Applications 2
EERT 22014, Microprocessors and Robotics 4
IERT 12005, Applications in CAD 2
MERT 12000, Engineering Drawing 3
12001, Computer-Aided Drafting 4

II. SPECIALTY COURSES 13

CADT 22003, Solid Modeling 2
22004, Computer Animation 3
22005, Multimedia and Virtual Reality 2
COMT 21010, Workgroup Productivity Software 3
21095, ST: Object Oriented Language 3

III. RELATED COURSES 20**

BMRT 11000, Introduction to Business 3
EERT 22003, Technical Computing 3
IERT 22006, Economic Decision Analysis 3
MATH 11011, College Algebra 4
11012, Intuitive Calculus 3
11022, Trigonometry 2
Choose one from: 2
COMT 21092, Computer Practicum (2)
IERT 22095, ST: Productivity Software (2)

IV. GENERAL STUDIES COURSES 14

COMM 15000, Introduction to Human Communication 3
ENG 10001, College English I 3
20002, Introduction to Technical Writing 3
US 10001, University Orientation 1
General Studies Electives: 4
Select from the Social Sciences and Humanities lists of the LERs in this Catalog.*

TOTAL 66

**Only one of ENG 10000 and Math 10005 permitted. Only 2 hours PEB, 3 hours MSCI permitted.*

***Tuscarawas students must take MATH 11011, 11022, 19002 (10 hours) or MATH 12001, 12002 (9 hours). For Tuscarawas students the Related Courses hours are 20-21 and the total hours are 66-67.*

Associate of Applied Science
Aviation Maintenance Technology

2007-08 Undergraduate Catalog Copy

Aviation Maintenance Technology provides students with the knowledge, skills, and experience necessary to become an aircraft technician. Coursework meets Federal Aviation Administration (FAA) training requirements and qualifies graduates to sit for FAA examinations to become a certified Airframe and Powerplant technician. Topics include aircraft structures, aircraft power systems, aviation electronics, and hydraulic systems. Students interested in this program must meet with an advisor prior to admission to the major. This degree is available at the Ashtabula Campus.

TECHNICAL COURSES **39**

Department	Course	Title	Credit Hours
AMRT	10010	FAA Regulations & Documentation	2
AMRT	10020	Aircraft Tools & Techniques	2
AMRT	10030	Airframe I	3
AMRT	10040	Aviation Power Plant I	4
AMRT	20010	Airframe II	3
AMRT	20020	Airframe III	2
AMRT	20030	Aviation Electronics	3
AMRT	20040	Principles of Flight	3
AMRT	20050	Advanced Aviation Practicum	2
AMRT	20060	Aviation Power Plant II	2
EERT	12000	Electric Circuits I	4
EERT	12001	Electric Circuits II	3
MERT	12005	Properties of Materials	3
MERT	22012	Fluid Power	3

RELATED COURSES **15**

Department	Course	Title	Credit Hours
MATH	19001	Technical Math I	4
MATH	19002	Technical Math II	4
PHY	12201	Technical Physics I	3
PHY	12202	Technical Physics II	4

GENERAL STUDIES **13**

Department	Course	Title	Credit Hours
COMM	15000	Intro to Human Communications	3
ENG	11011	College Writing I	3
ENG	20002	Intro to Technical Writing	3
SOC	12050	Introduction to Sociology	3
US	10001	University Orientation	1

TOTAL DEGREE REQUIREMENTS **67**

AMET* Aviation Maintenance Technology (Regional Campuses)

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Kent State University

Go to Hospitality Management (cont.) through Women's Studies courses

A&S	Arts and Sciences	412
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ACTT*	Accounting Technology (Regional Campuses)	401
ADED	Adolescent/Adult Education	401
AMST	American Studies	403
ANTH	Anthropology	403
ARCH	Architecture and Environmental Design	405
ART	Art	408
ARTC	Art Crafts	408
ARTE	Art Education	409
ARTF	Art Fine Arts	409
ARTH	Art History	411
ASL	American Sign Language	402
ASTU	Aerospace Studies	402
ATTR	Athletic Training	412
AUTT*	Automotive Engineering Technology (Regional Campuses)	413
B AD	Business Administration	See Graduate Schools Catalog
BMRT*	Business Management and Related Technologies (Regional Campuses)	417
BMS	Biomedical Sciences	See Graduate Schools Catalog
BSCI	Biological Sciences	413
BTEC	Biotechnology	417
BUS	Business Administration Interdisciplinary	417
C&I	Curriculum and Instruction	429
CACM	Center for Applied Conflict Management	419
CADT*	Computer Design and Animation Engineering Technology (Regional Campuses)	425
CHDS	Counseling and Human Development Services	428
CHEM	Chemistry	420
CHIN	Chinese	422
CICP	Center for International and Comparative Programs	420
CLAS	Modern and Classical Language Studies—Classics	423
CLS	Clinical Laboratory Sciences	423
COMM	Communication Studies	424
COMT*	Computer Technology (Regional Campuses)	427
CPHY	Chemical Physics	See Graduate Schools Catalog
CPSY	Counseling Psychology	See Graduate Schools Catalog
CS	Computer Science	426
CTTE	Career Technical Teacher Education	418
DAN	Dance	429
ECED	Early Childhood Education	431
ECET*	Early Childhood Education Technology (Regional Campuses)	432
ECON	Economics	432
EDAD	Educational Administration	434
EDPF	Educational Psychology and Foundations	434
EDUC	Education	434
EERT*	Electrical/Electronic and Related Engineering Technologies (Regional Campuses)	435
EIRT*	Engineering of Information Technology	435
ELS	Exercise, Leisure & Sport	See Graduate Schools Catalog
ENG	English	436
ENVT*	Environmental Technology (Regional Campuses)	441
EXPR	Experimental Programs	441
FD&M	Fashion Design and Merchandising	441
FIN	Finance	443
FPA	Fine and Professional Arts	444
FR	Modern and Classical Language Studies—French	444
GCOL	Graduate College	See Graduate Schools Catalog
GEOG	Geography	446
GEOL	Geology	448
GER	Modern and Classical Language Studies—German	449
GERO	Gerontology	451
GRE	Modern and Classical Language Studies—Greek	451
HEBR	Modern and Classical Language Studies—Hebrew	453
HED	Health Education	451
HIST	History	454
HM	Hospitality Management	459
HONR	Honors	457
HORT	Horticulture Technology	458
HRTG	Heritage Languages	453
HTMT	High Technology Manufacturing Technology	453

Abbreviation	Department	page
A&S	Arts and Sciences	412
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EDUC	Education	434
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EIRT*	Engineering of Information Technology	435
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ENG	English	436
ENVT*	Environmental Technology (Regional Campuses)	441
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FIN	Finance	443
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GERO	Gerontology	451
GRE	Modern and Classical Language Studies—Greek	451
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HEBR	Modern and Classical Language Studies—Hebrew	453
HED	Health Education	451
HIST	History	454
HM	Hospitality Management	459
HONR	Honors College	457
HORT*	Horticulture Technology (Regional Campuses)	458
HRTG	Heritage Languages	453

AMET * Aviation Maintenance Technology (Regional Campuses)

2007-08

25092 Practicum in Athletic Training II (2)
The study and clinical application of the Competencies in Athletic Training Educational domains. Specific emphasis on the intermediate cognitive, psychomotor and affective components. Clinical hours and completion of specific competencies are required. IP permissible. Prerequisite: ATTR 15092. Pre- or corequisite; ATTR 25036 or permission.

35025 Essentials of Athletic Injury Management (1)
Common injuries related to physical activity and/or athletic participation from the cause, management and care perspectives. American Red Cross sport safety training certification (including adult/child CPR) will be granted. Emphasis on application of skills. Prerequisite: None.

35037 Advanced Physical Assessment Techniques (3)
Anatomical, medical and clinical assessment techniques for injuries and illnesses common to the physically active. Emphasis on neurological and nonorthopedic assessment strategies for proper referral and care. Prerequisite: ATTR 25037.

35039 Therapeutic Modalities (3)
The study and practical application of physical modalities including physical principles, physiologic effects, indications/contraindications and standard application procedures. Safety and legal issues of modality usage also addressed. Prerequisite: ATTR 25036.

35092 Practicum in Athletic Training III (2)
The study and clinical application of the Competencies in Athletic Training Educational domains. Specific emphasis on the intermediate and advanced cognitive, psychomotor and affective components. Clinical hours and completion of specific competencies are required. IP permissible. Prerequisite: ATTR 25092 and permission.

45017 Professional Development in Athletic Training (3)
An investigation of the issues affecting the student athletic trainer as they prepare for an entry-level career in athletic training. Professional development issues and NATABOC exam preparation are included. Prerequisite: Senior standing; athletic training majors only.

45038 Organization and Administration of Athletic Training (3)
Investigation into current philosophies and legal aspects of athletic training. Organization and administration of all aspects of athletic training programs. Prerequisite: ATTR 25036.

45039 Therapeutic Rehabilitation (4)
The study and clinical application of rehabilitation techniques including strategies for proper exercise selection based on anatomical and physiological considerations, program administration and guidelines for program progression. Prerequisite: ATTR 25036 and PEP 25051.

45040 Pathology and Pharmacology for Allied Health Care Providers (2)
Investigation of specific pathological conditions presented by professionals including physicians and pharmacists. Will discuss common pathologies, associated pharmacological treatment and physiologic effects for various afflictions. Prerequisite: Senior standing and permission.

45192 Practicum in Athletic Training IV (2)
The study and application of the competencies in athletic training domains. Specific emphasis on the advanced and professional development competencies (cognitive, affective and psychomotor) in athletic training. Clinical hours and completion of specific competencies are required. Prerequisite: ATTR 35092.

45292 Internship in Athletic Training (4)
(Repeatable once for a total of 8 hours) Internship in approved athletic training setting under the direct supervision of a certified athletic trainer. Sixty clock hours required for each credit hour. IP permissible. Prerequisite: ATTR 15092, 25092, 35092, 45192 and permission.

AUTOMOTIVE ENGINEERING TECHNOLOGY (AUTT)*

12000 Introduction to Automotive Technology (4)
Overview of basic concepts. Systems and components are explored in a lecture/lab format. Students will learn the basic service and repair skills needed to enter a technical automotive curriculum. Individuals with automotive experience are permitted to take alternative coursework. Prerequisite: None.

12010 Engine Fundamentals and Repair (4)
In-depth study of the Otto-Cycle Engine design, mechanical components, inspection and overhaul, troubleshooting and performance testing, exploration of diesel and other alternatives. Prerequisite: None.

12011 Fuel and Exhaust Systems (4)
A study of fuel and exhaust systems. Both carburetors and fuel injection will be covered. Operating principles will be stressed. Prerequisite: AUTT 12020.

12012 Heating and Air Conditioning Systems (4)
Study of engine cooling and vehicle heating and air conditioning systems. Operating principles, design considerations, diagnostic techniques and repair procedures are addressed. Prerequisite: AUTT 12020.

12020 Auto Electrical Systems I (4)
The electron theory, circuit analysis, meter usage, batteries, circuit protection and lighting are covered. Emphasis is placed on understanding concepts so that they can be applied to electrical systems in subsequent courses. Prerequisite: None.

12021 Auto Electrical Systems II (4)
A study of relays, solenoids, electrical heating, various motors and their automotive applications, and charging systems with an emphasis placed on failure diagnosis. Prerequisite: AUTT 12020.

12030 Automotive Brake Systems (4)
Study of operating principles, design, construction, diagnosis and repair of service and parking brake systems. Various power assist and antilock units are covered. Prerequisite: None.

22011 Engine Performance and Emission Controls (4)
A study of the use of oscilloscopes and infrared exhaust gas analyzers as diagnostic tools. Also alternative ignition systems, alternative fuels and emission control systems. Prerequisites: AUTT 12011 and 12021.

22020 Electrical and Vacuum Systems (4)
A study of computerized control of automotive systems such as ignition timing, carburetor circuits and fuel injection. Prerequisite: AUTT 12020.

22030 Differentials and Manual Transmissions (4)
Study of the operating principles, design, construction, diagnosis and repair of manual transmissions, clutches, propeller shafts, differentials and axle assemblies. Prerequisite: None.

22031 Suspension and Steering Systems (5)
Front and rear suspension systems design, construction, repair and alignment are addressed. Tires, wheel balance and steering systems are covered. Prerequisite: None.

22032 Automatic Transmissions/Transaxles (4)
Operating principles, design considerations, construction, diagnosis and repair are covered. Prerequisite: AUTT 22030.

22095 Special Topics (1-5)
In-depth study of developments in the automotive field. Prerequisite: Permission of instructor.

* INSERT ART *

BIOLOGICAL SCIENCES (BSCI)

NOTE: Students planning on majoring or minoring in the biological sciences in the College of Arts and Sciences or the College of Education, Health and Human Services must enroll in BSCI

**Courses offered only at Regional Campuses.*

AVIATION MAINTENANCE (AMRT)

AMRT 10010 FAA Regulations and Documentation (2)
FAA History, inspections, documentation and aircraft drawings. Comprehensive ~~Aircraft Maintenance Technology~~ course for the AMRT candidate to meet the requirements for FAA ~~licensing~~ certification. Coreguisite: AMRT 10040.

AMRT 10020 Aircraft Tools and Techniques (2)
Welding for the AMT and understanding of fluid lines and fittings. Comprehensive ~~Aircraft Maintenance Technology~~ course for the AMRT candidate to meet the requirements for FAA ~~licensing~~ certification. Coreguisite: AMRT 10010.

AMRT 10030 Airframe I (3)
Understanding aircraft systems and corrosion control. Comprehensive ~~Aircraft Maintenance Technology~~ course for the AMRT candidate to meet the requirements for FAA ~~licensing~~ certification. Prereguisite: AMRT 10010.

AMRT 10040 Aviation Power Plant I (4)
Study of aviation engines and propellers. Comprehensive ~~Aircraft Maintenance Technology~~ course for the AMRT candidate to meet the requirements for FAA ~~licensing~~ certification. Coreguisite: AMRT 10010.

AMRT 20010 Airframe II (3)
Understanding aircraft structures. Comprehensive ~~Aircraft Maintenance Technology~~ course for the AMRT candidate to meet the requirements for FAA ~~licensing~~ certification. Prereguisite: AMRT 10030.

AMRT 20020 Airframe III (2)
Advanced Airframe course. Comprehensive ~~Aircraft Maintenance Technology~~ course for tech AMRT candidate to meet the requirements for FAA ~~licensing~~ certification. Coreguisite: AMRT 20010.

AMRT 20030 Aviation Electronics (3)
Electronics and systems for the AMT. Comprehensive ~~Aircraft Maintenance Technology~~ course for the AMRT candidate to meet the requirements for FAA ~~licensing~~ certification. Prereguisite: ELRT 12001.

AMRT 20040 Principles of Flight (3)
Nature of light sound and aerodynamics. Comprehensive ~~Aircraft Maintenance Technology~~ course for the AMRT candidate to meet the requirements for FAA ~~licensing~~ certification. Prereguisite: PHY 12202.

AMRT 20050 Advanced Aviation Practicum (2)
Aviation maintenance experience. Comprehensive ~~Aircraft Maintenance Technology~~ course for the AMRT candidate to meet the requirements for FAA ~~licensing~~ certification. Prereguisite: AMRT 10040.

AMRT 20060 Aviation Power Plant II (2)
Further studies into aircraft engines
~~(Corequisite: Powerplant Practicum)~~. Comprehensive ~~Aircraft Maintenance~~
~~Technology~~ course for the AMRT candidate to meet the requirements for FAA
~~licensing~~ certification. Prerequisite: AMRT 10040.

KENT STATE
UNIVERSITY

22nd June 2005

Dean Susan J. Stocker
Kent State University – Ashtabula Campus
3300 Lake Road West
Ashtabula, OH 44004

Dear Dean Stocker:

The Division of Aeronautics expresses unqualified support and pledges continued assistance to the ongoing efforts to establish an associate's degree program in Aviation Maintenance Technology at Kent State University's Ashtabula Regional Campus. In expressing unqualified support, the Division of Aeronautics recognizes the importance of establishing an academic degree program to prepare Aviation Maintenance Technicians (AMT) as an integral and necessary part of the existing regimen of course offerings in aviation at Kent State University.

At present, the Aeronautics Program at Kent State University does not offer an academic program leading to the Airframe and Powerplant (A&P) certificate, an area of tremendous interest to current and prospective students who are mechanically inclined. With the historic transportation of 688 million passengers by scheduled air carriers in 2004 and record orders for transport category aircraft in 2005, civil aviation is enjoying historic growth that augurs well for sustaining the strong market demand for AMT graduates from the proposed Aviation Maintenance Technology degree program.

The Division of Aeronautics in the School of Technology at Kent campus will continue to work diligently with Professor Michael Czayka as well as other administrators, faculty, and staff at the Ashtabula Regional Campus designated to work on establishing the associate's degree program in Aviation Maintenance Technology. It is also expected that some graduates of the nascent Aviation Maintenance Technology degree program may continue to work towards the Bachelor of Science degree in Aeronautics, specifically in the Aeronautical Systems Engineering Technology sub-major.

Sincerely,

J. Richmond Nettey

J. Richmond Nettey, Ph.D.
Senior Academic Program Director
Aeronautics Division–117 Van Deusen

c. Executive Dean Shirley Barton
Dean A. Raj Chowdhury
Prof. Michael Czayka
Aeronautics Faculty and Staff

School of Technology
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2892 • Fax: 330-672-2894 • http://www.tech.kent.edu

GROWTH PARTNERSHIP FOR
ASHTABULA COUNTY

April 7, 2006

Dean Susan Stocker
Kent State University-Ashtabula Campus
3300 Lake Avenue West
Ashtabula, OH 44004

Dear Dean Stocker:

Growth Partnership for Ashtabula County is pleased to support the establishment of the Associate of Applied Science in Aviation Maintenance at Kent State University-Ashtabula Campus. This program represents a viable educational and employment opportunity for county residents; given our location between Cleveland and Erie, Aviation Maintenance may have regional impact as well. The presence at the Ashtabula County Airport also provides additional partnership opportunities for the University and the Ashtabula County Airport Authority.

As Growth Partnership works to coordinate public and private efforts to achieve economic prosperity in Ashtabula County, the ability to provide a highly skilled workforce is essential for attracting and retaining employers. Technical associate degrees and baccalaureate completion opportunities are two important ways for us to prepare our workforce.

As always, if I can be of further service, please don't hesitate to ask.

Very truly yours,

Joseph W. Mayernick
Executive Director

YOUR PARTNER IN PROGRESS
17 North Market Street • Jefferson, Ohio 44047 • (440) 576-9126 • Fax (440) 576-5003 • www.ashtabulagrowth.com

Kevin Deemer

Date sent: **Tue, 19 Jul 2005 16:34:06 -0400 (EDT)**
Subject: **Re: Approval to include MATH 19001 & MATH 19002 in a ne\ Degree**
From: **tonge@math.kent.edu**
To: **"Kevin Deemer" <deemer@ashtabula.kent.edu>**
Copies to: **white@math.kent.edu, jackn@math.kent.edu, tonge@math.**

Dr. Deemer,

I have consulted with Don White, our Undergraduate Coordinator, and Jack
Neuzil, our Assistant Chair. We all support your request to include MATH
19001 and MATH 19002 as required courses in the proposed Associate's
Degree in Applied Science in Aviation Maintenance Technology at Kent State
Ashtabula.

I take this opportunity to stress the importance of maintaining a sufficient number of qualified mathematics instructors in full time positions at Kent State Ashtabula.

Good luck with your proposal.

Andrew Tonge
Chair
Mathematical Sciences

(PS. I assume the reference below to Physics courses is a typo and that it should be a reference to Math courses. I defer to my colleagues in
Physics for recommendations on Physics courses.)

> Dr. Tonge,
>

Kevin Deemer

From: **<gpetrato@kent.edu>**
To: **Kevin Deemer <deemer@ashtabula.kent.edu>**
Copies to: **anderson@hpacq.kent.edu, gleeson@physics.kent.edu, manley@kent.edu**
Date sent: **Thu, 14 Jul 2005 04:52:59 -0400**
Subject: **Re: Approval to include PHY 12201 & 12002 in a new Assoc degree program**
Priority: **normal**

Dear Dean Deemer,
The Physics Department is endorsing your proposal to include Technical Physics PHY-12201 and -12202 as required courses for your new Associate Degree Program in Applied Science and Aviation Management.
Best regards,
Makis Petratos

==========

Gerassimos (Makis) Petratos
Professor and Chair
Department of Physics
Kent State University
Kent, OH 44242, USA
Phone/Fax 330-6729988/2959

==========

KENT STATE ASHTABULA

FACULTY COUNCIL MEETING MINUTES

The Faculty Council met on Monday, May 6, 2002, in the Blue/Gold Room at Kent State Ashtabula.

Those present:

Johnett Benson-Soros
Robert Burhanna
Jill Chen
Alice Citano
Michael Czayka
Irene Edge
Patrick Flash
Anne Freitas
Al Garlauskas
Harry Izenour
Roger Lane
Lisa Massarweh
George McCready
Carol Murray
Ed Murray
Diane Murry
Mahmoud Najafi
Christine Naylor
Patsy Poncar
Gale Sewell
Sue Stocker (ex officio)
Ruth Stocklas
John Stoker
Terry White
Joseph Zingaro

The meeting of the Faculty Council was called to order by Moe Najafi, Vice Chair, at 12:00 p.m.

1. Minutes
   Minutes of the April 1, 2002, meeting were approved with two corrections:
   On page two, paragraph one, change "University of Toledo" to "a university in Toledo."
   On page three, paragraph one, change "Recruitment, Promotion and Tenure" to "Reappointment, Promotion and Tenure."

2. Committee Reports
   Academic Affairs - Terry White commented that he felt Sue Stocker has been doing an excellent job in her role as Interim Dean. After brief discussion, upon motion of Terry White, second of Ed Murray, and vote, Faculty Council unanimously expressed strong support for the continuation of Susan Stocker as Interim Dean. Terry White or Roger Craik will produce a letter of FAC support.

   Diversity Advisory Council - Chair Carol Murray highlighted some of the activities being planned by the DAC beginning in September 2002. A complete schedule will be distributed to faculty at a later date. Carol reported that five representatives from KSU-A attended a diversity conference held at Kent State Trumbull recently.

   Instructional Technology Committee - Anne Freitas announced that $152.50 of the $5,000.00 Instructional Technology fund has been spent for COMT software. Other requests are under consideration and will be reviewed at a committee meeting on May 6th.

4. Chair's Report
Vice Chair Moe Najafi briefly highlighted a report from Dr. Shirley Barton. Included were notes on increased enrollment, a service fee increase, and statistics reflecting that 20 faculty members and 8 administrators exited Kent or were reassigned last year. There is also an increase in NTT and adjunct faculty positions.

Faculty Senate Report - Roger Craik previously emailed his report to faculty.

5. Old Business - none

6. New Business
Aviation Needs Assessment - Mike Czayka distributed a handout that detailed the curriculum proposal for the Associate Degree in Aviation Maintenance Technology that would be available at Kent State Ashtabula if approved. A survey was conducted in high schools and industry in Northeast Ohio and Northwest Pennsylvania to determine interest in the program and need for graduates. No similar program is available in the surrounding area. Currently we offer approximately 75% of the courses required for the degree. Some of the specific aviation-related courses may be offered via V-Tel or by Kent faculty who would teach here. Mike asked faculty for comments and suggestions on marketing the program. Upon motion of Ed Murray, second of John Stoker, and vote, the Faculty Council approved continuing to pursue development of an **Aviation Maintenance Technology degree** at Kent State Ashtabula.

Equipment Advisory Committee - In the past, an Equipment Advisory Committee would review requests for equipment and make recommendations to the Dean. Irene Edge, former chair of the Equipment Advisory Committee, reports that requests for equipment should now go directly to the Dean. George McCready mentioned his need for a printer.

Administrative Duties - Sue Stocker will be clarifying administrative duties in light of recent changes. Ed Robinson, Assistant Director of Student Services, has resigned and his last day on campus will be May 17th. His duties will be distributed to other administrators.

Summer Projects - Over the upcoming summer months, these projects are planned:
- follow-up to the AQIP Retreat.
- moving the Writing Center to the Library and other changes at the Library.
- revamping the KSU-A Web site.
- marketing our programs.

Media Notes - The "Rock Show" on Channel 29 is cancelled. This educational channel will also include activities and news of area schools in addition to Kent State Ashtabula programming. Faculty should provide information regarding their accomplishments, publications, etc., to Frank Vaccariello for inclusion in the Kent State newsletter.

Research Class - Ed Murray's research class is compiling data on former students and will submit this information to Sue Stocker shortly.

Commencement - Faculty were reminded that commencement will be held on Friday, May 10th.

SCHOOL OF TECHNOLOGY
SCHOOL CURRICULUM COMMITTEE
APRIL 30, 2004

Present: Prof. Garlauskas, Prof. Markell, Prof. Emens, Prof. Dragomier, Dr. Bichara, Dr. Ramey, Prof. Watson, Prof. Edge, Prof. Czayka

Actions

Approved new course, TECH 36620, Coordinating Technical Projects
Approved new program for Ashtabula Campus, Aviation Maintenance Technology
Approved BMRT curriculum changes, adding BMRT 11006 to program requirement sheet
Approved new course, EERT 22031, Engineer and Professional Ethics
Approved deactivation of Plastics Manufacturing Engineering Technology at Tuscarawas Campus
Approved deactivation of Systems (Industrial) Engineering Technology at Tuscarawas Campus
Approved COMT curricular changes

TECH 46460, Coordinating Technical Projects
Prof. Czayka opened the meeting with a discussion of the proposed new course TECH 46460, Coordinating Technical Projects. This course was originally presented in January by Dr. Peterson. At that time it was decided that the course needed to be revised. The ITAP curricular group has met with Dr. Peterson and submitted a revised course to the AS&T today. According to the handbook, this course needs to go before the AS&T curricular committee but there was not time for them to review it today. He suggested posting both versions on the web for faculty to review and asked Prof. Czayka if there would be another meeting. Prof. Czayka replied that if another meeting is needed, one could be scheduled for May or June. Prof. Dragomier said he would prefer the SCC not approve the course pending approval from AS&T because then SCC would not see any changes. He asked whether or not the vote could be taken electronically once AS&T has approved the course and it has been sent to M&IS for review. Dr. Ramey stated that the procedure needs to be clarified. She said there is also a need to look at what the Handbook says about who owns and who will sponsor a course.

Dr. Ramey made a motion for the SCC to send a letter of intent to the SAC to have the Handbook changed to allow each division to take care of its own proposed new upper division courses for approval, second by Prof. Markell.

Prof. Dragomier suggested that the groups work together rather than change the Handbook. Dr. Ramey stated that the mediation for a new course is discussed at the SCC. She continued that each division best knows what the division needs and that it is inappropriate to have final approval come from someone that does not have expertise in that area.

Prof. Czayka stated that the issue is that we have a BST which has been under the AS&T division. This means that the ABT side has had to move through the AS&T to get upper division courses approved. He asked if it would be possible to offer an ABT 4-year degree. Prof. Dragomier said it is a good possibility.

Dr. Bichara suggested an interim solution to send the title of the proposed course to AS&T to see if there is a need to collaborate.

Prof. Garlauskas asked for a clarification of the issue. Prof. Czayka stated the question was whether to send a letter to SAC asking that TECH courses proposed by ABT would not have to go through AS&T for approval. Prof. Dragomier said his concerned about a course coming to SCC and then being sent back to the

division for consolidation. Dr. Ramey asked why AS&T would need to approve an ABT course. Prof. Dragomier stated that this course is an exception because AS&T as a division needs to be sure it addresses what needs to be addressed. He said that originally this course was proposed by Dr. Fitzsimmons and he suggested she work with Dr. Peterson. The result of that was brought to SCC in January when Dr. Ramey indicated they were proposing a similar course.

Prof. Czayka stated that the procedure for approval of associate degree courses is very clear. He indicated that the process is not clear when working with upper division courses and asked if the issue is that someone needs to be responsible for the TECH inventory. Prof. Dragomier replied that the SCC is a victim of a plan that says that TECH courses belong to AS&T. Dr. Bichara asked if Prof. Dragomier would consider blessing the course that Dr. Ramey and Dr. Peterson created. Prof. Dragomier indicated that his main concern for this course is the reaction of the College of Business.

Dr. Ramey stated that the SCC starts with new people in the fall and no one knows the rules. The Handbook should be tweaked so we know how things are supposed to be done. Prof. Czayka called for a vote: 6 for, 3 opposed. Motion passes.

TECH 36620, Coordinating Technical Projects
Prof. Czayka asked for a review of the revised course submitted by Dr. Ramey. Dr. Zurbuch stated that EPC will ask for the year that the textbook is published and recommended that it be added. Dr. Ramey said they had left it off so it would not become dated. Prof. Dragomier suggested that "or approved text" be added. Dr. Bichara said it looks bad when the information is not updated and an old published date is on the form. He suggested listing the published date and "or most current edition".

Prof. Dragomier pointed out that listing "Junior standing and permission" as a prerequisite will not work for accreditation purposes. He stated that NAIT looks at a course sequence and if there is not need for a prerequisite then none should be listed. Prof. Emens stated they had a similar problem with the College of Business who sees the permission prerequisite as a loophole. She asked if there is a course that could be listed as a prerequisite, perhaps BMRT 11000. Prof. Dragomier said "Junior standing" would be sufficient.

Prof. Markell made a motion to approve TECH 36620 as revised, second by Prof. Emens.
Motion passed by unanimous vote.

Aviation Maintenance Technology Program
This is a two year program that has been developed for the Ashtabula Campus.

Prof. Edge questioned if each course had existing goals and objectives. Prof. Czayka replied that they do exist but he decided not to list them on the web site. He added tat the new courses have been designed specific to FAA requirements for certification.

Prof. Czayka stated that the Ohio Board of Regents has granted preliminary approval for the program so the new courses will become AMRT rather than TECH.

Dr. Zurbuch asked if facilities and instructors exist for the program. Prof. Czayka replied that much of the hands on work will be done at the county airport because they have an interest in partnering. The students have to work on certifiable airplanes. He added that instructors for these courses will have to be hired. Prof. Markell stated that the instructors have to be AMT certified mechanics and that the facilities must be FAA certified and will be inspected every six months.

Dr. Zurbuch stated that published dates should be added to the textbooks on all the courses.

Dr. Ramey made a motion to approve the AMT program, second by Prof. Emens. Motion passed by unanimous vote.

BMRT Curriculum Changes
Prof. Emens stated that the addition of BMRT 11006, Business Computation, to the program requirement sheet gives students the opportunity to choose between it and College Algebra. Students will be advised that BMRT 11006 will not transfer to the BBA.

Prof. Emens made a motion to approve the changes as submitted, second by Prof. Edge. Motion passed by unanimous vote.

Prof. Emens asked where the document goes now. Prof. Czayka stated it will be sent to the Dean, then Dr. Mel May and finally the EPC for approval. Dr. May will update the requirement sheets for the Regional Campuses.

EERT 22031, Engineering and Professional Ethics
Dr. Bichara stated that the AS&T division approved this course today with a few changes. The changes are:

- list name of person consulted in Arts & Sciences
- add the year or most current edition to textbook listing
- indicate that faculty teaching will be approved Technology faculty.

Dr. Bichara made a motion to approve the new course as presented, second by Dr. Ramey. Prof. Czayka called for a vote: 7 for, 1 against, motion passed.

Inactivation of Programs at Tuscarawas Campus
Dr. Bichara asked if the committee would consider the inactivation of the Plastics Manufacturing Engineering Technology and Systems (Industrial) Engineering Technology programs which was presented to the AS&T division today. He stated that there are simply not enough students to warrant continuing these degrees. Prof. Czayka asked if the committee was will to consider this today and it agreed to do so.

Dr. Bichara made a motion to deactivate the Plastics Manufacturing Engineering Technology and Systems (Industrial) Engineering Technology at Tuscarawas Campus, second by Dr. Ramey. Motion passed by unanimous vote.

COMT Curriculum Changes
Prof. Edge stated that the COMT division has reviewed their associate degree and worked out some curriculum revision in both the core requirements and the various concentrations. Each concentration now includes three to six hours of TECH courses. She indicated that the COMT also identified the minimum requirements for the COMT associate degree and enhancements based on specific concentrations.

Prof. Emens made a motion to accept the COMT curricular changes as presented, second by Prof. Dragomier.

Prof. Garlauskas asked if the changes represent a simpli8facition or an expansion to the degree. Prof. Edge replied that by revising the content the overall result will be a stronger program as identified by the COMT advisory board.

Prof. Emens asked if changes at the associate degree level needed to be reviewed by the College of Business. Prof. Dragomier said they did not.

Prof. Czayka called for a vote, motion passed by unanimous vote.

Meeting adjourned at 2:14p.m.

Minutes prepared by Deborah Terrill

Addendum: PROJECT MANAGEMENT

ARTICULATION AGREEMENT

This collaborative effort is entered into by Kent State University College of Education, Health and Human Services of Kent, Ohio, and South China Normal University, Guangzhou, China.

Purpose

Kent State University (KSU) and South China Normal University (SCNU) recognize the importance of preparing educational professionals who are competent to lead organizations with international scope and function. The emphasis in International Education prepares students in a number of the essential areas of competence needed in policy formulation, planning, and implementation responsibilities of professionals in educational agencies, public and private.

This Articulation Agreement between KSU College of Education, Health and Human Services and SCNU has as its sole purpose the establishment of a program of study leading to the existing KSU Master of Education degree in Cultural Foundations of Education with an emphasis in International Education.

Description

The program focuses on international education and incorporates a variety of educational specializations. It involves the student in scholarly deliberation of theoretical problems and practices as well as skill development in instrumental methods and applications. The instruction will address topics of global interest. A selection of core courses from Educational Foundations (C) and Special Service (SS) areas will constitute studies in the major, additional electives (E) and an internship provide for a broad perspective and experience in professional education. Students will complete 33 semester hours of course work and internship/independent study.

SCNU faculty will offer 12 semester hours of courses and internship/independent study over the course of two to three terms (for example, fall, spring, fall), so that students will complete the program in China. KSU faculty will offer 21 semester hours. Of these six semester hours or two courses will be offered by KSU faculty at SCNU in a three-week session (typically during the KSU winter break in December to January) and completed long-distance in the following semester; three semester hours or two courses (typically during the May Intersession) will be offered either at SCNU and/or on-line; and twelve

semester hours (three courses) will be delivered on the Kent campus during two 5-week summer terms and completed long-distance in the fall semester when students return to China. Students will be proceeding through the program of study as a cohort and as specified in the graduate catalog in force at the time of admission to the program In KSU courses, students in the cohort will be given priority course registration, but class enrollment will not be restricted. It is hoped that SCNU and KSU students will have opportunities for collaborative work during the Kent campus coursework.

Faculty at SCNU and KSU will meet the usual accreditation standards in place at their respective institution. Instructors participating in the program will be encouraged to offer additional courses as visiting scholars at the universities in China, and SCNU professors at KSU.

Operating Expenses

Each university will account for its own income and expenses. Tuition – will be set by each institution for the coursework it offers.

Student Admission, Enrollment

Application to the KSU Master of Education degree in Cultural Foundations of Education will be initiated under the auspices of SCNU when a cohort has been composed and is ready to meet KSU College of Education, Health and Human Services admission requirements. Students will be admitted to KSU College of Education, Health and Human Services as graduate students and will be required to complete the application, pay the $30.00 application fee, and provide official transcripts. Admission to the International Education major will be granted to students who have met the standing admission requirements as specified in the graduate catalog of that year. This includes a passing TOEFL score as required by KSU College of Education, Health and Human Services graduate admissions, and a passing score for oral fluency determined in an interview, which will be held in person or, if necessary, by long distance media.

Academic advising will be provided by SCNU and KSU College of Education, Health and Human Services. In addition, KSU College of Education, Health and Human Services will provide dedicated academic assistance to cohort students.

A new cohort of students will be enrolled annually. A cohort consists of a minimum of 10 students and a maximum of 20 students. If the minimum does not rise to at least 15 students in the second year, KSU College of Education, Health and Human Services reserves the right to cancel the program.

Students registered for graduate level coursework at SCNU in the People's Republic of China may be admitted to KSU College of Education, Health and Human Services Cultural Foundations of Education Program Area (CF).

Students will enroll and proceed through a one-year sequence of courses as a cohort. In KSU courses, students in the cohort will be given priority course registration, but class enrollment will not be restricted

Registration services will be provided by the institution that the student will be attending in any given term.

Tuition and miscellaneous fees will be assessed and collected by each institution. Students will be subject to deregistration at KSU for non-payment of fees.

In 2006, Kent State University is offering a tuition rate of $515 per semester hour, and anticipates a review of tuition requirements in year 3 for years 4-5, with a possible increase consistent with domestic student tuition.

> Total program tuition per student based on the 2006 figure is $10,815. In addition, fees of $1,050 to $1,575 cover housing, co-curricular expenses, including academic support, and health insurance, bringing the overall total to $12,390 (approximately Rmb 10 0359). Costs charged by SCNU and required for travel to the U.S. are not included here, and are determined by SCNU and the student.

Graduation. Students will apply for graduation through KSU and be approved by the College of Education, Health and Human Services. Students must earn a passing grade point average in each year of their coursework, as specified in the graduate catalog of admission. SCNU will inform the “project principal” that is the KSU-SCNU program coordinator in College of Education, Health and Human Services CF when students have satisfactorily completed course work at SCNU.

Review of Agreement

This agreement will be reviewed on an annual basis and will remain in effect until modified by mutual consent or terminated by SCNU or KSU. The initial period of implementation will be five (5) years, with annual cohorts. In the event that this agreement must be modified to reflect curricular changes or is terminated by either institution, students who are at any stage in their studies will be permitted to complete their program of study subject to the terms of this agreement.

Articulation Agreement Signature Approval

KENT STATE UNIVERSITY

By: _____

Paul L. Gaston
Provost

Date: _____

By: _____

David England
Dean, College of Education,
Health and Human Services

Date: _____

SOUTH CHINA NORMAL UNIVERSITY

By: _____

Date: _____

By: _____

Date: _____

Authority Use only	Serial No：
	Receipt Date：
	Admin. Decision：□ Approve □ Reject
	Permission No：

Sino-Overseas Cooperative Educational Project Application Form

Project name:

Chinese educational institution name:

Overseas educational institution name:

Contact personnel:

Telephone:

Fax:

E-mail:

Stipulated by Department of Education, People's Republic of China

General Instructions

The participants of the project shall read *Regulations of Sino-Overseas Joint Education* and *Implement of Sino-Overseas Joint Education.* Filling out all the items listed in this form in Chinese (unless specified) referring to the following instructions. Please type or print.

The participants of the project shall attach other written supplementary materials if necessary besides the annex required by this form. If any items in the form are not applied, using "none" in the item. If the space is not enough, please attach paper. If more than one Chinese educational institution or overseas educational institution involved in the project, the participants shall duplicate and fill out the applied items of this form.

1. Item: “Brief introduction of the Educational Institution” (Page2,3,5), contents shall include: the institution’s evolution; fundamental data; similar major, research and international communication achievement related to the project.

2. Item: “Evaluation and authentication of overseas educational institution” (Page 3), contents shall include: the evaluation and authentication result issued by an authorized evaluation organization of the overseas educational institution or of its certain major; name of the authorized organization; methods of evaluation and authentication; whether the organization is approved by the government etc.

3. In the table：Joint education proceeding:

Item: “Objective” (Page 8), please clarify the type of experts that the project plans to achieve through joint education.

Item: “Prospective students” (Page 8), please clarify “yearly prospective students number” according to major classifications.

Item: “Diploma” (Page 8), please provide exact sample of the diploma that is approved and will be issued by the applied country.

Item: “Teaching” (Page 9), please clarify detailed majors, teaching plan, curricula, examination methods and teaching management of the Sino-overseas Joint educational institution as well as demonstrate the advantages and indispensable features of the designed curricula where the joint education will be implemented.

4. “Item” and “Standards” in item “Charge” (Page 11) refers to charge item and charge amount that will be submitted for governmental permission by the joint educational institution.

5. Item: “classification”, “level”, and “diploma” (Page 2,4) of Chinese educational institution and Overseas educational institution and the item: “diploma” of Joint Education Proceeding, check all the boxes if applied.

6. Signature in “authenticity guarantee” (Page 11) must be the legal representative or authorized representative of the Chinese educational institution and overseas educational institution. If the authorized representative will sign the form, Authorization Letter should be provided.

1. Chinese Educational Institution

Name	South China Normal University		
Address	Shi Pai, Guangzhou, China	Zip code	510631
Legal representative	Wang Guojian	ID No.	440106491208183
Founding year	Aug. 1933	Institution No.	45585891--9
Website	www.scnu.edu.cn	Supervising Dept.	Dept. of Education of Guangdong Province
Classification	□ Public School □ Private School		
	□ Degree Education □ Non-degree Education		
	□ Other(please clarify)		
Level	□ **Higher education** □ **Secondary Education** □ **Pre-school Education**		
	□ Other (please clarify)		
Diploma	Higher Education：□ Graduate □ Undergraduate □ Associate		
	Secondary education：□ High School		
	Degree：□ Ph.D. □ Master □ Bachelor		
	Other certificate or diploma (Please clarify)		
Last 3- year registered students numbers	2002 full-time students 22,106 ; part-time students 17,725 ;		
	2003 full-time students 25,646； part-time students 26,327；		
	2004 full-time students 27,803； part-time students 33,759。		

Number of faculty	High National Govmt Classification Level	Medium Govmt Classification Level	Basic National Govmt Classification Level	Full-time administrative personnel
Full-time	675	543	223	511
Part-time	36	10		

Brief Introduction of the Educational Institution	South China Normal University, locating in Shipai, Tianhe district, Guangzhou, founded in August, 1933, is a provincial key normal university with long history. SCNU has many subjects, including philosophy, economics, law, education, literature, history, physics, technology, management etc. Through 70-year of development, SCNU currently is one of the "211 Project" national key universities with 16 Colleges & Schools: College of Arts, Politics & Law School, College of Education, College of Foreign Languages, College of Economics & Management, Physical Education School, School of Life Science, School of info?. & photoelectron technology, School of educational technology, College of physics & telegraphy, School of international culture/Relations?, School of Communications, College of South China Sea, "Zhongcheng Kangda" College, College of continuing education, School of network education. SCNU has 7 departments Dept. of mathematics, Dept. of computer, Dept. of chemistry, Dept. of geography, Dept. of fine arts, Dept. of music. SCNU currently offer 59 undergraduate subjects, the proportion of non "teacher training" subjects and "teacher training" ones are 3:2. Among those subjects, "computer science and technology" and other 6 subjects are provincial well-known ones in Guangdong province. Among those subjects, education, psychology are national top-rated Ph.D programs. Educational psychology, optics, and educational technology are 3 *national key* subjects in the university. The university also has 6 "211 project" *key constructive* subjects, 4 *provincial key laboratories*, 1 *key research base* of? Department of Education of China, 1 training base? of Department of Education of China for physical education and fine arts experts. SCNU possess large number of qualified teaching faculty members: full time 1,100, including 2 fellows of the Chinese Academy of Science, approximately 680 faculty members with higher technique? qualification, 360 faculties are Doctoral and Master's advisors, 12 Provincial Honorary Fellows . Currently, approximately 2,000 full-time gradate students, 23,600 undergraduate and associate students, 14,000 continuous education students, 14,000 internet school students, and 170 international, HK, Macao, Taiwan students study at SCNU. SCNU emphasizes international academic communication and cooperation. The university has established long term cooperation with tens of foreign universities in America, England, Russia and Japan…including student exchanges, cooperative education, and international communication.

Established Projects	Organization/Project name	Overseas Collaborating party	Offered major and level
Previous Joint			

Education Projects			

2. Overseas Educational Institution

Name	（English）*Kent State University*		
	（Chinese translation）肯特州立大学		
Legal Representative		ID No.(Passport No.)	
Founding year		Expiration time	**Established by the government of the State of Ohio**
Location	PO Box 5901, Kent, OH		
Address	（English）PO Box 5901, Kent, OH		
	（Official language）*English*		
Classification	□ National School ■ Public School □ Private School		
	□ Profit Organization ■ Non-profit Organization		
	□ Other (Please clarify)		
Level	■ Higher Education □ Secondary Education □ Pre-school Education		
	□ Other (Please clarify)		
Certificate	Degree：■ Ph.D. ■ Specialist ■ Master ■ Bachelor ■ Associate		
	Diploma：（please clarify）State of Ohio Regents		
	Other major, professional certificate (please clarify)		
	Please clarify the condition of acknowledgement in applied country		

Evaluation and authentication	*KSU is accredited by The Higher Learning Commission and is a member of the North Central Association.* *Individual graduate and undergraduate programs are also accredited by various agencies. To view a list, visit http://dept.kent.edu/ksuprovost_office/ugcat/2005/000-015.pdf (click on pages ii - iv).* *CHHE: •National Council for Accreditation of Teacher Education, •Ohio Department of Education* *Council for Accreditation of Counseling and Related Educational Programs*
Last 3- year registered students number	*Kent Campus only:* *2002 full-time students 23,886 ; part-time students 10,608 ;*
	2003 full-time students 24,688 ; part-time students 10,745 ;
	2004 full-time students 24,995 ; part-time students 10,463。

Number of faculty	Professor	Associate Prof.	Assistant Prof.	Full-time administrative personnel
Full-time	*212*	*304*	*449*	*1,071*
Part-time	*1099*			

Brief Introduction of the Educational Institution

In 1910, Kent State began as a normal school (i.e., a two-year school for training elementary teachers). In 1929, with new liberal arts colleges, awarding of degrees in arts and sciences, and the official granting of baccalaureate degrees in education (conferred by Kent since 1915), Kent State Normal School became Kent State Normal College. In 1935, with new schools of business administration and graduate programs, Kent State Normal College was renamed Kent State University. Located in Kent, Ohio, the Kent Campus is a dynamic and diverse "city within a city" complete with its own sophisticated computer and communications network, food service, transportation system, police department and health service. Every university unit operates in accordance with Kent State's educational and public-service mission and thoughtful plans.

With a proud 96-year history, Kent State University of Ohio comprises eight campuses, nine college disciplinary programs and many graduate programs and interdisciplinary programs. Kent State University offers educational opportunities ranging from certificate programs, associate's, bachelor's, master's, educational specialist and doctoral degrees.

Located in Northeast Ohio, Kent State serves about 36,000 students on eight campuses. For the fourth consecutive year, Kent State University has been ranked one of the best schools to attend in the Midwest, gaining inclusion in The Princeton Review's 2006 guide to "The Best Midwestern Colleges." Kent State University is a Carnegie Foundation Doctoral/Research University-Extensive, one of 90 public U.S .institutions to be so designated.

Kent State University is committed to offering a rich learning environment that helps students develop intellectual rigor and marketable skills, as well as a capacity for lifelong learning.

Kent State's College and Graduate School of Education, Health, and Human Services (EHHS) prepare students for the challenges of the twenty-first century. Programs across the college emphasize lifelong learning, multicultural perspectives, research-based best practice, and technologies that enhance learning. The 32 academic programs in EHHS prepare well-rounded and demonstrably competent professionals for work in school, higher education, health, human service, and human development settings. Undergraduate and graduate curricula reflect a commitment to enhancing the education, health, and environment of individuals, families and communities representing a broad range of diverse characteristics. Kent State University formed a number of new and expanded partnerships in key areas. The university has also made considerable investments in the infrastructure necessary to support new and expanded strategic, mutually beneficial partnerships and collaborations. In 2004 the College received the Best Practice Award for Global and International Teacher Education from the American Association of Colleges for Teacher Education, Kent State University has established academic exchange programs with universities and institutions all over the world, including, Asia, Australia, South and Central America, East and Western Europe. Students from Russia, the Bahamas, China, Korea, Uzbekistan, Benin, and Turkey, are enrolled in CGSE.

	Organization/project name	Chinese Collaborating party	Offered Major and Level
Established Joint educational projects in China		*Beijing Institute of Technology*	
		Beijing Normal University	
		Hong Kong Polytechnic University ?Institute of Textiles and Clothing	
		Hunan University	
		Yanshan University	
		Zhongshan University	

Joint educational projects in other countries or regions	*BAHAMAS College of the Bahamas, M.Ed. Counseling, M.Ed.K-12 Administration* *CANADA Lavalle University* *COSTA RICA University of Costa Rica* *ENGLAND University of Leicester* *FINLAND University of Lapland* *GERMANY Technische Universitat Dresden, Universitat Leipzig* *GREECE Aristotle University of Thessaloniki* *INDIA Centre for International Management (CIM), New Delhi* *ISRAEL University of Haifa* *ITALY University of Calabria* *JAPAN Hiroshima Bunkyo Women College* *Sanyo Gakuen Women College* *Shimane University* *KENYA Kenyatta University* *KOREA Hallym University* *Kyungsung University* *KUWAIT Kuwait University* *LITHUANIA University of Vilnius* *N. IRELAND University of Ulster* *MEXICO Center for Scientific Investigation of Yucatan (CICY)* *Center for Applied Chemistry Research (CIQA)* *Universidad Automa del Estado de Morelos* *National Autonomous University of Mexico* *POLAND Warsaw University* *Polish Academy of Science* *University of Mining and Metallurgy* *RUSSIA Institute of USSR & Canada Studies of the Academy of Science* *Russia University of Commerce and Trade* *Tver State University* *Volgograd State University* *Voronezh State University* *SPAIN Complutense University of Madrid* *University of Valencia* *SWEDEN Lund University* *THAILAND University of the Thai Chamber of Commerce* *TURKEY Bahcesehir University, 2+2* *Gazi University* *Harran University* *Koc University* *Siemans Academy, Istanbul*

3. Joint education project

Project draft name		（Chinese）专业国际教育硕士学历,肯特州立大学-华南师大合作项目	
		（English） *Professional International Educator Master's Degree, KSU-SCNU Cooperation Project*	
Joint educational institution address		*KSU-SCNU Cooperation Project/ KSU-EFSS/ P.O.Box 5190/ Kent OH 44242/ USA*	
Cooperation term			
Basic Data on the joint education project	Investment of both parties	Chinese party	
		Overseas party	
	Establishment	Actual occupied area	*Existing classrooms and offices; (summer term) 1 office in the Read Ctr for International-Intercultural Education – in-kind contribution.*
		Architectural area	*SCNU, KSU*
		Property ownership	■ *owner KSU* □ lease no
	Books	Number	*As required by courses and to be purchased by students.*
	Equipment	Total value	*As available in institution*
	Social donation	Donator	
		Capital amount	
		Function	
	Other stake	Sponsor	*College of Education and Human Services, Dept. of Educational Foundations and Special Services*
		Amount	*Graduate Assistant to help coordinate and assist Chinese students academically– in-kind contribution.*

Objective	*To enable Chinese educational professionals, who are doing graduate studies in SCNU, to study for a Kent State University's Master of Education degree in Cultural Foundations of Education. The program prepares educational professionals in competencies necessary to lead organizations with international scope in the field of education.*	
Project range	*Anticipating enrolling 10 to 15 students every year for 3 years and 20 students for a further 2 years.*	
Prospective students	Admission requirements	*See web page for details: www.Kent.edu/prospective students. Evidence of English language proficiency must be provided through TOEFL with a minimum score of 525 or 197 (computer-based), an oral fluency evaluation by telephone interview.*
	Admission method	*See web page for details: www.kent.edu/prospective students*
	Anticipated prospective students' number	*10 to 15 a year*
Level	■ Higher Education□ Secondary Education□ Pre-school Education	
Instruction	Direct (face to face) *90 %*	
	Other *10 %* (distance)	
Study term	*33 credit hours during four (4) academic terms*	
Obligations	Chinese party	
	Overseas party	*See attached Addendum Alignment Agreement*

Certificates condition	**Offered by Chinese educational institution**	Certificate name	
		Higher education diploma：□Graduate □Undergraduate □Associate Secondary education diploma：□Middle High School Degree diploma：□Ph.D. □Master □Bachelor Other professional certificates: (Please clarify)	
	Offered by	Certificate	(Foreign language) Master of Education

			（Chinese translation）教育学硕士
		KSU Degree diploma：□ Ph.D. □ Associate Ph.D. ■ Master □Bachelor □ Associate Bachelor □ Diploma certificate (Please clarify) Other professional certificates: (Please clarify)	
	Other Certificates if any	Many	

Teaching	Lecture proportions	Percent of lectures given by Chinese faculty	*28%*	Percent of lectures given by overseas faculty	*72%*
	Faculty	Number of prospective full-time Chinese faculty		Number of prospective part-time Chinese faculty	
		Number of prospective full-time overseas faculty	*FTE 2.3 (5 instructors)*	Number of prospective part-time overseas faculty	

4.Internal management system *see also attached articulation agreement*

Managing institution name	Kent State University

Managing Institution Structure						
	Name	Position in the management institution	Sex	Age	Nationality	Occupation
Chinese party						
Foreign party	*Kent State University*	*President*				

	College of Education Health and Human Services	*Dean*				
	Department of Educational Foundations and Special Services	*Department Chair*				
	Cultural Foundations of Education Program Area	*Coordinator*				

Project principal	Name	*Dr. Vilma Seeberg*
	ID No.	
	Employment	*Kent State University*
	Position	*Associate Professor and Coordinator of International Educator M.Ed. Program*

5. Source of funding and management

Source		Items	%Relative amount
	Fees & tuition	*Student Tuition $515 per semester hour, with a possible increase commensurate w domestic tuition; $10,815 total*	*78%*
		Student Fees: co-curricular $500, housing $525-1050, health insurance $275 = $1,300-1,825.	*13%*
		Ohio State subsidy $1,242	*9%*
		$13,357 – 13,882	
		Budget of average training cost per student other than fees	*$12,057*

	Other	
Financial management	*College of Education, Health and Human Services, Kent State University*	

6. Authenticity guarantee

I declare that to the best of my knowledge and belief, all the information I provide is true, correct, and complete.	
Chinese Educational Institution	Overseas Educational Institution
Legal representative or authorized representative name （type or print）	Legal representative or authorized representative name （type or print）
Signature:	Signature:
Stamp of the Chinese Educational Institution	Stamp of the Chinese Educational Institution
Date	Date

PROGRAM DEVELOPMENT PLAN (2006)
MASTER OF SCIENCE: HOSPITALITY AND TOURISM MANAGEMENT

RATIONAL, BRIEF DESCRIPTION OF NEW DEGREE PROGRAM, AND CENTRALITY TO INSTITUTIONAL MISSION

The Hospitality Management and the Tourism Management faculty are proposing a joint Master of Science in Hospitality and Tourism Management. Kent State University currently offers a Bachelor of Science in Food and Nutrition: Hospitality Management and a Bachelor of Science in Recreation, Parks, and Tourism Management.

The purpose of the program is to provide graduate level education in Northeast Ohio in Hospitality and Tourism Management. This integrated program with the inclusion of regional, national, and global perspectives of hospitality and tourism will provide a unique approach to graduate education in Ohio.

Specific program goals include:

1. Provide integrated Hospitality and Tourism Management graduate education in Northeast Ohio with an emphasis on regional, national, and global implications of the field.
2. Develop students' critical thinking skills, research ability, and understanding of advanced hospitality and tourism issues to prepare graduates for leadership or industry-related research/consulting positions, or the pursuit of a terminal degree in Hospitality or Tourism Management.

Key program features that are central to KSU's mission include: (1) collaboration among academic disciplines; (2) recruitment and retention of minority students; (3) provision of advanced training and knowledge that will have a positive economic and social impact in Ohio and regions beyond; (4) excellence in instruction that is grounded in current knowledge and on-going scholarship; and (5) high-quality advising that fosters students' involvement in basic and applied research and community outreach.

PROPOSED CURRICULUM

The proposed curriculum will be composed of core course requirements (16-17 credit hours), a master's thesis (6 credit hours) or a master's project (3 credit hours), focus area courses (6-7 credit hours) and Business Management supporting courses (3-6 credit hours) to be chosen in consultation with faculty advisor for a total of 32 credit hours. The proposed curriculum, Hospitality and Tourism Management course inventory, and admission requirements are provided in Appendix A

Students selecting the thesis option will be conducting research and thus will have a greater basic research focus to their program of study. The thesis will follow guidelines established for master's thesis at Kent State University. Thesis projects will be planned with sufficient rigor to result in manuscripts to be potentially accepted for publication in appropriate journals.

Master's projects will provide the opportunity for students to complete an applied project of substantial content. Examples of potential projects could be extensive employee manuals and development programs or presentation of a tourism development strategy with associated supporting materials. Like the thesis, the master's projects will be developed from the literature base. Both thesis and project students will be advised to take supporting coursework in their area of interest.

The integration of Hospitality and Tourism concepts in the curriculum will occur through class discussion aimed at exploring the relationship between the fields within the core course requirements. The positive and negative impacts of tourism and hospitality businesses from an economic and social perspective will be discussed and debated in both the current issues and explorations of research courses in the core requirements. Focus area requirements will further expand on these issues with regional, national, and global perspectives.

The graduate faculty of the Hospitality and Tourism Master's Program will review applications using university and program criteria. The faculty may recommend a conditional admission for a prospective student not meeting all criteria if space is available in the program and the student appears to have good potential for graduate work. Conditionally admitted students, following completion of designated coursework at a B or higher grade level, will be fully admitted into the program.

DEPARTMENT / SCHOOLS INVOLVED

This proposed master's program is the joint effort of the Hospitality Management program faculty in the School of Family and Consumer Studies and the Tourism faculty within the Park, Recreation, and Tourism Management program in the School of Exercise, Leisure, and Sport. Both programs are in the College of Education, Health, and Human Services. Student files will be maintained by the School of Family and Consumer Studies.

Faculty involved in this planning process included Barbara Scheule, PhD, RD, Philip Wang, PhD, Ning Kuang Chuang, PhD, Swathi Ravichandran, MBA, PhD, and Andrew Lepp, PhD. Mary Dellmann-Jenkins, Director of the School of Family and Consumer Studies, helped to facilitate the planning process at several stages. Additional faculty or administrators consulted included Vilma Seeberg, (Educational Foundations and Special Services), Shawn Fitzgerald and Christina Ughrin (Educational Foundations and Special Services), Donald Williams and Louise Ritchie (College of Business), and Wayne Munson, (School of Exercise, Leisure, and Sport).

EVIDENCE OF NEED

Overview of Hospitality and Tourism Education

The proposed Master of Science in Hospitality and Tourism Management will be the only graduate program available for students seeking this area of study in Northeast Ohio. This program is unique in the state of Ohio by providing joint hospitality and tourism management graduate education. Currently in Ohio, only two institutions provide graduate education in hospitality management and one institution provides graduate education in leisure and tourism studies. None of these programs offer combined hospitality *and* tourism masters programs. Out of the nearby states, only Purdue University and Temple University offer graduate programs incorporating *both* hospitality and tourism. See Appendix B.

The offering of Hospitality and Tourism Management as opposed to separate programs offers two key advantages. One, the faculty base of these two programs includes five graduate level faculty members. Students will be exposed to rich and varied ideas and research specializations. Secondly, the cross fertilization of ideas between faculty and students in the proposed Kent State University program is anticipated to have a synergistic effect strengthening graduates' career potential.

The interrelatedness of hospitality and tourism is evident. Hotel and restaurant managers in a number of locations have a customer base dominated by tourists. Likewise, professionals promoting tourism in a given area may be supported or limited by the quality and number of local lodging and restaurant businesses. Thus, graduates who appreciate these connections will have a competitive advantage.

In conclusion, students in Northeast Ohio currently do not have access to a graduate program in hospitality or tourism management. Furthermore, students seeking a master's program that integrates hospitality and tourism management will need to pursue their graduate education out of state.

Overview of Hospitality and Tourism Industries

As the world's largest industry, hospitality and tourism encompass a broad spectrum of businesses including attractions (e.g. historical, educational, and natural), amusements, conventions, events, sports, shopping, restaurants, lodging, and transportation. Together they are a vital force for economic development, generating income, employment and taxes. These businesses are instrumental to regional development, such as urban renewal and rural sustainability.

The social aspect of hospitality and tourism development is as significant as the economic side. Hospitality and tourism increase the quality of living (e.g. entertainment, improved infrastructure and public services such as funding for schools). Tourism and hospitality businesses also bring opportunities for recognition of community heritage, pride, identity, and tradition. The interaction between hosts and guests is a chance to highlight goodwill and peace among people.

A brief overview of the restaurant, foodservice, lodging, and tourism industry depicts the scope of each of these areas:

Restaurants and Foodservice. The restaurant industry is growing. Nearly 2 million additional jobs are expected in this industry by 2016. Notably, one in four restaurants in the United States is minority-owned. Sources: National and Ohio Restaurant Associations.

- For every $1 spent in an Ohio restaurant, $1.37 is generated in additional sales for other state industries.
- Nationally, Ohio is the fifth largest employer of restaurant-industry employees.
- The 2005 estimated restaurant and foodservice employment in Ohio is 543,000. This represents 10 percent of the total employment in Ohio. From 2005 to 2015, 59,900 new jobs are expected in Ohio restaurant and foodservice operations.

Lodging. Following a downturn in the lodging industry in 2001, the industry is once again growing. In 2005, room revenues increased by 9.1 percent. Hotel stays are predominately the result of pleasure travel although business travel represents approximately 20 percent of the market overall. Sources: American Hotel and Lodging Association, Ohio Travel and Tourism Commission, and Smith Travel Research.

- The lodging industry grossed $16.7 billion in pretax profits in 2004.
- Total industry revenue increased to $113.7 in 2004 from $105.3 billion in 2003.
- The lodging industry employs 1.8 million hotel property workers.
- In Ohio in 2004, 33.5 million trips involved an overnight stay.

Tourism. Travel of people to or from the United States results in the employment of one out of eight Americans either directly or indirectly. In 2004, an increase of more than 10% in international travel to the United States was experienced. Sources: American Hotel and Lodging Association, Ohio Travel and Tourism Commission, nd Travel Industry Association of America

- Ohio ranks 8th in the nation in terms of visitation by travelers. Sixty percent of the U.S. population is located within a day's drive of Ohio.
- In 2004, Northeast Ohio received 32.7 percent of Ohio travel and tourism expenditures.
- In 2003, tourism in Ohio generated $28.5 billion in revenue and accounts for 502,500 full-time equivalent jobs.
- Direct taxes as a result of tourism spending in Ohio were $1.3 billion state taxes and $637 million local taxes.
- In the United States, tourism is the number one source of foreign exchange; earning $81 billion.
- Tourism employs 204 million people world wide; representing 10% of the global workforce and 10% of the world GNP.

PROSPECTIVE ENROLLMENT

Four major groups of students are expected to be recruited to the proposed graduate program. These include

- Graduates from Kent State University or area universities with degrees in Hospitality Management, Park, Recreation, and Tourism, and Business or other related areas;
- Hospitality and Tourism Management professionals working in Northeast Ohio;
- International students; and
- Distance education students.

Over the past several years, Kent State undergraduate students have inquired about hospitality and tourism graduate education at Kent State University. One recent graduate completed a post baccalaureate degree in Hospitality Management because a graduate program was not available to enable a career shift. Within the past year a recently hired faculty member at Cuyahoga Community College (TriC) inquired about hospitality graduate education in Northeast Ohio. Two recent graduate students have pursued a liberal arts master's degree at Kent State University after initially inquiring about a master's program in hospitality. Although not an emphasis for recruitment efforts, very strong undergraduate students will be considered for the graduate program in accordance with existing university policies pertaining to combined baccalaureate and master's degree programs.

Northeast Ohio enjoys a large number of professionals employed in hospitality and tourism positions. Graduate education will be valuable for those professionals interested in furthering their education to enhance career growth and potential. The critical thinking and research skills will strengthen conceptual decision making within complex organizations. Others will seek graduate education to be able to teach future hospitality and tourism professionals.

Internationally, tourism and the associated hospitality services are growing rapidly in several countries. The promotion of tourism provides a positive foreign exchange for the country. At the same time, a number of the highest rated resorts are in Asian countries. Thus, the growth of these industries and the desire for high quality professionals is supporting strong international student interest in hospitality and tourism education. Several of the hospitality and tourism graduate programs in the United States have a student body representing primarily international students.

Initially, only select courses will be offered as distance education to facilitate the needs of students unable to relocate for a master's degree. As the program develops, the faculty plans to broaden the distance education offerings.

Thus, it is anticipated these past inquiries about hospitality and tourism graduate education in Northeast Ohio and the international trends provide an indication of potential future demand for a master's program in Hospitality and Tourism Management at Kent State University.

EFFORTS TO ENROLL AND RETAIN MINORITY STUDENTS AND WOMEN

The ability to offer graduate assistant positions will be an important strategy to recruit and retain minority students and women. Women currently represent more than fifty percent of the undergraduate students in hospitality management at Kent State University. Within industry the upper level management positions in a number of restaurant and hotel companies are predominately held by men. However, there are women who have made a significant impact as upper level managers and CEO's. Once such individual, Valerie Ferguson, Regional Vice President and Managing Director Loews Hotel, was the Hospitality program's Schwebel Guest Lecturer in 2004.

The hospitality industry has a significant number of minority owned businesses (one in four U.S. restaurants). The strength of a minority involvement in this industry should provide opportunities for enrollment. The agreement between Kent State University and Central State University will be explored along with potential collaboration with the STARS and McNair programs to strengthen minority enrollment.

International students far outnumber United States students in a number of the key hospitality master's and doctoral programs nationwide. Recruitment efforts will be needed initially to inform international students about the Kent State University program. This recruitment effort is anticipated to be facilitated through Kent State University and the faculty within the program. Four of the five hospitality and tourism faculty members have international ties through their research and professional contacts. The recruitment of international students into the program will bring an important element of diversity to the student body.

FACULTY AND FACILITIES

All of the courses for the master's program may be able to be absorbed into the teaching loads of the current faculty by altering the frequency of course scheduling for elective classes at the undergraduate level. The inclusion of graduate students in the slash courses is not anticipated to necessitate additional faculty. The graduate faculty in the Hospitality Management and Tourism programs includes the following individuals. Faculty vitae are provided in Appendix C.

- Ning Kuang Chuang PhD, Assistant Professor in Hospitality Management.
- Andrew Lepp PhD, Assistant Professor in Park, Recreation, and Tourism.
- Swathi Ravichandran MBA, PhD, Assistant Professor in Hospitality Management
- Barbara Scheule PhD, RD, Associate Professor in Hospitality Management.
- Phillip Wang PhD, Associate Professor in Park, Recreation, and Tourism.

The Hospitality Management and Tourism programs use office space and classroom space in Nixson Hall and the Annex on the Kent campus. No additional needs for space are anticipated as a result of the proposed master's program.

PROJECTED ADDITIONAL COSTS AND INCOME

The projected revenue from tuition and subsidy with an estimated enrollment of four students in the first year is $47,978. In year five, with an enrollment of eight students, the total projected revenue is $95,956. These enrollment estimates are considered to be conservative. The revenue estimate from the Office of Research, Planning, and Institutional Effectiveness is in Appendix D.

Faculty costs for the program are anticipated to be minimal for the following reasons.

- The master's program includes a number of courses already offered in Hospitality Management or Tourism. Thus, the offering of existing courses does not represent an additional cost. Faculty teaching loads will need to be allocated for the following new courses:
    - HM 63022 Current Issues in Hospitality and Tourism Management (3) – every other year
    - HM 63026 Research Seminar (1) – every year
    - ELS 6XXX Exploration of Tourism and Hospitality Research (3) – every other year
    - ELS 6XXX Global Issues of Tourism Trade (3) – every other year
    - HM 61199 Thesis I or ELS 63199 Thesis I, HM 61299 Thesis II or ELS 63299 Thesis II, and HM 61098 Research or ELS 63098 Research. These courses will be for the credit hours associated with student thesis or master's projects and will not impact teaching load unless the number of graduate students was very high

- Within the School of Family and Consumer Studies, new tenure-track faculty initially are assigned additional research load for the establishment their research agenda. In accordance with school faculty load policies, two current hospitality faculty members will be teaching one additional course annually starting fall 2007 thereby allowing the offering of two more courses per year. The continuing growth of the undergraduate program may necessitate the offering of additional course sections to accommodate undergraduate student demand, thus impacting faculty resources.

- Due to curriculum changes in the School of Exercise, Leisure, and Sport taking effect fall 2006, three courses are anticipated to no longer require two sections in the same semester. Thus, the tourism faculty will have load time available for the proposed courses for this master's program.

ADVISORY COMMITTEE INPUT

The Hospitality Management program enjoys strong ties with industry through the Hospitality Advisory Board. Board members have been supportive of the development of the master's program in Hospitality and Tourism Management. The Board Roster of the Hospitality Advisory Board is in Appendix E.

APPENDIX A
CATALOG COPY
PROPOSED CURRICULUM
COURSE INVENTORY

Catalog Copy

The Master of Science program in Hospitality and Tourism Management provides an integrated Hospitality and Tourism graduate education with an emphasis on regional, national, and global implications of the field. Students' critical thinking skills, research ability, and understanding of advanced hospitality and tourism issues will be developed to promote success in positions of leadership in industry or to enable the pursuit of a terminal degree in Hospitality or Tourism Management.

Admission

In addition to the application requirements of the university, admission to graduate study in Hospitality and Tourism Management requires the following:

1. An undergraduate grade point average of 3.0 (A=4.0) or equivalent.
2. Three letters of reference.
3. A resume with a letter of application describing applicant's professional and / or research goals.
4. Prior work experience in hospitality or tourism is preferred.

Proposed Curriculum: Master of Science in Hospitality and Tourism Management

Core Requirements (19-23 credit hours)

HM 63022 Current Issues in Hospitality and Tourism Management	3
ELS 6XXX Exploration of Tourism and Hospitality Research	3
HM 63026 Research Seminar (may be repeated one time)	1-2
ELS 56000 Tourism Development and Recreational Travel	3
or	
HM 53025 Hospitality Marketing	

Statistics - Select one of the following courses 3

- EDUC 65510 Statistics I for Educational Service
- ELS 63050 Research Processes in Exercise, Leisure, and Sport
- BAD 64005 Statistics for Management

Research Methods - Select one of the following courses 3

- EDUC 65511 Research in Educational Services
- ELS 63051 Quantitative and Research Methods in Exercise, Leisure, and Sport
- NUTR/HDFS 61018 Techniques of Research in Family and Consumer Studies

Select Master's Thesis or Master's Project Option 3-6

Master's Thesis Option (6 credit hours):

- HM 61199 Thesis I or ELS 63199 Thesis I
- HM 61299 Thesis II or ELS 63299 Thesis II

Master's Project Option (3 credit hours)

- HM 61098 Research or ELS 63098 Research

Business Management Supporting Coursework: (3-6 credit hours)

In consultation with advisor, students will select supporting courses from the College of Business in one focus area which may include: Marketing, Financial Management, or Human Resource Management.

Focus Area (6-7 credit hours)

Six to seven credits of coursework to be based on student career goals and with advisor approval

- HM 53025 Hospitality Marketing (3)
- HM 53027 Hospitality Human Resource Management (3)
- HM 53029 Hospitality Financial Policy (3)
- HM 53030 Food Service Systems Management (3)
- HM 53040 Strategic Lodging Management (3)
- HM 53043 Hospitality Meetings Management (3)
- ELS 55022 Event Planning and Production (3)
- ELS 55024 Sport in Global Perspective (3)
- ELS 56000 Tourism Development and Recreational Travel (3)
- ELS 56030 Dynamics of Leisure Behavior (3)
- ELS 56060 Administration of Leisure Services (3)
- ELS 56070 Park Planning (3)
- HM 63024 Management of Food and Nutrition Services (3)
- HM 63095 Special Topics in Hospitality Management (1-3)
- ELS 6XXX Global Issues of Tourism Trade (3)
- ELS 63195 Special Topics in Exercise, Leisure, and Sport (1-3)
- ELS 65061 Philosophical and Social Bases of Leisure and Sport (3)
- EDUC 65531 Professional Practice in a Multicultural Society (3)

Total Semester Hours **32**

Course Inventory: Hospitality and Tourism

HM 53025 Hospitality Marketing (3)
Application of marketing principles, practices and theories relevant to hospitality organizations. Case studies drawn from the hospitality industry are incorporated.

HM 53027 Hospitality Human Resource Management (3)
Application of human resource management principles, practices, theories, and legal issues relevant to hospitality organizations. Hospitality management focused case studies will be incorporated.

HM 53029 Hospitality Financial Policy (3)
Strategic financial decision making for short- and long-term financial management problems in various hospitality organizations such as hotels, restaurants, clubs, and resorts, through case analysis.

HM 53030 Food Service Systems Management (3)
The study of food service systems management, including menu planning and evaluation, recipe development, purchasing, equipment, financial management, marketing and human resources.

HM 53040 Strategic Lodging Management (3)
The hotel manager's role as a strategic thinker is emphasized. Techniques such as co-alignment model, brand strategy, competitor analysis, risk management, and finance options will be used to develop strategic plans in hotels.

HM 53043 Hospitality Meetings Management (3)
Exploration of the unique issues associated with managing hospitality meeting and event planning. Emphasis on management of social, association, and corporate events: weddings, reunions, award banquets, receptions, annual meetings held in hospitality venues requiring f&b and/or lodging.

ELS 55022 Event Planning and Production (3)
Students will learn the proper planning process that all sport events undergo. Students will then apply these concepts in actual events they develop and hold.

ELS 56000 Tourism Development and Recreation Travel (3)
Investigation of travel and tourism development using an interdisciplinary social science approach.

ELS 56030 Dynamics of Leisure Behavior (3)
Analysis of leisure behavior through examination of psychological theories and research.

ELS 56060 Administration of Leisure Services (3)
Administration practices of private and public leisure service agencies. Organization, philosophy, personnel and fiscal management, public relations, and legal concerns will be examined.

ELS 56070 Park Planning (3)
Understanding the relationship between recreation places and the people who use them. This includes the planning, design and functioning of public and commercial recreation places.

HM 61098 Research (1-15)
Research for master's-level graduate students. Credit earned may be applied toward meeting degree requirements if school approves. Repeat registration permitted.

HM 61199 Thesis I (2 - 6)
Thesis students register for total of 6 hours, 2 to 6 hours in a single semester, distributed over several semesters if desired. "IP" permissible

HM 61299 Thesis II (2)
Thesis II students must continue registration each semester until all degree requirements are met.

HM 63022 Current Issues in Hospitality and Tourism Management (3)
Current research and management issues in hotels, resorts, restaurants, clubs, and other hospitality operations will be explored through the peer-reviewed and professional literature. Current tourism topics with implications for hospitality managers will be included.

HM 63024 Management of Food and Nutrition Services (3)
Management issues in healthcare, food and nutrition services, child nutrition programs, and other noncommercial food services will be examined. The impact of quality standards, public policy, and current societal trends upon management of noncommercial operations will be studied.

HM 63026 Research Seminar (1)
Presentation and discussion of research and projects by students and faculty. Course may be repeated one time for a total of 2 credits to be applied toward degree requirements.

ELS 63050 Research Processes in Exercise, Leisure, and Sport
The research process and statistical concepts applied to exercise, leisure, and sport.

ELS 63051 Quantitative and Research Methods in Exercise, Leisure, and Sport
Research design and statistical methods applied to exercise, leisure, and sport.

HM 63095 Special Topics in Hospitality Management (1- 3)
Specialized offering of a major topic within hospitality management.

ELS 63098 Research (1-15)
Research or individual investigation. Repeat registration permitted. IP permissible.

ELS 63195 Special Topics in Exercise, Leisure, and Sport (1-3)
Selected and varied topics of relevance in exercise, leisure and sport. Repeat registration permitted.

ELS 63199 Thesis I (2 - 6)
Thesis students must register for a total of 6 hours, 2 to 6 hours in a semester, distributed over several semester if desired. S/U grading; IP permissible.

ELS 63298 Thesis II (2)
Thesis students must continue registration each semester until all degree requirements are met. S/U grading, IP permissible.

ELS 6XXXX Exploration of Tourism and Hospitality Research (3)
Current research is explored to develop understanding of tourism phenomenon. Tourist motivations, tourism and authenticity, tourist gaze, social and cultural impacts of tourism, and tourism and community development will be studied.

ELS 6XXXX Global Issues of Tourism Trade (3)
This course is an examination of international and intercultural changes due to travel and tourism development, particularly in economic, social, and environmental areas. The studies include theories, cases, and public policies. These studies form the basis upon which sustainable tourism is developed. The goal of the courses is to prepare students for a leadership role in tourism development and policy making. The course has an emphasis on reading and discussion

ELS 65031 Social Philosophical Basis for Sport and Recreation (3)
Psychological, social and developmental factors of participation and behavior in sport, exercise, and recreational activities. Theoretical and applied perspectives addressed.

APPENDIX B
HOSPITALITY AND TOURISM GRADUATE EDUCATION IN OHIO AND SURROUNDING STATES

Ohio

- The Ohio State University offers a Master of Science and Doctor of Philosophy degrees. According to the program's web page, the purpose of this graduate program is "to further educate individuals in the systematic examination of the management of hospitality firms and their contribution to the community."

- Ohio University has an undergraduate program in Restaurant, Hotel, and Tourism. The tourism component is a relatively recent addition to the undergraduate program. According to the program web page, the master's program "offers a multidisciplinary approach to the study of food and nutrition." Students interested in becoming food service or hospitality managers may select a minor in "consumer food."

- Bowling Green State University offers a Master's degree program in Leisure and Tourism

Regionally, the following institutions offer graduate education in Hospitality Management or Hospitality and Tourism Management

Michigan

- Eastern Michigan University offers a Master of Science in Hospitality Management

- Michigan State University offers a Master Science in Hospitality Business or Foodservice Management

Indiana

- Purdue University offers a Master of Science and a Doctor of Philosophy with three areas of emphasis, food, hotel, or tourism.

Pennsylvania

- The Pennsylvania State University offers Master of Science and Doctor of Philosophy degrees in Hotel, Restaurant, and Institution Management.

- Temple University offers a Master's of Tourism and Hospitality Management, Master of Education, and Doctor of Philosophy

- Widener University offers a Master of Science in Hospitality Management

APPENDIX C
HOSPITALITY MANAGEMENT AND TOURISM GRADUATE FACULTY VITAS

Hospitality Management Faculty

Barbara Scheule, PhD, RD
Ning Kuang Chuang, PhD
Swathi Ravichandran, MBA, PhD

Tourism Faculty

Phillip Wang, PhD
Andrew Lepp, PhD

APPENDIX D
MASTER OF SCIENCE IN HOSPITALITY and TOURISM MANAGEMENT
REVENUE ESTIMATE

APPENDIX E
HOSPITALITY MANAGEMENT INDUSTRY ADVISORY BOARD

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/_____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____
DATE OF PREPARATION:

Purpose of Proposal	Program Revision
Department	HDFS - Human Development and Family Studies
Requested Effective Term	2007 -Fall
Purpose	○ Policy ✓ Program
Preparation Date	4/7/06 mm/dd/ccyy
Description of Proposal (please use upper case)	REVISE CERTIFICATE IN NON-PROFIT/HUMAN SERVICE MANAGEMENT (C 126) TO STRENGTHEN INTERDISCIPLINARY NATURE OF CURRICULUM Changes include creating three courses, adding 16 courses as electives.
Describe Impact on Other Programs, Policies, or Procedures	N/A Total credits increase, from 17-24 to 20-30.
Units Consulted, including Library (See Guidelines For Instructions)	BUSINESS; NURSING; POLITICAL SCIENCE; PSYCHOLOGY; SELS; ACHVE.

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	Mary Dillmann-Jenkins	04/06/06
College/School Dean	Joanne Arhar	7/10/06
Vice Provost for Regional Campuses		/ /
Provost		/ /

Please **PRINT** this form before leaving the screen.This form will **not** be saved.

Main Menu

Proposal Summary

Title: Course and Curricular Changes for the Certificate in Non-Profit/Human Service Management

Subject Specification

Make revisions to the Certificate in Non-Profit/Human Service Management (Major Code: C 126)

Background Information

The School of Family and Consumer Studies offers a Certificate in Non-Profit/Human Service Management that was established in 2002. The proposed curriculum changes will better prepare certificate recipients for the non-profit human services work place.

1. Revision of Certificate Core Requirements

A. Add new course: *HDFS 44033 Nonprofit Management I*
B. Add new course: *HDFS 44034 Nonprofit Management II*

Rationale: These two courses were taught as workshops for the past 4 years (HDFS 41093). Over this time period, both the content and structure of these two workshops have been refined and are now ready to be effectively taught in a graded – traditional course format. To accommodate staffing issues and current enrollment demand, HDFS 44033 and HDFS 44034 will be taught once a year. The course descriptions include:

HDFS 44033 This course provides an overview of nonprofit/human service organizations including how to start and manage a nonprofit organization. Information regarding leadership, program development, service learning, board recognition and evaluation, budgeting, legal aspects, advocacy & lobbying, mission, vision & strategic plan, and fundraising are discussed in relation to being successful in the nonprofit sector. No prerequisite

HDFS 44034 This course provides information regarding many national and local nonprofit and human service organizations. Conflict resolution, human resource management, risk management, marketing, intercultural sensitivity, and social entrepreneurship will be discussed in relation to being successful in the nonprofit sector. No prerequisite

C. Retain ACCT 23020 Introduction to Financial Accounting and Practicum and Internship (3-12 credit) Requirement

2. Revision of "Select One" (a) Category Requirements

A. Add M&IS 24163 Principles of Management and BMRT 11000 Introduction to Business
Rationale: Now that we are four years into offering the Certificate in Nonprofit/Human Service Management, we have learned that it is necessary to have a stronger emphasis on business courses. We believe that the addition of M&IS 24165 Principles of Management and BMRT 11000 Introduction to business will enhance the learning students have regarding production, human resources, finance, and management.

B. Add CHDS 37700 Human Relations in a World of Diversity
Rationale: The addition of this class will enable students to possess greater knowledge and skills regarding multiculturalism and conflict resolution. Both are essential for success in the non-profit human service workplace.

C. Add POL 30301 Introduction to Public Administration
Rationale: Course content addresses the theory and practice of governmental administration including the history and philosophy of nonprofit organizations. Completion of this course will increase the professional competencies and knowledge base of graduates in the Certificate in Nonprofit/Human Service Management.

D. Add CHDS 10002 ~~Introduction to~~ Careers in Education ~~and Services~~ Health and Human Services
Rationale: Course content introduces students to the roles played by professionals in the field of human services. Students enrolled in the Certificate Program who select this course as an elective will gain a good understanding of the diversity of careers in human services.

E. Add CTTE 46029 Training and Development
Rationale: Course content provides students with an overview of training and development activities in profit and nonprofit organizations. Students enrolled in the Certificate Program who select this course as an elective will gain added competencies that will better prepare them for careers in the non-profit human service field.

F. Add HDFS 34031 Cultural Diversity
Rationale: Course content provides students with core knowledge and competencies to successfully work with diverse groups. Acquisition of these competencies will better prepare graduates of the Certificate program to secure position in the field of the non-profit human services.

G. Retain IHS 10000 Careers in Health Sciences and Human Service and HDFS 44018 Professional Development in Human Development and Family Studies

3. Revision of "Select One" (b) Category Requirements

A. Add new course: *HDFS 44032 Nonprofit Fundraising and Grantwriting*
Rationale: This course was taught as a workshop for the past 6 years (HDFS 41093). Over this time period, both the content and structure of the workshop have been refined and now ready to be taught effectively in a graded – traditional course format. To accommodate student demand, HDFS 44032 will be taught both fall and spring semesters.

B. Add new course: HED 40093 Workshop: Grantwriting
Rationale: The addition of this course is necessary to give students two choices in the academic area of fundraising and grantwriting. This course will expose students to the grantwriting process, teach them to identify problems, make the case for solving the problem, develop an evaluation plan, identify funding sources and maintain an appropriate budget.

4. Revision of "Select One" (d) Category

A.. Add GERO 14029 Introduction to Gerontology, NURS 20950 Human Growth and Development for Health Professions, HDFS 24012 Child Development, PSYC 20651 Child Psychology, PSYC 30651 Adolescent Psychology, and ~~LEST~~ RPTM 36010 Recreation, ~~Leisure~~ Stet 2, and Aging
Rationale: The addition of the development courses listed above will provide a wider variety of courses from which students pursuing the Certificate in Nonprofit/Human Service Management may choose. It is important that students know information about the population of people with which they will be working. Providing many choices in this area is a strong marketing tool also because we may attract students from the disciplines of Nursing, Human Development and Family Studies, Gerontology, Leisure Studies and Psychology.

B. Retain GERO 44030 Adult Development & Aging and HDFS 44020 Adolescent Development.

Effect on Program and Fiscal Impact: The addition of the three new HDFS courses (i.e., 43032, 43033, and 43034) and the additional "select one electives" (i.e., CHDS 37770, POL 30301, HED 40093, NURS 20950, PSYC 30651, and LEST 36010) will strengthen the HDFS curriculum; and, no negative fiscal impact is anticipated.

Alternatives and Consequences. The alternative is not having an interdisciplinary curriculum that provides certificate recipients with the diverse professional competencies necessary to be effective in a variety of nonprofit human service work place settings. Consequences of approval in addition to the creation of a strong interdisciplinary curriculum, is the implementation of a Certificate Program that will be attractive to undergraduate students majoring in a wide range of majors.

Timetable and Actions Required: The proposal was approved by the School Curriculum Committee on April 7, 2006 and the FAC of the School of Family and Consumer Studies on April 13th 2006. The proposal was presented to the EHHS Undergraduate Committee on April 14, 2006 and a formal vote will take place on May 5, 2006. The proposal will then be presented at the Educational Policies Committee in summer 2006. Upon approval, the proposed curriculum changes will take effect fall 2007.

(Unofficial – Pending Approval) 2007-2008 ACADEMIC YEAR

CERTIFICATE IN NONPROFIT/HUMAN SERVICE MANAGEMENT
offered by the
School of Family and Consumer Studies

Students seeking certification must fulfill the below requirements and earn a baccalaureate degree **in any academic area** in accordance with Kent State University's standards.* Students pursuing certification must have and maintain a minimum GPA of 2.50 and satisfactorily complete the following academic and internship requirements.

Academic Requirements

1. Nonprofit Management I**
   HDFS 44033 — 3 credit hours
2. Nonprofit Management II***
   HDFS 44034 — 3 credit hours
3. Introduction to Financial Accounting
   ACCT 23020 — 3 credit hours
4. Any approved internship or practicum class****
   (Partial listing on back of page) 3–12 credit hours

Select One:

1. Principles of Management*****
   M&IS 24163 — 3 credit hours
2. Introduction to Business
   BMRT 10000 — 3 credit hours
3. Careers in Health Sciences and Human Services
   IHS 10000 — 3 credit hours
4. Professional Development in Human Development and Family Studies
   HDFS 44018 — 3 credit hours
5. Human Relations in a World of Diversity
   CHDS 37700 — 3 credit hours
6. Introduction to Public Administration
   POL 30301 — 3 credit hours
7. Cultural Diversity
   HDFS 34031 — 3 credit hours
8. Introduction to Careers in Education, Health, and Human Services
   CHDS 10002 — 3 credit hours
9. Training and Development
   CTTE 46029 — 3 credit hours

Select One:

1. Nonprofit Fundraising and Grantwriting
   HDFS 44032 — 3 credit hours
2. Workshop: Grantwriting
   HED 40093 — 2 credit hours

Select One:

1. Introduction to Gerontology
   GERO 14029 — 3 credit hours
2. Human Growth and Development for Health Prof.
   NURS 20950 — 3 credit hours
3. Child Development
   HDFS 24012 — 3 credit hours
4. Child Psychology
   PSYC20651 — 3 credit hours
5. Adolescent Psychology
   PSYC30651 — 3 credit hours
6. Adult Development and Aging
   GERO 44030 — 3 credit hours
7. Adolescent Development
   HDFS 44020 — 3 credit hours
8. Recreation, Leisure and Aging
   ~~LEST~~ RPTM 36010 — 3 credit hours

TOTAL CREDIT HOURS in CERTIFICATE 20-30

Internship Requirement

1. Completion of a 300 contact hour internship at a national or local nonprofit organization.

* Students may complete certification requirements with post-baccalaureate status.
** Meets Fall Semester.
*** Meets Spring Semester. (Nonprofit Management I is not a prerequisite)
**** Prior arrangements must be made with the instructor.
***** Must have sophomore standing to take this class.

Students are strongly encouraged to gain additional experience in the nonprofit sector through individual volunteer work and community service projects associated with the Human Service Management Student Association (HSMSA).

All students who wish to seek certification must apply to participate in the certificate program.
Please contact Kathy Bergh, Program Director, at 330-672-5380 or kbergh@kent.edu.

Internship or Practicum Course Selections

Select One****

1. Practicum in Human Development and Family Studies
   HDFS 44092 3 credit hours

2. Internship in Recreation
   RPTM 46092 6 credit hours

3. Internship in Human Service Technology I and II
   HST 21092; 21192 6 credit hours

4. Internship in Educational Studies and Helping Professions
   CHDS 41892 10 credit hours

5. Internship in Community Health Education
   HED 44092 12 credit hours

6. Justice Studies Internship
   JUS 46792 9-12 credit hours

7. Internship in Communication Studies
   COMM 45092 3-6 credit hours

8. African-American Affairs Practicum
   PAS 41192 9-10 credit hours

9. Internship in Physical Fitness/Cardiac Rehabilitation
   PEP 45492 5 credit hours

10. Internship in Physical Education
    PEP 45092 6 credit hours

11. Internship in Athletic Coaching
    PEP 45692 5 credit hours

12. Practicum in Integrated Health Studies
    IHS 44092 10 credit hours

**** Other practicums or internships may be used to meet this requirement with the approval of the Program Director.

APPENDIX A

Certificate Requirement Sheet (pending approval)

Memos from:

- College of Business, Undergraduate Program
- Adult, Counseling, Health, and Vocational Education
- Political Science
- School of Exercise, Leisure, and Sport
- Psychology
- Nursing
- Health Education and Promotion

School Of Family & Consumer Studies

Memo

To: Elizabeth Sinclair-Colando - Assistant Dean, Undergraduate Programs

From: Kathy Bergh, Program Director – Certificate in Nonprofit/Human Service Management Program

Date: August 30, 2004

Re: M&IS 24163 Principles of Management

Human Development and Family Studies (HDFS) program area requests approval from the College of Business Administration to include M&IS 24163 Principles of Management in its Certificate in Nonprofit/Human Service Management Program curriculum. I believe we discussed this possibility when we met last summer. There are 20 students currently registered in the program. I would anticipate that about five students would be taking this class in any given spring or fall semester. I would expect approximately 3-5 students to take this class during Summer Session, beginning with Summer 2005. Please let me know if you have any further questions. I appreciate your consideration of this request.

Please sign below and fax this memo to me at 672-2194.

Thank you very much.

Mary!! We didn't even realize we had already received approval! KB

✓ Yes, I approve the request that BMRT 10000 Introduction to Business and M&IS 24163 Principles of Management in the included in the Nonprofit/Human Service Management Program curriculum.

_____ No, I do not approve the request that BMRT 10000 Introduction to Business and M&IS 24163 Principles of Management be included in the Nonprofit/Human Service Management Program curriculum.

Your signature: [illegible]

KENT STATE.
UNIVERSITY

MEMORANDUM

TO: Dr. Don Bubenzer, Chair
Adult, Counseling, Health and Vocational Education

FROM: Mary Dellmann-Jenkins, HDJ Director, School of Family and Consumer Studies
Kathy Bergh, Program Director, Certificate in Nonprofit/Human Service Management

DATE: March 6, 2006

SUBJECT: CHDS 37700 Human Relationships in a World of Diversity

The Human Development and Family Studies (HDFS) program area requests approval from the Department of ACHVE to include CHDS 37700 Human Relationships in a World of Diversity in its Certificate in Nonprofit/Human Service Management Program curriculum. Please see the attached current requirement sheet.

This program has been in existence for almost four years and has 35 students enrolled. During any given semester, I would anticipate approximately five to seven students from our certificate program taking this class. Please call either of us at 672-2197 f you have any questions.

Please return the form below to 100 Nixson Hall either through campus mail or fax to our office (672-2194) by March 16.

We are hoping to forward our revised curriculum to the Dean' office by the end of March.

Enclosure

__X__ Yes, I approve the request that CHDS 37700 Human Relationships in a World of Diversity be included in the Nonprofit/Human Service Management Program curriculum.

_____ No, I do not approve the request that CHDS 37700 Human Relationships in a World of Diversity be included in the Nonprofit/Human Service Management Program curriculum.

Donald K. Bubenzer — Signature

3/9/06 — Date

MAR-23-2006 13:57 FROM:ACHVE 3306723063 TO:22194
MAR-22-2006 17:12 FAM-CON STUDIES

KENT STATE
UNIVERSITY

MEMORANDUM

TO: Dr. Don Bubenzer, Chair
Adult, Counseling, Health and Vocational Education

FROM: Mary Dellmann-Jenkins, Director, School of Family and Consumer Studies
Kathy Bergh, Program Director, Certificate in Nonprofit/Human Service Management

DATE: March 22, 2006

SUBJECT: CHDS 10002 Introduction to Careers in Education and Services
CTTE 46029 Training and Development

The Human Development and Family Studies (HDFS) program area requests approval from the Department of ACHVE to include CHDS 10002 Introduction to Careers in Education and Services and CTTE 46029 Training and Development in its Certificate in Nonprofit/Human Service Management Program curriculum.

The addition of these two courses will strengthen the existing curriculum and graduates from the Certificate Program, thus the competencies.

Please return the form below to 100 Nixson Hall either through campus mail or fax to our office (672-2194) by April 5.

We are hoping to forward our revised curriculum to the Dean' office by mid April.

Enclosure

✓ Yes, I approve the request that CHDS 10002 Introduction to Careers in Education and Services and CTTE 46029 Training and Development be included in the Nonprofit/Human Service Management Program curriculum.

_____ No, I do not approve the request that CHDS 10002 Introduction to Careers in Education and Services and CTTE 46029 Training and Development be included in the Nonprofit/Human Service Management Program curriculum.

Donald L. Bubenzer
Signature

3-23-06
Date

School of Family and Consumer Studies
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2197 • Fax: 330-672-2194 • http://dept.kent.edu/f&cs

'03/08/2006 15:57 FAX 330 672 3362 POLITICAL SCIENCE
MAR-06-2006 11:07 FAM-CON STUDIES

KENT STATE
UNIVERSITY

MEMORANDUM

TO: Dr. Joseph Drew, Political Science

FROM: Mary Dellmann-Jenkins, Director, School of Family and Consumer Studies
Kathy Bergh, Program Director, Certificate in Nonprofit/Human Service Management

DATE: March 6, 2006

SUBJECT: REQUEST FOR COURSE: POL 30301 – INTRODUCTION TO PUBLIC ADMINISTRATION

Human Development and Family Studies (HDFS) program area requests approval from the Department of Political Science to include POL 30301 – Introduction to Public Administration in its Certificate in Nonprofit/Human Service Management Program curriculum. Please see the attached current requirement sheet.

This program has been in existence for almost four years and has 35 students enrolled. During any given semester, I would anticipate approximately five to seven students from our certificate program taking this class. Please call either of us (672-2197) if you have any questions.

Please return the form below to 100 Nixson Hall either through campus mail or fax to our office (672-2194) by March 16.

We are hoping to forward our revised curriculum to the Dean' office by the end of March.

Enclosure

X Yes, I approve the request that POL 30301 Introduction to Public Administration be included in the Nonprofit/Human Service Management Program curriculum.

_____ No, I do not approve the request that POL 30301 Introduction to Public Administration be included in the Nonprofit/Human Service Management Program curriculum.

Signature

3-8-06
Date

School of Family and Consumer Studies
P.O. Box 5190 • Kent, Ohio 44242-0001

① yes

WebMail - RE: FWD: RE: Curriculum Approval

Delete | File | Create | Reply | Reply All | Forward | Previous | Next | Options | Index | Help

Date Sent: Tuesday, March 02, 2004 1:29 PM

From: Wayne Munson <wmunson@kent.edu> Add to Address Book

To: kbergh <kbergh@kent.edu>

Cc: Mary Dellman <mdellman@kent.edu>,

Subject: RE: FWD: RE: Curriculum Approval

Status: Urgent New

Dear Erika,

I discussed your proposal with my curriculum coordinator, Dave Toothaker, and we both are in agreement that having LEST 36010 as one of your requirements would be fine. Thank you for including us.

Sincerely,

Wayne W. Munson, Ph.D.
Professor and Director
School of Exercise, Leisure and Sport
Kent State University
Kent, OH 44242
330-672-2012

----- Original Message ----- From: "kbergh" <kbergh@kent.edu>
To: <wmunson@kent.edu>
Cc: <mdellman@kent.edu>
Sent: Thursday, February 26, 2004 3:32 PM
Subject: RE: FWD: RE: Curriculum Approval

> Dear Dr. Munson-
>
> Thank you for considering our request to add LEST 36010 - Recreation,Leisure
> and Aging to the curriculum of the Certificate Program in Nonprofit/Human
> Service Management. Mary Dellmann-Jenkins and I met with Mary Parr last summer
> and, as I recall, she felt that this addition made sense

School Of Family & Consumer Studies

Memo

To: Dr. Janis Crowther - Chairperson, Department of Psychology

From: Kathy Bergh, Program Director – Certificate in Nonprofit/Human Service Management Program

Date: June 7, 2004

Re: PSYC 20651 Child Psychology, and PSYC 30651 Adolescent Psychology

---

Human Development and Family Studies (HDFS) program area requests approval from the Department of Psychology to include PSYC 20651 Child Psychology, and PSYC 30651 Adolescent Psychology in its Certificate in Nonprofit/Human Service Management Program curriculum. This program has been in existence for two years and has approximately 20 students enrolled in the curriculum. The two courses listed above would be among eight choices from which the students would be able to choose. As a result, during any given semester I would anticipate only two or three students from our certificate program taking these classes. Please call me at 672-5380 if you have any questions.

Please sign below, and fax back this memo to us at 672-2194 by June 30th, if possible.

Thank you very much.

✓ Yes, I approve the request that PSYC 20651 Child Psychology, and PSYC 30651 Adolescent Psychology be included in the in the Nonprofit/Human Service Management Program curriculum.

_____ No, I do not approve the request that PSYC 20651 Child Psychology, and PSYC 30651 Adolescent Psychology be included in the Nonprofit/Human Service Management Program curriculum.

Your signature: Janis H Crowther Date 6/7/04

(4)

NURS - yes

School Of Family & Consumer Studies

Memo

To: Dr. Davina Gosnell - Dean, College of Nursing

From: Kathy Bergh, Program Director – Certificate in Nonprofit/Human Service Management Program

Date: February 18, 2004

Re: NURS 20950 Human Growth and Development for Health Professionals

---

Human Development and Family Studies (HDFS) program area requests approval from the College of Nursing to include NURS 20950 Human Growth and Development for Health Professionals in its Certificate in Nonprofit/Human Service Management Program curriculum.

Please sign below, and fax back this memo to us at 672-2194 by February 27th.

Thank you very much.

✓ Yes, I approve the request that NURS 20950 Human Growth and Development for Health Professionals be included in the in Nonprofit/Human Service Management Program curriculum.

_____ No, I do not approve the request that NURS 20950 Human Growth and Development for Health Professionals be included in Nonprofit/Human Service Management Program curriculum.

Your signature: Davina Gosnell Date 3/23/04

View Message

5

Date: Tue, 01 Jun 2004 14:13:16 -0400
From: "jbyrne" <jbyrne@kent.edu> **Block Address**
Subject: **RE: Curriculum Approval**
To: "KATHLEEN A BERGH" <kbergh@kent.edu>

Reply | Reply All | Forward | Print | Delete

>Kathleen, Scott Olds said that it would be fine with him to have the students
in his class Jean ===== Original Message From KATHLEEN A BERGH
<kbergh@kent.edu> =====
>Dear Dr. Byrne-
> Please see the attached addition to the Certificate in
>Nonprofit/Human Service Management Curriculum.
> Thank you-
> Kathy Bergh

T. Jean Byrne, Ph.D.
Associate Professor and Coordinator,
Health Education and Promotion
316 White Hall
Kent State University
Kent OH 44242
(330) 672-0676
Fax: (330) 672-3063
jbyrne@kent.edu

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APPENDIX B

Catalog Course Descriptions – Undergraduate

Program Curriculum Requirements

HDFS 44033 This course provides an overview of nonprofit/human service organizations including how to start and manage nonprofit organization. Information regarding leadership, program development, service learning, board recognition and evaluation budgeting, legal aspects, advocacy & lobbying, mission, vision & strategic plan, and fundraising are discussed in relation to being successful in the nonprofit sector. No prerequisite

HDFS 44034 This course provides information regarding many national and local nonprofit and human service organizations Conflict resolution, human resource management, risk management, marketing, intercultural sensitivity, and social entrepreneursh will be discussed in relation to being successful in the nonprofit sector. No prerequisite

43027 Hospitality Human Resource Management (3)
Application of human resource management principles, practices, theories and legal issues relevant to hospitality organizations. Hospitality management-focused case studies will be incorporated. Prerequisite: HM 33026, M&IS 34180. This course may be used to satisfy the Writing-Intensive Course Requirement with approval of major department.

43030 Food Service Systems Management (3)
The study of food service systems management, including menu planning and evaluation, recipe development, purchasing, equipment, financial management, marketing and human resources. Prerequisite: HM 23012 or permission.

43031 Layout and Design of Food Service Operations (3)
Emphasizes food service equipment, selection and maintenance. Develops skills in kitchen layout and design as it applies to productivity. Prerequisites: HM 13023, 23023 or equivalent.

43032 Food Production and Service Management (3)
The application of management principles in food production and service systems, including production management, quality control, distribution and service and physical facilities. A laboratory is included in the course. Prerequisite: HM 23012, 43030.

43092 Practicum/Hospitality Management (3-6)
Supervised professional experience in the hospitality industry including operations such as restaurants, hotels, clubs, health care, theme parks and food distribution. Bimonthly seminars course assignments are included. Repeatable for a total of 6 credits. Prerequisites: Majors only with junior or senior standing and permission of instructor.

HUMAN DEVELOPMENT AND FAMILY STUDIES (HDFS)

14027 Introduction to Human Development and Family Studies (2)
Introduction to human services related to human development and family studies, the career opportunities available, and the skills required to succeed in the field. Prerequisite: None.

24011 The Family (3)
Principles, attitudes and values involved in diverse interpersonal relationships, marriages and families. Open to majors and nonmajors. Prerequisite: None. This course may be used to satisfy the university Diversity Requirement.

24012 Child Development (3)
General development of the child from prenatal through middle childhood. Prerequisite: HDFS

24013 Early Adolescence (3)
Examines the fundamental transitions, social contexts and psychosocial processes involved in human development from ages 10 through 15. Implications for working with this age group within schools, human services agencies and youth development programs. Prerequisite: None.

24095 Special Topics in Human Development and Family Studies (1-4)
Discussion of a major topic within human development or family studies. Prerequisite: HDFS 24011 or permission.

25512 Management of Family Resources (3)
Management as applied to individuals, families and human service professionals. Prerequisite: HDFS 24011.

34013 Development in Infancy (3)
Study of genetic influences, prenatal development and birth, and the developmental characteristics of the infant and toddler. Prerequisites: HDFS 14027 and 24012.

34031 Cultural Diversity: Implications for the Helping Professions (3)
This class is designed to enhance the competence and success of students planning to work in human services. Learning how different cultural backgrounds influence the perceptions and behaviors of clients in the human service setting is emphasized. Prerequisite: None.

41093 Variable Topic Workshop: Human Development and Family Studies (1-3)
Workshop setting dealing with a topic or topics in human development and family studies. Learning experiences are provided in a wide range of areas. S/U grading. Prerequisite: None.

41095 Special Topics in Human Development and Family Studies (1-4)
Discussion of a major topic within human development or family studies. Prerequisite: None.

41096 Individual Investigation (1-3)
Independent study in human development and family studies. Prerequisite: Written permission from instructor.

44018 Professional Development in Human Development/Family Studies (3)
Preparation of students for professional work experiences as well as providing an opportunity to discuss recent developments in the fields of human development and family studies and gerontology. Prerequisites: Human development and family studies majors only and senior standing.

44020 Adolescent Development (3)
Study of adolescent development with emphasis on forces related to adolescent behavior in the family and society. Evaluation of current research. Prerequisite: Human development and family studies majors only or permission.

44021 Family Intervention Across the Lifespan (3)
Evaluation of research and theoretical models in the area of family intervention. Focus on strategies for assisting families in coping with a variety of critical issues over the family life cycle. Prerequisite: Human development and family studies majors only or permission.

44022 Changing Roles of Men and Women (3)
A study of roles of men and women, past, present and future. Prerequisite: Human development and family studies majors only or permission or SOC 12050.

44023 Building Family Strengths (3)
The Building Family Strengths Model builds upon family life potential; based on extensive research emphasizing identified family strengths. Prerequisite: Human development and family studies majors only or permission.

44028 Parent-Child Relationships (3)
Study of parent-child relationships across the life span and within various contexts. Emphasis on the process of socialization and determinants of parent-child relationships based on current research. Prerequisite: Human development and family studies majors only or permission.

44029 Family Policy (3)
Understanding federal, state and local policy issues affecting families. Role of family life educator in promoting a family-friendly perspective in policy making. Prerequisite: GERO 44030.

44030 Family Life Education Methodology (3)
Developing teaching methods and techniques for family life education and the study of family life education content areas. Prerequisite: GERO 44030.

44092 Practicum in Human Development and Family Studies (3-10)
(Repeatable for a total of 20 credit hours) Observation and participation in child, family and social service agencies. One class discussion per week. S/U grading. Prerequisites: Human development and family studies majors only, HDFS 44018, and senior standing with an overall GPA of 2.50.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/_____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____
DATE OF PREPARATION:

Purpose of Proposal	Program Revision
Department	TECH - Technology
Requested Effective Term	2006 -Fall 2007
Purpose	○ Policy ◉ Program
Preparation Date	05/03/2006 mm/dd/ccyy
Description of Proposal (please use upper case)	REVISE COLLEGE PREP/BRIDGE CERTIFICATE (C120) TO REFLECT RECENT EPC CURRICULAR ACTIONS. Credit hours increase, from 16 to 19.
Describe Impact on Other Programs, Policies, or Procedures	NONE. PER PROTOCOL CERTIFICATE MUST BE REVIEWED EVERY 5 YEARS.
Units Consulted, including Library (See Guidelines For Instructions)	REGIONAL CAMPUSES ACADEMIC SERVICES COORDINATORS.

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean		___/___/___
College/School Dean		___/___/___
Vice Provost for Regional Campuses	Shirley J Barton	6/13/06
Provost		___/___/___

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Main Menu

KENT STATE UNIVERSITY
REGIONAL CAMPUSES

ASSOC. PROVOST
FACULTY AFFAIRS
JUN 19 2006

Interdepartmental Correspondence

TO: Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum

FROM: Shirley J. Barton, Executive Dean, Regional Campuses S.B.

DATE: June 12, 2006

SUBJECT: **CURRICULAR PROPOSAL**

The College Prep Bridge certificate underwent a five-year review/revision in spring, 2006. The resulting curricular proposal has been reviewed and approved by Regional Campuses Developmental Education Coordinators. All revisions reflect changes necessitated by approved EPC curricular actions.

I now request this proposal be placed on the EPC Agenda for August, 2006. Please let me know if additional information is needed for consideration by EPC.

SJB/vmc

Enclosure

Revised

KENT STATE UNIVERSITY
REGIONAL CAMPUSES

COLLEGE PREP/BRIDGE CERTIFICATE (C120)

NAME _____ SSN _____ CAMPUS _____

Purpose: Students completing this certificate program will have completed successfully all prescribed courses resulting from their COMPASS assessment, thereby preparing themselves as much as possible for college-level course work.

Admission: Kent State University admission requirements apply, including COMPASS assessment. Regardless of admission status, all students must complete all course work prescribed by COMPASS testing. *Students must declare themselves as certificate candidates prior to completing one-half of the required course work for this certificate.* All courses for this certificate must be completed at Kent State University.

Prerequisites: Students must satisfy the prerequisite of each course in the program.

Certificate Completion: *Students must complete all certificate courses prior to attaining sophomore status (30 semester hours).* Students must pass each course with a minimum "C" grade to receive the certificate. Courses may not be completed on a pass/fail basis or via credit by examination.

Prescribed Courses:

Course	No.	Course Title	Credits	Semester	Grade
ENG	11001	Introduction to College Writing (3) Stretch		_____	_____
ENG	11002	~~Introduction to~~ College Writing I S (3)	6	_____	_____
MATH	10004	Developmental Mathematics	4	_____	_____
MATH	10005	Introduction to College Mathematics	3	_____	_____
US	10003	Reading Strategies for College Success	3	_____	_____
US	10006	Study Strategies for College Success	3	_____	_____

Electives: If your COMPASS prescription requires fewer than 19 hours, select from these electives to complete the 19 hours required for this certificate:

COMM	15000	Introduction to Human Comm. (3)	__	_____	_____
ENG	11011	College Writing I (3)	__	_____	_____
ENG	20002	Technical Writing (3) ***OR***	__	_____	_____
ITAP	26638	Business Communications (3)	__	_____	_____
PSYC	11762	General Psychology (3) ***OR***	__	_____	_____
SOC	12050	Introduction to Sociology (3)	__	_____	_____
US	10001	University Orientation (1)	__	_____	_____
		TOTAL CREDIT HOURS	19		

_____ _____ _____ _____
Student Signature Date Advisor Signature Date

_____ _____ _____ _____
Registrar Signature Date Dean, Academic and Student Services Date

Certificate Program Enrollment Approved Effective _____ (Semester/year)

KENT STATE UNIVERSITY
REGIONAL CAMPUSES

COLLEGE PREP/BRIDGE CERTIFICATE (C120)

NAME _____ SSN _____ CAMPUS _____

Purpose: Students completing this certificate program will have completed successfully all prescribed courses resulting from their COMPASS assessment, thereby preparing themselves as much as possible for college-level course work.

Admission: Kent State University admission requirements apply, including COMPASS assessment. Regardless of admission status, all students must complete all course work prescribed by COMPASS testing. *Students must declare themselves as certificate candidates prior to completing one-half of the required course work for this certificate.* All courses for this certificate must be completed at Kent State University.

Prerequisites: Students must satisfy the prerequisite of each course in the program.

Certificate Completion: *Students must complete all certificate courses prior to attaining sophomore status (30 semester hours).* Students must pass each course with a minimum "C" (2.0) grade to receive the certificate. Courses may not be completed on a pass/fail basis or via credit by examination.

Prescribed Courses:

Course	No.	Course Title	Credits	Semester	Grade
ENG	11001	Intro College Writing I (3)			
ENG	11002	Intro to College Writing II (3)			
~~ENG~~	~~10000~~	~~Introduction to College English~~	~~3~~ 6		
MATH	10004	Developmental Mathematics	4		
MATH	10005	Introduction to College Mathematics	3		
US	10003	Reading Strategies for College Success	3		
US	10006	Study Strategies for College Success	3		

Electives: If your COMPASS prescription requires fewer than ~~16~~ 19 hours, select from these electives to complete the ~~16~~ 19 hours required for this certificate:

COMM	15000	~~Theory and Practice of Oral Discourse~~ Introduction to Human Communication (3)	~~3~~		
ENG	~~10001~~ 11011	College ~~English~~ Writing I (3)	~~3~~		
~~ENG~~	~~10002~~	~~College English II *OR*~~			
ENG	20002	Technical Writing (3) *OR*			
ITAP ~~OMRT~~	~~21038~~ 06638	Business Communications (3)	~~3~~		
PSYC	11762	General Psychology *OR*			
SOC	12050	Introduction to Sociology (3)	~~3~~		
US	10001	University Orientation (1)	~~1~~		
		TOTAL CREDIT HOURS	~~16~~ 19		

Student Signature _____ Date _____ Advisor Signature _____ Date _____

Registrar Signature _____ Date _____ Dean, Academic and Student Services _____ Date _____

Certificate Program Enrollment Approved Effective _____ (Semester/year)

TO: Dr. Shirley Barton

FROM: Dr. Claudia Barrett

DATE: 4/17/06

SUBJECT: Review of College Prep/Bridge Certificate

This certificate program should remain active. Coordinators of Academic Services (most of whom have changed in the last five years) will be notified about this program, and they will in turn inform appropriate people on their campuses.

The changes on the requirement sheet are the result of changes in course titles, course descriptions, prerequisites, and/or course numbers which were already approved through EPC. The increase in hours from 16 to 19 is because of the change from a 3 credit Introduction to College English to a 6 hour stretch course: Introduction to College Writing I and II.

KENT STATE
UNIVERSITY
REGIONAL CAMPUSES

Interdepartmental Correspondence

TO: Dr. Claudia Barrett, Lincoln Building

FROM: Dr. Denise A. Seachrist, Interim Dean for Academic and Student Services, Regional Campuses *Denise A. Seachrist*

DATE: March 20, 2006

SUBJECT: REVIEW OF CERTIFICATE

Our records show that the College Prep/Bridge Certificate (Number C120) was approved or revised in fall, 2000. The enclosed protocol for certificate programs states "Every approved certificate Program must be reviewed by the Educational Policies Council every five years and a recommendation made on the continued status of the program."

In order to initiate the review process, I am sending you a copy of the current requirement sheet with any approved EPC actions included. Records extracted from SIS indicate there were no College Prep/Bridge certificates awarded between 2000 and 2005. Please review the requirement sheet with the faculty advisory committee, and make *written* recommendations to this office about whether the program should be continued, closed, or what changes should be made.

The appropriate EPC forms must be completed to implement the actions you would like taken on the certificate. If you have any questions regarding EPC forms or processes, please contact me.

We would like your review, EPC forms and a transmittal memo, addressed to Shirley Barton, Executive Dean for Regional Campuses, returned to this office no later than Friday, April 28, 2006.

DAS/vmc

Enclosures

cc: Dr. Shirley J. Barton, Executive Dean, Regional Campuses

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/_____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____
DATE OF PREPARATION:

Purpose of Proposal Program Revision

Department COMT - Computer Technology

Requested Effective Term 2006 -Fall
2007

Purpose ○ Policy ◉ Program

Preparation Date 11/01/2005 mm/dd/ccyy

Description of Proposal (please use upper case)

REVISION OF SYSTEMS ENGINEER CERTIFICATE (C125). THE PURPOSE OF THIS CERTIFICATE IS TO PREPARE STUDENTS FOR EMPLOYMENT IN LOCAL AREA NETWORKS. REVISION NEEDED TO REPLACE TRAINING TOPICS COURSES WITH PERMANENT COMT COURSES.

Credit hours increase, from 16 to 20.

Describe Impact on Other Programs, Policies, or Procedures

NO IMPACT ON OTHER PROGRAMS. THIS CERTIFICATE REVISION UTILIZES EXISTING COURSES.

Units Consulted, including Library (See Guidelines For Instructions)

COMT, SCC, AND SCHOOL OF TECHNOLOGY FACULTY.

REQUIRED ENDORSEMENTS

Chair/Director/Campus Dean [signature] 5/9/06

College/School Dean [signature] 5/9/06

Vice Provost for Regional Campuses Shirley J. Barton 6/13/06

Provost _____/_____/_____

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Main Menu

KENT STATE
UNIVERSITY
REGIONAL CAMPUSES

Interdepartmental Correspondence

TO: Mr. Will Ward, III, Trumbull

FROM: Dr. Denise A. Seachrist, Interim Dean for Academic and Student Services, Regional Campuses

DATE: March 20, 2006

SUBJECT: REVIEW OF CERTIFICATE

Our records show that the Systems Engineer Certificate (Number C125) was approved or revised in fall, 2001. The enclosed protocol for certificate programs states "Every approved certificate Program must be reviewed by the Educational Policies Council every five years and a recommendation made on the continued status of the program."

In order to initiate the review process, I am sending you a copy of the current requirement sheet with any approved EPC actions included. Records extracted from SIS indicate two students were awarded this certificate between 2000 and 2005. Please review the requirement sheet with the faculty advisory committee, and make *written* recommendations to this office about whether the program should be continued, closed, or what changes should be made.

The appropriate EPC forms must be completed to implement the actions you would like taken on the certificate. If you have any questions regarding EPC forms or processes, please contact me.

We would like your review, EPC forms and a transmittal memo, addressed to Shirley Barton, Executive Dean for Regional Campuses, returned to this office no later than Friday, April 28, 2006.

DAS/vmc

Enclosures

cc: Mr. Robert Sines, Assistant Dean, Trumbull Campus
Dr. Raj Chowdhury, Dean, School of Technology
Dr. Roberto Uribe, Iterim Assistant Dean, School of Technology

To: Dr. Raj Chowdhury
Dean, School of Technology

From: Ruth A. Watson, Ph.D.
Asst. Professor, COMT

Date: 4/14/2006

Re: Systems Engineer Certificate Revision

Computer Technology is updating their curriculum. They have met and approved the following action:

Action:

1) Revision of Systems Engineer Certificate. The focus of this certificate is to better prepare students for meeting the demands associated with designing, installing, configuring, and maintaining stable and efficient networks.

Rationale:

This certificate was initially approved effective Fall 2001 with the inclusion of two special topics courses. This current revision involves removing the training topics (TECH 42100) courses and TECH 46310 from the certificate that was approved Fall 2001 and adding prerequisite courses (COMT 11005, 11009) and two permanent COMT courses now available (effective Fall 2005).

The two new courses are COMT 21100 Local Area network Troubleshooting and COMT 21110 Internetworking. The content of these two courses will greatly benefit students pursing the Systems Engineer Certificate.

These courses can be taken by students in both the Associate of Applied Business in Computer Technology and the Bachelor of Science in Technology degrees if prerequisite course requirements have been met.

Alternatives and Consequences:

Potential for increased enrollment in program.

Timetable and Actions Required:

Approval by appropriate curricular bodies.

INTEROFFICE MEMORANDUM

TO: DR. RAJ CHOWDHURY, DEAN, SCHOOL OF TECHNOLOGY
FROM: ROBERT REMEDIO, SCC CHAIR RR
SUBJECT: CURRICULAR PROPOSALS
DATE: 5/4/2006

The SCC has approved the curricular proposals listed below. We have considered, for each, the conformity to mission, the rationale, the effect on programs, the effect on students, the scope and fiscal impact of the actions. We are submitting them for your approval and further processing.

Proposals

- Change Prerequisite and Description for TECH 56321
- New Computer Technology Option for BS 2 + 2 Degree
- Revise COMT Systems Engineer Certificate
- Revise ACTT Accounting Technology Certificate
- Maintain COMT Certificates – Internet, Internet Advanced, Microcomputer Applic.s
- Inactivate COMT Certificates – Database Administrator, Solution Developer
- New course – EERT 22007
- Revise Manufacturing Engineering Technology Program

KENT STATE
UNIVERSITY
REGIONAL CAMPUSES

Interdepartmental Correspondence

TO: Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum

FROM: Shirley J. Barton, Executive Dean, Regional Campuses S.B.

DATE: June 12, 2006

SUBJECT: **CURRICULAR PROPOSAL**

The Systems Engineer certificate underwent a five-year review and was revised by the Computer Technology Faculty in spring, 2006. The resulting curricular proposal from the School of Technology has been reviewed and approved by the appropriate bodies:

REVISED SYSTEMS ENGINEER CERTIFICATE

REMOVE	TECH 42100 Training Topics Microsoft Windows 2000 Security TECH 42100 Training Topics Active Directory Services TECH 46310 Technology of Operating Systems
ADD	COMT 11005 Introduction to OS and Networking Technology COMT 11009 Computer Assembly and Configuration COMT 21100 Local Area Networking Troubleshooting COMT 21110 Internetworking
REVISE	Purpose of certificate Total credit hours to 20

I now request this proposal be placed on the EPC Agenda for August, 2006. Please let me know if additional information is needed for consideration by EPC.

SJB/vmc

Enclosure

cc: A. R. Chowdhury, Dean, School of Technology

Revised

KENT STATE UNIVERSITY
SCHOOL OF TECHNOLOGY/REGIONAL CAMPUSES

SYSTEMS ENGINEER CERTIFICATE (C125)

NAME _____ SSN _____ CAMPUS _____

Purpose: This certificate program will better prepare students to meet the demands associated with designing, installing, configuring, and maintaining stable and efficient networks..

Admission: Kent State University admission requirements apply, including assessment testing. All students must complete coursework prescribed in the areas of English, mathematics, and reading. Students may enroll in the program even if they have prior degrees. Students must declare themselves a certificate candidate prior to completing half of the courses and must complete a minimum of 15 credits at Kent State University.

Prerequisites: Students must satisfy the prerequisite, if any, of all courses in the program by completing the prerequisite course.

Graduation: The systems engineer certificate is granted to students who complete the program of study with a cumulative GPA of 2.50 . Courses may not be completed on a pass-fail basis nor credit-by-examination. Transfer credits may not be used for this certificate.

Courses:

Course	No.	Course Title	Credits	Semester	Grade
COMT	11005	Introduction to Operating Systems & Network Technology	3	_____	_____
COMT	11009	Computer Assembly and Configuration	4	_____	_____
COMT	21002	Network Setup & Configuration	4	_____	_____
COMT	21100	Local Area Networking Troubleshooting	3	_____	_____
COMT	21110	Internetworking	3	_____	_____
TECH	46311	Technology of Networking	3	_____	_____
		TOTAL CREDIT HOURS	20		

_____ _____ _____ _____
Student Signature Date Faculty Advisor Signature Date

_____ _____ _____ _____
Registrar's Signature Date Dean Signature Date

Certificate Program Enrollment Approved Effective _____ (Semester/year)

Approved August, 2001/Effective Fall 2001, **Reviewed/Approved S2006**

Issued by the Office of the Executive Dean, Regional Campuses

KENT STATE UNIVERSITY
SCHOOL OF TECHNOLOGY/REGIONAL CAMPUSES

SYSTEMS ENGINEER CERTIFICATE

NAME _____ **SSN** _____ **CAMPUS** _____

Purpose: This certificate program will ~~provide~~ better prepare students ~~with the necessary background in preparation to take the MCSE (Microsoft Certified Systems Engineer) exams. The focus will be on providing the content necessary to be successful in those exams. This is NOT a certificate that is certified by Microsoft, and passing the MCSE certification exams will not be required to earn credit for these courses.~~ to meet the demands associated with designing, installing, configuring and maintaining stable and efficient networks

Admission: Kent State University admission requirements apply, including assessment testing.* Students may enroll in the program even if they have prior degrees. Students must declare themselves a certificate candidate prior to completing half of the courses and must complete a minimum of 15 credits at Kent State University.

Prerequisites: Students must satisfy the prerequisite, if any, of all courses in the program by ~~either~~ completing the prerequisite course ~~or by demonstrating to a Computer Technology faculty member that they otherwise met the prerequisite.~~

Graduation: The systems engineer certificate is granted to students who complete the program of study ~~Students must maintain at least a 2.50 GPA in all courses to receive the certificate.~~ Courses may not be completed on a pass-fail basis nor credit-by-examination. Transfer credits may not be used for this certificate.

Courses:

Course No.	Course Title	Credits	Semester	Grade
COMT 11005	Intro to Operating Syst & Networking Pack	3		
COMT 11009	Computer Assembly & Config	4		
COMT 21002	Network Setup & Configuration	4	_____	_____
~~TECH 42100~~	~~Training Topics:~~			
	~~Microsoft Windows 2000 Security~~	~~3~~	_____	_____
~~TECH 42100~~	~~Training Topics:~~			
	~~Active Directory Services~~	~~3~~	_____	_____
~~TECH 46310~~	~~Technology of Operating Systems~~	~~3~~	_____	_____
TECH 46311	Technology of Networking	3	_____	_____
COMT 21100	Local Area Networking	3		
21110	INTERNETWORKING	3		
	TOTAL CREDIT HOURS	~~16~~ 20		

Student Signature _____ Date _____ Faculty Advisor Signature _____ Date _____

Registrar's Signature _____ Date _____ Dean Signature _____ Date _____

Certificate Program Enrollment Approved Effective _____ (Semester/year)

Approved August, 2001/Effective Fall 2001 **Issued by the Office of the Vice Provost, Regional Campuses**

* All students must complete coursework prescribed in the areas of English, mathematics, and reading

KENT STATE UNIVERSITY
SCHOOL OF TECHNOLOGY/REGIONAL CAMPUSES

SYSTEMS ENGINEER CERTIFICATE

NAME _____ **SSN** _____ **CAMPUS** _____

Purpose: The focus of this certificate is to better prepare students for meeting the demands associated with designing, installing, configuring, and maintaining stable and efficient networks.

Admission: Kent State University admission requirements apply, including assessment testing. All students must complete coursework prescribed in the areas of English, mathematics, and reading. Students with degrees may enroll in the program. Students must declare themselves as certificate candidates prior to completing one-half of the required coursework, and they must complete a minimum of 15 hours of the certificate's curriculum at Kent State University.

Prerequisites: Students must satisfy the prerequisite of each course in the program by completing the prerequisite courses.

Graduation: The Systems Engineer certificate is granted to students who complete the program of study with a cumulative grade point average of at least a 2.50. Courses may not be completed on a pass-fail basis or credit-by-examination. Transfer credits may not be used to fulfill certificate requirements.

Courses:

Course No. Course Title		Semester	Grade
red — *COMT 11005 Intro to OS & Networking*	3	_____	_____
red — *COMT 11009 Computer Assembly & Config*	4	_____	_____
COMT 21002 Network Setup & Config	4	_____	_____
red — *COMT 21100 LAN Troubleshooting*	3	_____	_____
red — *COMT 21110 Internetworking*	3	_____	_____
red — ~~*TECH 42100 TT: Microsoft Windows 2000 Security*~~			
red — ~~*TECH 42100 TT: Active Directory Services*~~			
red — ~~*TECH 46310 Technology of Operating Systems*~~			
TECH 46311 Technology of Networking	3	_____	_____
TOTAL CREDIT HOURS	20		

Student Signature _____ Date _____ Faculty Advisor Signature _____ Date _____

Registrar's Signature _____ Date _____ Dean Signature _____ Date _____

Certificate Program Enrollment Approved Effective _____ (Semester/year)

DRAFT

KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Gayle L. Ormiston, Associate Provost, Faculty Affairs and Curriculum

SUBJECT: Agenda for Monday, September 25, 2006
Kent Student Center, Room 310 A-B, 3:20 p.m.

DATE: September 18, 2006

NOTE: In the event that any of the attached proposals require corrections or propose actions that have significant impact not addressed in the response memos, please bring these matters to the attention of the Office of the Provost before the meeting. If you wish to add a lesser action or information item to the agenda as an action or discussion item, please notify the Office of the Provost by Friday, September 22, to ensure the materials are available at the meeting for review.

The complete supportive paperwork for this agenda may be reviewed in the Office of the Provost or online at www.kent.edu/Administration/provost/curriculum_svcs/epc.

I. ACTION ITEMS

1. Approval of minutes of August 21, 2006
   Attachment 1

University Requirements and Curriculum Committee

2. Revision and status confirmation of the following liberal education requirements (LER) courses that request a prerequisite change in response to ENG 11011 and 21011 replacing ENG 10001 and 10002, respectively: ENG 21054 Introduction to Shakespeare (03-03), ENG 22071 Great Books I (03-03), ENG 22072 Great Books II (03-03) and ENG 22073 Major Modern Writers: British and United States (03-03).
   Attachment 2A ***Dean Larry Andrews***
   Effective Fall 2007

3. Revision and status confirmation of the diversity courses ENG 21001 Introduction to Ethnic Literature of the United States (03-03) and ENG 21002 Introduction to Women's Literature (03-03), which request a prerequisite change in response to ENG 11011 and 21011 replacing ENG 10001 and 10002, respectively. Revision and status confirmation of the diversity course PAS 23171 The African American Community (03-03); course number revision to PAS 33171 appropriately reflects the content level of the course. Revision and status confirmation of POL 40470 Women and Politics (03-03); title revision to Women, Politics and Policy more accurately accommodates the course content.
   Attachment 2B ***Dean Larry Andrews***
   Effective Fall 2007

4. Revision and status confirmation of the writing-intensive course ARTF 44099 Senior Project: Fine Arts (03-03) request a prerequisite change acknowledging the successful completion of the Sophomore Review for this upper-division course. Revision and status confirmation of the writing-intensive course ARTH 42000 Research and Writing in Art History (02-02) request a credit hour change from 2 to 3, to reflect an increase in writing requirements and the addition of a course co-requisite requiring an upper-division art history course. Revision and status confirmation of the writing-intensive course HM 43027 Hospitality Human Resource Management request minor editing of the catalog description and the addition of a slash designation with HM 53027. Revision and status confirmation of the writing-intensive course ENG 30001 English Studies (03-03) request a prerequisite change in response to ENG 11011 and 21011 replacing ENG 10001 and 10002, respectively.
Attachment 2C ***Dean Larry Andrews***
Effective Fall 2007

II. DISCUSSION ITEM

1. Discussion of the prospective revision of the Rule for Recalculation of Grade Point Average.
Associate Dean LuEtt Hanson

III. INFORMATION ITEM

College of Architecture and Environmental Design

1. Establishment of a Bachelor of Arts [B.A.] in Architectural Studies. Total credit hours to degree completion are 123. The current status of program proposal is a draft of a Program Development Plan to be submitted to the Ohio Board of Regents.
Attachment 3

IV. LESSER ACTIONS

College of Communication and Information

School of Communication Studies

1. Revision of the B.A. in Communication Studies - Public Communication and Applied Communication concentrations. The Public Communication concentration revision includes addition of COMM 45006 and removal of COMM 25464. The Applied Communication concentration revisions include addition of COMM 46092 and removal of COMM 45092. Total program hours remain the same.
Effective Fall 2007

Agenda prepared by Becky L. Totts, Interim Director, Curriculum Services

Course Changes

Key for course changes:

a	Title Abbreviation	G	Grade Rule	New	New	V	Diversity
C	Credit Hours	H	HEGIS (CIP)	P	Prerequisite	W	Writing Intensive
D	Description	Inact	Inactivate	p	Activity Type	X	Prefix
E	Credit-by-Exam	L	LER Status	S	Slash/Cross-List		
F	Fee	N	Number	T	Title		

Course Changes Effective Fall 2007

ARTH 42000 Research and Writing in Art History (02-02) to:

(03-03)..... CP

COMM 46092 Practicum in Applied Communication (03-03)..... New

ENG 21001 Introduction to Ethnic Literature of the United States (03-03)..... P

ENG 21002 Introduction to Women's Literature (03-03) ..... P

ENG 21054 Introduction to Shakespeare (03-03)..... P

ENG 22071 Great Books I (03-03) ..... P

ENG 22072 Great Books II (03-03)..... P

ENG 22073 Major Modern Writers: British and United States (03-03)..... P

ENG 30001 English Studies (03-03) ..... P

HDFS 44032 Nonprofit Fundraising and Grantwriting (03-03) ..... New

HDFS 44033 Nonprofit Management I (03-03)..... New

HDFS 44034 Nonprofit Management II (03-03) ..... New

HM 43027 Hospitality Human Resource Management (03-03) ..... W

THEA 41307 Musical Theatre Performance II (03-03) ..... D

Courses prepared by Lisa Heiland Delaney, Academic Program Coordinator, Curriculum Services

KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

Educational Policies Council
Minutes

Monday, August 21, 2006
Room 310, Kent Student Center

Members Present

Provost	Paul L. Gaston
Executive Dean	Shirley J. Barton
Deans	Larry R. Andrews, Timothy J. Chandler, Aminur R. (Raj) Chowdhury, Laura Cox Dzurec, David A. England, Daniele Finotello, Steven Fong, James L. Gaudino, Mary Ann Haley representing Jerry D. Feezel, Gary M. Padak, Jay (Mark) Pike representing Mark W. Weber, George E. Stevens
Faculty Senate Representatives	Bruce J. Gunning, Thomas Janson, Declan F. Keane , Erica B. Lilly, John A. Marino, Vilma Seeberg, Metrecchia A. (Tish) Soper, Mary C. Stansbury
College Curriculum Committee Representatives	Margaret A. (Peggy) Doheny, Verna M. Fitzsimmons, Stephen M. Zapytowski
Nonmember Consultants to the EPC	Glenn Davis, Marlene R. Dorsey, Evelyn S. Goldsmith, Nancy E. Mitchell, Gayle L. Ormiston, Anne Reid

Also in attendance: Kathleen A. Bergh, Stephanie E. Booth, Laura L. Davis, LuEtt J. Hanson, Charles L. Harker, Lisa Heiland, Eunsook Hyun, Mel Anthony May, Isaac R. Nettey, Barbara M. Scheule, Therese E. Tillett, Roberto M. Uribe-Rendon, Philip C. Wang

Provost Paul L. Gaston convened the Educational Policies Council at 3:20 p.m., in Room 310 of the Kent Student Center. He asked if there were any addition or corrections to **Action Item 1: Minutes of May 22, 2006**. With no corrections or comments offered, the minutes were declared approved.

With Action Item 2 being withdrawn prior to the meeting, Provost Gaston called upon Dean David A. England of the College of Education, Health and Human Services to introduce **Action Item 3: Revision of required cumulative grade point average—from 2.50 to 2.75—to gain admission and to continue eligibility in the Teacher Education [CAA] concentration of the Physical Education [PEP] major within the Bachelor of Science [B.S.] degree program**. Dean England said the revision was for consistency sake—all teacher-licensure programs now have the same GPA policy for admission—and to increase the number of students who are able to successfully complete the program. He then moved for the adoption of the policy revision, which was seconded by Daniele Finotello, acting dean of graduate studies.

Provost Gaston inquired about impact on students with the policy change, which Dean England replied was not that much; many students [with GPA issues] were caught early during advising. Music Professor Thomas Janson asked if this revision was overlooked when the college earlier reviewed the GPA policy for all teacher-licensure programs. Dean England said it may have been on the agenda, but he didn't recall specifically. The motion passed unanimously.

Provost Gaston called upon Shirley J. Barton, executive dean of Regional Campuses, to introduce **Action Item 4: Establishment of the Aviation Maintenance Technology [AMRT] major within the Associate of Applied Science [A.A.S.] degree program on the Ashtabula Campus. Included in this establishment is the creation of 10 courses with the new prefix AMRT: 10010, 10020, 10030, 10040, 20010, 20020, 20030, 20040, 20050 and 20060. Total credit hours to program completion are 67**. Executive Barton said that a local survey was done to assess demand for this degree. This is relatively "a new area, but one that holds a lot of potential because of the pathways from this degree to a Bachelor of Science in Technology," she said, whether that be in the 2+2 area or in aeronautics. She then asked Isaac R. Netty, senior academic director of the aeronautics program in the College of Technology, to explain further the initiative. He said there is a "tremendous need" for an aviation maintenance program all over the country and, in particular, Northeast Ohio. The college has developed and is developing partnerships with Continental among other airlines and several airports in the area. This program is "very viable to the aviation industry." Aminur R. (Raj) Chowdhury, dean of the College of Technology, requested to speak, and when approved, said in addition to this program being a pathway to a baccalaureate degree program, the aviation maintenance program fulfills a "huge" need from the Federal Aviation Administration for certification of the 147 requirement [14 CFR Part 147]. "This is a very focus-skilled program."

Executive Dean Barton moved for the adoption of the associate degree program. John A. Marino, associate professor of technology, seconded the motion and then said it is encouraging to have other educational institutions collaborate on the program. Assistant Dean Mel Anthony May of the Regional Campuses added he has already met with Mahoning County Career and Technical Center regarding collaboration. The motion passed unanimously.

Provost Gaston asked the members if there were any motions to raise an information item to an action item. Associate Professor Mary C. Stansbury of the School of Library and Information Science made a motion to elevate **Information Item 2: Establishment with the School of Exercise, Leisure and Sport of a Hospitality and Tourism Management major within the Master of Science [M.S.] degree program. Status of program is a Program Development Plan to be submitted to the Ohio Board of Regents**. Dean George E. Stevens of the College of Business Administration seconded the motion. The motion was passed unanimously. Dean England then made the motion to place the information item on the floor as an action item. Associate Professor Stansbury seconded the motion.

With the floor open for discussion, Associate Professor Stansbury said that while she saw this program proposal as very exciting, she had a concern about faculty resources [two associate professors and three assistant professors] and projected enrollment [from four students in the first year to eight in the fifth] as stated in the proposal, and the strain that may be placed on junior-faculty advisors. She also asked if the program will be offered at Kent State's Twinsburg site. Dean England replied that the faculty staffing, including advising, for this program is a more favorable scenario than what is currently occurring throughout the college, which he said is understaffed in all areas. The ratio of senior to junior faculty projected in the proposal is "again more favorable than other [EHHS] programs." He also said that the Twinsburg site is being discussed as a possibility and "has great access to a market section that is very attractive."

Associate Professor Philip C. Wang of the School of Exercise, Leisure and Sport said that the program is a collaboration between his school and that of the School of Family and Consumer Studies. "We have the faculty," he said, but not the graduate students, "so we're very excited about having graduate students in terms of research and collaboration." Acting Dean Finotello warned that the proposal still needs to be sent to the Ohio Board of Regents, and it may be two years before it is officially established, "so the assistant professors may be associate professors by then." The motion passed unanimously.

Provost Gaston asked if any members wished to elevate or discuss the remaining information items. Professor Roberto Uribe-Rendon of the College of Technology requested to inquire about **Information Item 5: Revision of Systems Engineer Certificate [C125] as result of five-year review. Changes are removing TECH 42100 and 46310 and adding COMT 11005, 11009, 21100 and 21110. Total credit hours to certificate completion increase, from 16 to 20.** Provost Gaston granted the request, and Professor Uribe-Rendon asked why the program was removing advanced courses and adding lower-division courses. Executive Dean Barton replied that—according to a memorandum from Commputer Technology Assistant Professor Ruth A. Watson to Dean Chowdhury [included in program's attachment, No. 9, on the Curriculum Services website]—the senior-level courses are simple training courses that were used to get the certificate approved and implemented. Now, the computer technology faculty has in place coursework that more reflects the program.

Acting Dean Finotello requested and received approval to comment on **Information Item 1: Establishment of articulation agreement with South China Normal University in Guangzhou, China, leading to completion of the Cultural Foundations (CULT) major within the Master of Education (M.Ed.) degree program.** While he applauded it, he cautioned to move slowly since the Ohio Board of Regents is reviewing the agreement on grounds of implications for subsidy as well as the use of faculty resources. Associate Provost Stephanie A. Booth added that there may be accreditation issues with this agreement and the Higher Learning Commission.

With no further requests concerning information items, Provost Gaston called upon Associate Provost Gayle L. Ormiston to introduce the two discussion items. **Discussion Item I: Deferred entry of courses and programs (majors, submajors, certificates) into the Student Information System (SIS) database, beginning November 3, 2006, and ending August 2007. ALL curricular proposals for fall 2007 must be approved by the October 23, 2006, EPC meeting to be entered into SIS by the November 3 deadline. The deferral is being activated to allow the crossover from SIS to Banner.** Associate Provost Ormiston explained that the university-wide replacement of the current SIS software program with Banner will have an impact on curricular proposals. Courses updated for fall 2007 must be in SIS by the time the Registrar's Office does its course inventory roll [November 4-5] to begin creating sections for registration. Programs updated for fall 2007 must also be in SIS by the November 3 date to ensure the deadline of moving the programs to Banner by December 1. The deadline to submit course and program proposals to the Office of Curriculum Services has moved as well, from September 25 to October 13, to give colleges more time.

Associate Provost Ormiston said that the deferral and deadlines would not affect course fee changes, which are still due January 2. The Office of Curriculum Services will continue to process proposals, and the Educational Policies Council will continue to have meetings. However, all future curricular changes [for fall 2008] will be housed in Curriculum Services until the staff is given clearance to input them in Banner, most likely in June or July 2007.

Associate Professor Marino asked if future programs—for example, a program approved in January 2007—will "be on the books." Associate Provost Ormiston said no; a program approved in January 2007 will be effective for fall 2008 and will not be in the 2007-08 catalog and will not be in the computer system [for registration] until the office receives clearance to input fall 2008 programs into Banner. He reiterated that this deferral does not impact student registration for any semester. Associate Professor Stansbury asked if the deadlines affect Faculty Senate meetings and approvals, and Associate Provost Ormiston replied in the negative.

Associate Provost Ormiston then moved on to **Discussion Item 2: Workshop courses (xxx93) not offered through the College of Continuing Studies to be revised as Field Experience/Practicum/ Internship courses (xxx92)**. He said that the Office of the Provost has worked with the geography and arts departments to revise their travel-related xxx93 courses to xxx92 courses. Workshops as defined by the Ohio Board of Regents are not intended to fill students' curriculum as a degree requirement. He recommended that faculty members explore the field experience, internship and practicum components of the xxx92 course to see if they apply to current workshop courses offered to Kent State students. Ultimately, the office may have to create a new course [using a xxx86 to xxx90 course number, reserved for this kind of situation] for these workshop-like courses. However, this type of new course would have to be reported to the Ohio Board of Regents in the "other" (OT) category, which translates to lower subsidy for Kent. He is working with academic units on a case-by-case basis and urged members to call to discuss this matter.

Provost Gaston opened the floor to discussion. Dean Chowdhury said that workshop courses continue to attract a non-traditional population, including people in the workforce who want to complete a degree. Many of these workshops are offered on weekends, and the new directive "has really hurt us in reaching out to the community." Associate Provost Ormiston responded that a workshop (xxx93) course can still be offered as long as it is offered through the College of Continuing Studies. However, if the workshop is for a program, "we need to talk about how to fit it into the curriculum" without it being defined as a workshop. He also said that it is understood that this transition will take time, especially with the implementation of Banner. Associate Provost Laura L. Davis added that money has been allocated to each college to help them through this transition.

Dean Marlene R. Dorsey of the College of Continuing Studies asked what kind of communication will be used for students and will it come from the academic units? Associate Provost Ormiston replied that they haven't gotten that far, although it most likely will start with the academic units before moving up to the Provost Office.

Provost Gaston thanked the members for attending and adjourned the meeting at 4:05 p.m.

Respectfully submitted,

Therese E. Tillett

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

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:____/____/__
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____

DATE OF PREPARATION: 10/6/05

Purpose of Proposal Course Change

Current Course Title Introduction to Shakespeare

Department ENG - English

Course Number 21054

Minimum Credit 3 **Maximum Credit** 3

Checked items are new or revised

- ☐ Prefix
- ☐ Title
- ☐ Title Abbreviation
- ☐ Number/Slash
- ☑ Prerequisite
- ☐ Credit Hours
- ☐ Description
- ☐ CIP/HEGIS
- ☐ Activity Type
- ☐ Cross-Listed/Slashed
- ☐ Grade Rule
- ☐ Credit By Exam

---If applicable---

- ☐ Course Fee
- ☐ LER Status (G)
- ☐ WIC (W)
- ☐ Diversity (D)

Describe Impact on Other Programs, Policies, or Procedures

Will allow students to take this lower division course in their freshman or sophomore year.

Units Consulted (See Guidelines For Instructions)

None

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	[signature]	03 / 14 / 06
College/School Dean	Linda Williams	4 / 24 / 06
Vice Provost for Regional Campuses		/ /
Provost		/ /

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ENG 42

All data entered below should reflect revised information

Basic Data Sheet

Preparation Date	10/10/05 **Requested Effective Year** 2007F
Course Title	INTRODUCTION TO SHAKESPEARE
Department	ENG
Course Number	21054
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Cross-listed with	
Course Title Abbreviation	INTRO TO SHAKESPEARE
KSU Type	L
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	~~UC~~ US
Credit By Exam	CBE-D
Activity Type	LEC
Course Fee	0 **Per Credit Hour**
Following four fields completed by the Provost's Office.	
OBR Program Code	14
OBR Course Level	3
CIP Code	230801
Prerequisite	PREREQUISITE: ENG 11011 11002 OR EQUIVALENT.
Catalog Description	~~PREREQUISITE: ENG 11011~~ OR ~~EQUIVALENT.~~ STUDY OF REPRESENTATIVE PLAYS AND POEMS IN THE CONTEXT OF SHAKESPEARE'S AGE, HIS LANGUAGE AND HIS CULTURAL INFLUENCE. ~~THIS COURSE MAY BE USED TO SATISFY THE LIBERAL EDUCATION~~ requirements. ENG 43

For course revision, enter previous title, abbr, number, and credit.

Previous Course Title

Previous Department & Course Number **Prev Min Hrs** 0 **Prev Max Hrs** 0

Chair, Director, School Dean, or Campus Dean

Writing Expectations Examinations, quizzes, reports, and term papers

Instructor(s) expected to teach this course ~~Staff~~ Rugas, Reid, Berardinelli

Instructor(s) Contributing to Content Danny Berardinelli

Content Outline **Hrs**

ENG 44

Introduction to Shakespeare and His Age 2

Midsummer Night's Dream--intro to problems of politics and individual desires 5

Richard II--critique of power; genre 10

Tillyard's Elizabethan World Picture--Elizabethan ideology and history. Sonnets 3

King Lear--symbol and allegory;Jane Smiley's A Thousand Acres--a contemporary King Lear 12

Anthony and Cleopatra--social demands and individual desire 5

The Tempest 4

Total 45

Textbook(s) used in this course

Riverside Complete Works
A Thousand Acres, Jane Smiley
The Elizabethan World Picture, E.M. Tillyard

UPDATE RESET

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ENG 45

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/__
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____

DATE OF PREPARATION: 10/6/05

Purpose of Proposal Course Change

Current Course Title Great Books I

Department ENG - English

Course Number 22071

Minimum Credit 3 **Maximum Credit** 3

Checked items are new or revised

- ☐ **Prefix**
- ☐ **Title**
- ☐ **Title Abbreviation**
- ☐ **Number/Slash**
- ☑ **Prerequisite**
- ☐ **Credit Hours**
- ☐ **Description**
- ☐ **CIP/HEGIS**
- ☐ **Activity Type**
- ☐ **Cross-Listed/Slashed**
- ☐ **Grade Rule**
- ☐ **Credit By Exam**

---If applicable---

- ☐ **Course Fee**
- ☐ **LER Status (G)**
- ☐ **WIC (W)**
- ☐ **Diversity (D)**

Describe Impact on Other Programs, Policies, or Procedures

Will allow students to take this lower division course in their freshman or sophomore year.

Units Consulted (See Guidelines For Instructions)

none

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	[illegible]	03/14/06
College/School Dean	Lynda Williams	4/24/06
Vice Provost for Regional Campuses		___/___/___
Provost		___/___/___

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

ENG 46

All data entered below should reflect revised information

Basic Data Sheet

Preparation Date	10/10/05 **Requested Effective Year** 2007F
Course Title	GREAT BOOKS I
Department	ENG
Course Number	22071
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Cross-listed with	
Course Title Abbreviation	GREAT BOOKS I
KSU Type	L
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	~~UC~~ U5
Credit By Exam	CBE-N
Activity Type	LEC
Course Fee	0 **Per Credit Hour**
Following four fields completed by the Provost's Office.	
OBR Program Code	14
OBR Course Level	3
CIP Code	~~230301~~ 160104
Prerequisite	PREREQUISITE: ENG 11011 11002 OR EQUIVALENT.
Catalog Description	GREAT WORKS OF WORLD LITERATURE READ IN ENGLISH. FROM ANCIENT WORLD TO 1700, COVERING A WIDE RANGE OF ETHNIC AND NATIONAL VOICES, GENRES AND TRADITIONS. ~~THIS COURSE MAY BE USED TO SATISFY THE LIBERAL EDUCATION REQUIREMENTS.~~

ENG 47

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For course revision, enter previous title, abbr, number, and credit.

Previous Course Title

Previous Department & Course Number **Prev Min Hrs** 0 **Prev Max Hrs** 0

Chair, Director, School Dean, or Campus Dean

Writing Expectations Examinations, quizzes, reports, and term papers

Instructor(s) expected to teach this course ~~staff~~ Fried, Fein

Instructor(s) Contributing to Content Ewbank, Horvath, Sosnowski

Content Outline **Hrs**

ENG 48

```
Introduction    1
Ancient Literatures: Sumerian Epic: Gilgamesh           2
     Selections from the Hebrew Scriptures  2
     Greek Epic: Homer, The Odyssey    3
     Greek Lyric: Sapho, Selected poems     1
     Greek Drama: Aeschylus, The Orestia   3
     China: Confucius, selections from the Analects  2
     India: Selections from the Bhagavad Gita      2
     Roman Tale Cycle: Ovid, from Metamorphoses      3
     Roman Satire: Petronius, selections from Satyricon   1
 Pre-modern: Arabic: Selections from the Koran       3
     Arabic: Selections from the Thousand and One Nights     2
     Japanese Tale Cycle: from the Tale of Genji  2
     French Romance: Marie de France, Eliduc     1
     English Romance: Sir Gawain and the Green Knight   2
     Italian Tale Romance: Boccaccio, from the Decameron  3
     Italian Epic, Dante, the Inferno       4
     African Epic, from the Epic of Son-Jara     2
Early Modern: French Tale Cycle: DeNavarre, from the Heptamaro   1
     Mayan Epic: Selections from the Popul Vuh     1
     Spanish Drama: Calderon de la Barca, Life is a Dream     2
     English Epic: Milton, Excerpts from Paradise Lost       2
```

Total 45

Textbook(s) used in this course

The Norton Anthology of World Masterpeices, expanded edition, Volume 1

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ENG 49

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/__
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____

DATE OF PREPARATION: 10/6/05

Purpose of Proposal Course Change

Current Course Title Great Books II

Department ENG - English

Course Number 22072

Minimum Credit 3 **Maximum Credit** 3

Checked items are new or revised

- ☐ Prefix
- ☐ Title
- ☐ Title Abbreviation
- ☐ Number/Slash
- ☑ Prerequisite
- ☐ Credit Hours
- ☐ Description
- ☐ CIP/HEGIS
- ☐ Activity Type
- ☐ Cross-Listed/Slashed
- ☐ Grade Rule
- ☐ Credit By Exam

---If applicable---

- ☐ Course Fee
- ☐ LER Status (G)
- ☐ WIC (W)
- ☐ Diversity (D)

Describe Impact on Other Programs, Policies, or Procedures

Will allow students to take this lower division course in their freshman or sophomore year.

Units Consulted (See Guidelines For Instructions)

None

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	[signature]	03/14/06
College/School Dean	Linda Williams	4/24/06
Vice Provost for Regional Campuses		/ /
Provost		/ /

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ENG 50

All data entered below should reflect revised information

Basic Data Sheet

Preparation Date	10/25/05 **Requested Effective Year** 2007F
Course Title	GREAT BOOKS II
Department	ENG
Course Number	22072
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Cross-listed with	
Course Title Abbreviation	GREAT BOOKS II
KSU Type	L
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	UCU5
Credit By Exam	CBE-N
Activity Type	LEC
Course Fee	0 **Per Credit Hour**
Following four fields completed by the Provost's Office.	
OBR Program Code	14
OBR Course Level	3
CIP Code	~~230301~~ 160164
Prerequisite	PREREQUISITE: ENG 11011, 110021 OR EQUIVALENT.
Catalog Description	GREAT WORKS OF WORLD LITERATURE READ IN ENGLISH FROM 1700 TO TODAY, COVERING A WIDE RANGE OF ETHNIC AND NATIONAL VOICES, GENRES AND TRADITIONS. ~~THIS COURSE MAY BE USED TO SATISFY THE LIBERAL EDUCATION REQUIREMENTS.~~

ENG 51

==========

For course revision, enter previous title, abbr, number, and credit.

Previous Course Title

Previous Department & Course Number **Prev Min Hrs** 0 **Prev Max Hrs** 0

Chair, Director, School Dean, or Campus Dean

Writing Expectations Examinations, quizzes, reports, and term papers

Instructor(s) expected to teach this course ~~Staff~~ Bracher Fried

Instructor(s) Contributing to Content Ewbank, Horvath, Sosnowski

Content Outline **Hrs**

ENG 52

15-20 works selected from such authors as:

18th century: Voltaire, Rousseau, Lessing, Goldoni, Swift, Pope, Johson, Wollstonecraft, Edwards, Paine, Franklin, Cao Xueqin, Equiano, Akinari 15

19th century: Hugo, Blazac, Flaubert, Zola, Leopardi, Baudelaire, Goethe, Schiller, Heine, Ibsen, Pushkin, Tolstoy, Turgenev, Dostoevsky,Chekhov,Wordsworth, Coleridge, Austen, Scott, Browning, Dickinson, Teenyson, Dickens, Hardy, G. Eliot, Emerson, Thoreau, Douglass, Melville, Fuller, Chopin, Tagire,Ghalib,Higushi,Ichiyo 15

20th century: Prouet, Sartre, Camus, deBeauvoir, Unamuno, Proust, Woolf, Yeats. pirandello, Mann, Rilke, Kafka, Gorky, Paternak, Akhmatova, Joyce, Lawrence, Mansfield, Eliot, Cather, Frost, Hemingway, Faulkner, Baldwin, Ellison, Atwood, Morrison, Munro, Mishima, Achebe, Mahfouz, Walcott, Silko, Borges, Rushdie, Gordimer, Garcia-Marquez, Junichiro, Premchand, Tawfig al-Hakim, Senghor, Kawabata Yasunari 15

Total ~~8~~ 45

Textbook(s) used in this course

The Norton Anthology of World Masterpeices, Expanded Edition, Vol. II

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ENG 53

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/__
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____

DATE OF PREPARATION: 10/6/05

Purpose of Proposal Course Change

Current Course Title Major Modern Writers:British and United States

Department ENG - English

Course Number 22073

Minimum Credit 3 **Maximum Credit** 3

Checked items are new or revised

- ☐ **Prefix**
- ☐ **Title**
- ☐ **Title Abbreviation**
- ☐ **Number/Slash**
- ☑ **Prerequisite**
- ☐ **Credit Hours**
- ☐ **Description**
- ☐ **CIP/HEGIS**
- ☐ **Activity Type**
- ☐ **Cross-Listed/Slashed**
- ☐ **Grade Rule**
- ☐ **Credit By Exam**

---If applicable---

- ☐ **Course Fee**
- ☐ **LER Status (G)**
- ☐ **WIC (W)**
- ☐ **Diversity (D)**

Describe Impact on Other Programs, Policies, or Procedures

Will allow students to take this lower division course in their freshman or sophomore year.

Units Consulted (See Guidelines For Instructions)

None

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	[illegible]	03/14/06
College/School Dean	Lindall Williams	4/24/06
Vice Provost for Regional Campuses		/ /
Provost		/ /

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ENG 54

All data entered below should reflect revised information

Basic Data Sheet

Preparation Date	10/10/05 **Requested Effective Year** 2007F
Course Title	~~MAJ MOD WRIT BRIT & U.S.~~ Major Modern Writers: British and United States
Department	ENG
Course Number	22073
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Cross-listed with	
Course Title Abbreviation	MAJ MOD WRIT BRIT & U.S.
KSU Type	L
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	~~UC~~ US
Credit By Exam	CBE-N
Activity Type	LEC
Course Fee	0 **Per Credit Hour**
Following four fields completed by the Provost's Office.	
OBR Program Code	14
OBR Course Level	3
CIP Code	230101
Prerequisite	PREREQUISITE: ENG 11011 11002, OR EQUIVALENT.
Catalog Description	INTRODUCTION TO BRITISH AND UNITED STATES WRITERS OF THE 20TH CENTURY; STUDY OF THEIR WORKS IN THEIR LITERARY AND CULTURAL CONTEXTS. THIS COURSE MAY BE USED TO SATISFY THE LIBERAL EDUCATION REQUIREMENTS.

ENG 55

For course revision, enter previous title, abbr, number, and credit.

Previous Course Title

Previous Department & Course Number **Prev Min Hrs** 0 **Prev Max Hrs** 0

Chair, Director, School Dean, or Campus Dean

Writing Expectations Essays, examinations, reports, quizzes, and papers

Instructor(s) expected to teach this course ~~Staff~~ Culleton Shaw

Instructor(s) Contributing to Content Gary M. Ciuba

Content Outline **Hrs**

ENG 56

Students will read approximately a dozen important 20th century British and American writers. Works will be chosen to represent diversity rather than to survey the field. Typical authors include:

British: Amis, Beckett, Carter, Conrad, Forster, Fowles, Golding, Graves, Greene, Hardy, Heaney, Hill, Hopkins, Highes, Ishiguro, Jones, Joyce, Larkin, Lawrence, Lessing, MacDiarmid, MacNeice, Murdough, O'Casey, Osborne, Pinter, Porter, Shaw, Smith, Spark, Stoppard, Thomas, Tomlinson, Waugh, Weldon, Wilde, Woolf, Yeats 20

U.S.: Anderson, baldwin, Barth, Bellow, Berryman, Bishop, Brooks, Cather, Cisneros, Crane, Cullen, Cummings, DosPassos, Dreiser, Eliot, Ellison, Erdrich, Faulkner, Fitzgerald, Frost, Gaines, Ginsberg,Glasgow, Hemingway, Hughes, Hurston, Hwang, James, Jeffers, Lorde, Lowell, Malamud, Mamet, Moore, Morrison, Oates, O'COnnor, Okada, O'Neill, Percy, Plath, Porter, Pound, Pynchon, Reed, ich, Robinson, Sanchez, Silko, Soto, Stein ,Stevens, Toomer, Wlaker, Welty, Wharton, Williams, Wilson, Wright, Yamamoto 25

Total 45

Textbook(s) used in this course

Texts will vary but may include: L. Erdrich, Love Medicine;W. Faulkner, As I Lay Dying; Z.N. Hurston, Their Eyes Were Watching God; Joyce, A Portrait of the Artist as a Young Man; The Norton Anthology of Modern Poetry; Percy, Lancelot; Walker, In Search of Zora Neale Hurton

UPDATE RESET

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ENG 57

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/__
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____

DATE OF PREPARATION: 10/6/05

Purpose of Proposal Course Change

Current Course Title Introduction to Ethnic Literature of the United States

Department Please Choose a Department ENG

Course Number 21001

Minimum Credit 3 **Maximum Credit** 3

Checked items are new or revised

- ☐ Prefix
- ☐ Title
- ☐ Title Abbreviation
- ☐ Number/Slash
- ☑ Prerequisite
- ☐ Credit Hours
- ☐ Description
- ☐ CIP/HEGIS
- ☐ Activity Type
- ☐ Cross-Listed/Slashed
- ☐ Grade Rule
- ☐ Credit By Exam

---If applicable---

- ☐ Course Fee
- ☐ LER Status (G)
- ☐ WIC (W)
- ☐ Diversity (D)

Describe Impact on Other Programs, Policies, or Procedures

Will allow students to take this lower division course in their freshman or sophomore year.

Units Consulted (See Guidelines For Instructions)

None

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	[illegible]	03/14/06
College/School Dean	Lindall Williams	4/24/06
Vice Provost for Regional Campuses		___/___/___
Provost		___/___/___

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

ENG 34

All data entered below should reflect revised information

Basic Data Sheet

Preparation Date	10/10/05 **Requested Effective Year** 2007F
Course Title	INTRODUCTION TO ETHNIC ~~LIT~~ OF ~~U.S.~~ UNITED STATES LITERATURE
Department	ENG
Course Number	21001
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Cross-listed with	
Course Title Abbreviation	INTRO ETHNIC LIT OF U.S.
KSU Type	D
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	~~UC~~ US
Credit By Exam	CBE-N
Activity Type	LEC
Course Fee	0 **Per Credit Hour**
Following four fields completed by the Provost's Office.	
OBR Program Code	14
OBR Course Level	3
CIP Code	230101
Prerequisite	PREREQUISITE: ENG 11011 11002 OR EQUIVALENT.
Catalog Description	STUDY OF SELECTED ETHNIC AMERICAN WRITERS; MAY INCLUDE WORKS BY AFRICAN, ASIAN, HISPANIC, JEWISH, NATIVE AMERICANS, AND OTHER GROUPS. ~~THIS COURSE MAY BE USED TO SATISFY THE UNIVERSITY DIVERSITY REQUIREMENT~~.

ENG 35

==========

For course revision, enter previous title, abbr, number, and credit.

Previous Course Title

Previous Department & Course Number **Prev Min Hrs** 0 **Prev Max Hrs** 0

Chair, Director, School Dean, or Campus Dean

Writing Expectations Essays, examinations, reports, quizzes, and papers.

Instructor(s) expected to teach this course Staff

Instructor(s) Contributing to Content Cutter

Content Outline **Hrs**

ENG 36

Introduction 1

Slavery and Freedom in African American Writing 9

Native American Perceptions of the Loss of the Land 9

The European Immigrant Experience 3

Coming to Terms with History: Asian American Experiences 11

Memory and "Rememory" in Mexican American Writing 11

Conclusions: Is there such a thing as "minority" literature? 1

Total 45

Textbook(s) used in this course

The following textbooks are representation: Frederick Douglass, Narrative of the Life of Frederick Douglass; S. Williamsm Desse Rose, Zitkala-Sa; H. Roth, Call it Sleep; American Indian Stories; G. Soto, Living Up the Street; J. Okada, No No Boy; M. Kingston, The Woman Warrior; L. Silko, Ceremony; and R. Rodriguez, Hunger of memory

UPDATE RESET

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ENG 37

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/__
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____

DATE OF PREPARATION: 10/6/05

Purpose of Proposal Course Change

Current Course Title Introduction to Women's Literature

Department Please Choose a Department ENG

Course Number 21002

Minimum Credit 3 **Maximum Credit** 3

Checked items are new or revised

- ☐ Prefix
- ☐ Title
- ☐ Title Abbreviation
- ☐ Number/Slash
- ☑ Prerequisite
- ☐ Credit Hours
- ☐ Description
- ☐ CIP/HEGIS
- ☐ Activity Type
- ☐ Cross-Listed/Slashed
- ☐ Grade Rule
- ☐ Credit By Exam

---If applicable---

- ☐ Course Fee
- ☐ LER Status (G)
- ☐ WIC (W)
- ☐ Diversity (D)

Describe Impact on Other Programs, Policies, or Procedures

Will allow students to take this lower division course in their freshman or sophomore year.

Units Consulted (See Guidelines For Instructions)

None

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	[illegible]	03/14/06
College/School Dean	Linda Williams	4/24/06
Vice Provost for Regional Campuses		/ /
Provost		/ /

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

ENG 38

All data entered below should reflect revised information

Basic Data Sheet

Preparation Date	10/10/05 **Requested Effective Year** 2007F
Course Title	INTRODUCTION TO WOMEN'S LITERATURE
Department	ENG
Course Number	21002
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Cross-listed with	
Course Title Abbreviation	INTRO TO WOMEN'S LIT
KSU Type	D
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	YCUS
Credit By Exam	CBE-N
Activity Type	LEC
Course Fee	0 **Per Credit Hour**
Following four fields completed by the Provost's Office.	
OBR Program Code	14
OBR Course Level	3
CIP Code	230101
Prerequisite	PREREQUISITE: ENG 11011 or 11002 OR EQUIVALENT.
Catalog Description	INTRODUCTION TO WORKS BY WOMEN WRITING IN ENGLISH, AND TO LITERARY AND GENDER ISSUES THEY RAISE. THIS COURSE MAY BE USED TO SATISFY THE UNIVERSITY DIVERSITY REQUIREMENT.

ENG 39

==========

For course revision, enter previous title, abbr, number, and credit.

Previous Course Title

Previous Department & Course Number **Prev Min Hrs** 0 **Prev Max Hrs** 0

Chair, Director, School Dean, or Campus Dean

Writing Expectations Presentations, exercises, quizzes, papers, examinations

Instructor(s) expected to teach this course Staff

Instructor(s) Contributing to Content Kathe Davis

Content Outline **Hrs**

ENG 40

```
Anne Bradstreet 5
Mary Shelley     5
Sojourner Truth   5
Kate Chpin       5
Zora Neale Hurston   5
Charlotte Gilman   5
Charlotte Bronte 5
Shirley Jackson  5
Alice Walker      5
```

Total 45

Textbook(s) used in this course

The Norton Anthology of Literature; Mary Shelly, Frankenstein

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ENG 41

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: 182
DATE PROPOSAL APPROVED BY EPC: 22 / May / 06
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall 2007

DATE OF PREPARATION: 04/11/2006

Purpose of Proposal: Course Change

Current Course Title: The African-American Community

Department: PAS - Pan-African Studies

Course Number: 23171

Minimum Credit: 3 **Maximum Credit:** 3

Checked items are new or revised

- ☐ Prefix
- ☐ Title
- ☐ Title Abbreviation
- ☑ Number/Slash
- ☐ Prerequisite
- ☐ Credit Hours
- ☐ Description
- ☐ CIP/HEGIS
- ☐ Activity Type
- ☐ Cross-Listed/Slashed

---If applicable---

- ☐ Grade Rule
- ☐ Credit By Exam
- ☐ Course Fee
- ☐ LER Status (G)
- ☐ WIC (W)
- ☐ Diversity (D)

Describe Impact on Other Programs, Policies, or Procedures: None.

Units Consulted (See Guidelines For Instructions): None.

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	Linda L. Badger	4/13/06
College/School Dean	Lynda Williams	4/24/06
Vice Provost for Regional Campuses		/ /
Provost	Gayle Ormiston / TT	5/22/06

Preparation Date	04/11/2006 **Requested Effective Year** 2007F
Course Title	THE AFRICAN-AMERICAN COMMUNITY
Department	PAS
Course Number	3 3171
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Cross-listed with	
Course Title Abbreviation	AFRICAN-AMERICAN COMMUNITY
KSU Type	D
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	UC US
Credit By Exam	CBE-N
Activity Type	LEC
Course Fee	0 **Per Credit Hour**
Following four fields completed by the Provost's Office.	
OBR Program Code	09
OBR Course Level	3
CIP Code	50201
Prerequisite	PREREQUISITE~~S~~: PAS 23002 OR PERMISSION.
Catalog Description	EXPLORES PROBLEMS OF AFRICAN-AMERICAN COMMUNITIES: PUBLIC ADMINISTRATION, TRANSPORTATION, HEALTH, PUBLIC FINANCE, CRIME AND JUSTICE, GEOGRAPHY/BLACK DEMOGRAPHY AND EDUCATION. ~~THIS COURSE MAY BE USED TO SATISFY THE UNIVERSITY~~ DIVERSITY REQUIREMENT.

For course revision, enter previous title, abbr, number, and

PAS 24

credit.

Previous Course Title African American Community

Previous Department & Course Number 23171 **Prev Min Hrs** 3 **Prev Max Hrs** 3

Gredia L. Bridges

Chair, Director, School Dean, or Campus Dean

Writing Expectations Essay exams and papers, term paper.

Instructor(s) expected to teach this course Dr. Fran Dorsey

Instructor(s) Contributing to Content Dr.. Fran Dorsey

Content Outline **Hrs**

I. Introduction to the African American Community 12
A. Student teams toppical foci: demographics, class, race, ethnicity, and the public schools;
B. What is development? How do we define/measure it?
C. What is community? How do we define it in African-centered and western terms? What are the points of convergence and departure?
D. What is the urban/rural/suburban roles in African American community development?
E. What are the contemporary roles and function of various city types?

II. Definitions, types, issues of communities -- team focus (pre- and post-Civil Rights era); 12
A. Inequality, Burden of Capitalist Democracy and the Working Poor;
B. Patriarchy and the gender conflict;
C. The Prison Industrial Complex, racism, and capitalism.

III. African American Capitalism: 12
A. Entrepreneurs, Consumerism, and the evolution of thr African American Market.
B. Black Wall Street, Rosewood, and community economic development
C. African American Entrepreneurship and community employment

IV. The Complexity of Black Leadership: 9
A. The Underdevelopment of African American Political Leadership
B. Community development and the ambiguity of the Black Church
C. Black Education, economic development, and the politics of inequality.

Total 45

Textbook(s) used in this course

Manning Marable. How Capitalism Underdeveloped Black America.
James Blackwell. The Black Community: Diversity and Unity.
Hannibal Johnson. Black Wall Street.
George Curry (ed). The Affirmative Action Debate.

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Interdepartmental Correspondence
Department of Pan-African Studies

Date: April 11, 2006

To: Dr. Linda Williams
Associate Dean of Curriculum

From: Dr. Diedre L. Badejo DLB
Chairperson, DPAS

Subject: **Transmittal Memo for Course Revisions and Proposal for New Certificate Program**

The Department of Pan-African Studies (DPAS) submits the attached paperwork to effect the following changes: Proposed Course Revisions and Proposed New Certificate Program. The DPAS Curriculum Committee and DPAS faculty have met and approved the attached packet of materials for submission to you and the College Curriculum Committee for approval. The Curriculum Committee in the School of Theatre and Dance approved the proposed New Certificate Program. We are requesting that the following changes become effective Fall 2007.

I. Proposed Course Revisions

A. PAS 31092: Practicum in African Theatre Arts
1. prerequisite
2. credit hours
3. course fee

B. PAS 37020: Pan-Africanism and the Model OAU/AU
1. course fee
2. course description
3. course title
4. title abbreviation

C. PAS 23171: The African American Community
1. change course number to PAS 33171

D. PAS 30120: Contemporary Issues in African American Education
1. change course number to PAS 40120

II. Establish New Course

A. PAS 31000: Writing ~~for~~ in the Pan-African Community Theatre 3 hours

PAS 11

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: 182
DATE PROPOSAL APPROVED BY EPC: 22 / May / 06
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall 2007

DATE OF PREPARATION:

Purpose of Proposal Course Change

Current Course Title WOMEN AND POLITICS

Department POL - Political Science

Course Number 40470

Minimum Credit 3 **Maximum Credit** 3

Checked items are new or revised

- ☐ Prefix
- ☑ Title
- ☑ Title Abbreviation
- ☐ Number/Slash
- ☐ Prerequisite
- ☐ Credit Hours
- ☐ Description
- ☐ CIP/HEGIS
- ☐ Activity Type
- ☐ Cross-Listed/Slashed
- ☐ Grade Rule
- ☐ Credit By Exam

---If applicable---

- ☐ Course Fee
- ☐ LER Status (G)
- ☐ WIC (W)
- ☐ Diversity (D)

Describe Impact on Other Programs, Policies, or Procedures

NONE.

Units Consulted (See Guidelines For Instructions)

NONE.

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	[signature]	2/17/06
College/School Dean	Linda Williams	4/24/06
Vice Provost for Regional Campuses		/ /
Provost	Gayle Ormiston / TT	5/22/06

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POL 24

All data entered below should reflect revised information

Basic Data Sheet

Preparation Date	05/18/2001 **Requested Effective Year** 2006F
Course Title	WOMEN, POLITICS AND POLICY
Department	POL
Course Number	40470
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Cross-listed with	
Course Title Abbreviation	WOMEN,.POLITICS & POLICY
KSU Type	D
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	~~UC~~ US
Credit By Exam	CBE-N
Activity Type	LEC
Course Fee	0 **Per Credit Hour**

Following four fields completed by the Provost's Office.

OBR Program Code	34
OBR Course Level	3
CIP Code	
Prerequisite	POL 10100 or POL 10300 or PERMISSION.
Catalog Description	EXAMINES ORIGINS, DEVELOPMENT, CURRENT RECORD OF CENTURY-OLD WOMEN'S MOVEMENT UNIQUE IN U.S. ANNALS; COMPARES IT WITH OTHER CONTEMPORARY SOCIAL MOVEMENTS. EXAMINES ISSUES OF WOMEN AND PUBLIC POLICY.

For course revision, enter previous title, abbr, number, and credit.

Previous Course Title	WOMEN AND POLITICS
Previous Department & Course Number	40470 **Prev Min Hrs** 3 **Prev Max Hrs** 3

POL 25

3-2-06

Chair, Director, School Dean, or Campus Dean

Writing Expectations TWO EXAMS AND A FINAL.

Instructor(s) expected to teach this course STEUERNAGEL

Instructor(s) Contributing to Content STEUERNAGEL

Content Outline	Hrs
1. Women's Early Political Involvement	3
2. Suffrage Movement	3
3. Contemporary Women's Movement	3
4. Women's Political Attitudes	4
5. Women's Political Behavior	4
6. Women and Political Leadership	4
7. Women and Education Policy	4
8. Women and Health Care Policy	4
9. Women and Employment Policy	3
10. Women and Economic Policy	3
11. Women and Family Policy	3
12. Women and Criminal Justice Policy	4
13. Women and the Future: Politics and Public Policies	3

Total 45

Textbook(s) used in this course

POL 26

Conway, Ahern & Steuernagel, Women and Public Policy
Conway, Steuernagel & Ahern, Women and Political Participation

UPDATE RESET

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POL 27

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: 182
DATE PROPOSAL APPROVED BY EPC: 22 / May / 2006
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall 2007

DATE OF PREPARATION: March 2006

Purpose of Proposal Course Change

Current Course Title Senior Project:Fine Arts

Department ARTF - Art - Fine Arts

Course Number 44099

Minimum Credit 3 **Maximum Credit** 3

Checked items are new or revised

- ☐ Prefix
- ☐ Title
- ☐ Title Abbreviation
- ☐ Number/Slash
- ☑ Prerequisite
- ☐ Credit Hours
- ☑ Description
- ☐ CIP/HEGIS
- ☐ Activity Type
- ☐ Cross-Listed/Slashed
- ☐ Grade Rule
- ☐ Credit By Exam

---If applicable---

- ☐ Course Fee
- ☐ LER Status (G)
- ☐ WIC (W)
- ☐ Diversity (D)

Describe Impact on Other Programs, Policies, or Procedures

a grade of for

The successful completion(s) of Sophomore Review is required for Fine Art majors to enroll in this class. Instructor permission is needed for enrollment by non Fine Art majors.

Units Consulted (See Guidelines For Instructions)

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	Christine Haice	13 / III / 06
College/School Dean	[signature]	3 / 20 / 06
Vice Provost for Regional Campuses		/ /
Provost	Gayle Ormiston / TT	5 / 22 / 06

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

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Basic Data Sheet

Preparation Date	7/26/04 **Requested Effective Year** 1994F
Course Title	SENIOR PROJECT:FINE ARTS
Department	ART
Course Number	44099
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Cross-listed with	
Course Title Abbreviation	SENIOR PROJECT:FINE ARTS
KSU Type	W
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	U2 UU
Credit By Exam	CBE-N
Activity Type	SRP
Course Fee	0 **Per Credit Hour**
OBR Program Code	17
OBR Course Level	3
CIP Code	500799
Prerequisite	PREREQUISITES: SENIOR STANDING ~~AND~~ PERMISSION. a grade of S in ART 24005 and ART 24005
Catalog Description	~~PREREQUISITES: SENIOR STANDING AND~~ PERMISSION. INDEPENDENTLY CONCEIVED PROJECT BY SENIOR FINE ART MAJOR, INCLUDING WRITTEN PROPOSAL AND UNDERGRADUATE THESIS, CULMINATING IN AN EXHIBITION AND REVIEW. ~~LETTER GRADES AND IP. THIS COURSE~~

For course revision, enter previous course title, department & number, and credit hour information.

Previous Course Title	
Previous Department & Course Number	**Prev Min Hrs** 0 **Prev Max Hrs** 0

Christine Havice

Chair, Director, School Dean, or Campus Dean

Writing Expectations	Undergraduate thesis
Instructor(s) expected to teach this course	Fine Art Faculty
Instructor(s) Contributing to Content	O'Keeffe

Content Outline **Hrs**

SENIOR PROJECT

Each student is required independently to plan and execute a senior project or exhibition which will be presented for review to a faculty committee. This will be done with the guidance of a faculty member of the Division of Fine Art. Students must sign up for Senior Project the semester (minimum of 30 weeks) prior to graduation. Students must consult their advisor prior to registration and have completed all LERs, diversity requirements and major requirements before registration.

In order to successfully pass this review, students must demonstrate that the senior project has been carried out over an 11 week minimum time period. As gallery space is limited and unable to accomodate every student's project in a single semester, most students can anticipate installing their studio component the semester after completing their written component. However,students may install their gallery component any time during or after week 11 of the 15 week time period that they complete the written component, if space is available and the student's advisor is agreeable.All senior project reviews must take place during the regular semester, unless otherwise approved by the student's advisor and committee.
All full time Fine Art faculty not on sabbatical or leave may be members of each Senior Project Committee. The student's advisor, in consultation with the student, will choose 3 voting members from this pool to serve on the committee hearing the oral defense. The advisor may, on occasion, select a full-time faculty member from outside the division to serve on this committee.

Each student is expected to be familiar with the Rules and Regulations for Use of the Student Galleries.

Upon completion of the senior project, each student is to submit to the division coordinator a copy of the senior project proposal along with thorough documentation of the project. Exact documentation requirements will be given to the student by the advisor. (Generally, at least 10 duplicate and labeled slides (but not more than 20), will be expected. Digital files or other formats are also acceptable,subject to approval of the advisor.) These

Total 75

Textbook(s) used in this course

n/a

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Date of Preparation: 5 September, 2006

Purpose of Proposal: Change some content and increase credit level for ARTH 42000

Current Course Title: ~~Art History Research Methods and Resources~~ Research + Writing in Art History

Department: ~~School of Art~~ ARTH

Course Number: ARTH 42000

Minimum Credit: 2 Maximum Credit: 2

Place an x by those items that are new or revised

( ) Prefix	(✓) Description	**---If applicable---**
( ) Title	( ) CIP/HEGIS	( ) Course Fee
( ) Title Abbreviation	( ) Activity Type	( ) LER Status (G)
( ) Number/Slash	( ) Cross-Listed/Slashed	( ) WIC (W)
(✓) Prerequisite	( ) Grade Rule	( ) Diversity (D)
(✓) Credit Hours	( ) Credit By Exam	

Describe Impact on Other Programs, Policies, or Procedures: No impact –

Units Consulted, including Library (See Guidelines For Instructions): N/A

REQUIRED ENDORSEMENTS

Chair/Director/Campus Dean	Christine Havice	5 / IX / 06
College/School Dean		/ /
Vice Provost for Regional Campuses		/ /
Provost		/ /

Basic Data Sheet

Preparation Date: **5 September, 2006** Requested Effective Year: **2007**

Course Title: **Research and Writing: Art History**

Department: **School of Art**

Course Number: **ARTH 42000**

Slash Course: ~~**ARTH 52000**~~ e

The only applicable combinations are: 4-5; 4-5-7; 6-7

Cross-listed with:

Course Title Abbrev.: **Rsrch & ~~Wrtg~~ Writing: Art HIST**

KSU Type: W

Minimum Credit: **3** Maximum Credit: **3**

Credit Connector: F

Grade Rule: ~~F~~ U5

Credit by Exam: **CBE - N**

Activity Type: **LEC**

Course Fee: **$0** Per Credit Hour

Following four fields completed by the Provost's Office

OBR Program Code: **17**

OBR Course Level: **3**

CIP Code: 500703

Prerequisite: **Junior standing or above.** Co-requisite: Upper-Division Art History Course

Catalog Description: **Introduction to the basic techniques and resources for art history research. Provides assistance in the preparation of research papers and critical essays required by upper-division art history courses. ~~This course may be used to satisfy the writing intensive requirement with approval of major department.~~** e

Previous Course Title: **same**

Previous Dept. & Course Number: Prev Min Hrs Prev Max Hrs:

Antonio Flavia

Chair, Director, School Dean or Campus Dean

Writing Expectations: **Significant writing as outlined in syllabus and memo: 4 major writing assignments** plus peer critiques

Instructor(s) expected to teach this course: **Faculty in the division of Art History**

Basic Data Sheet - Page 2

Instructor(s) Contributing to Content: **Faculty in the division of Art History**

Content Outline:	**Hrs:**
Introduction and discussion of writing difficulties	**3**
Ideas, art historical methods, advice for effective writing	**3**
Writing a formal analysis of a work of art	**3**
Writing a comparison of two works of art	**3**
Writing criticism (exhibitions, books, other)	**3**
Peer evaluation of assignments 1-3	**3**
Tour of library and explanation of available services	**3**
Getting started with research sources (monographs, periodicals and journals)	**6**
On-line searching for art topics/questions	**3**
Using specialized art research databases	**3**
Researching individual works, artists, periods, cultures	**3**
Internet search strategies and websites	**3**
Special Collections and Archives	**3**
Developing a specialized bibliography	**3**
TOTAL:	**45 hours**

Textbook(s) used in this course:

Sylvan Barnet, A Short Guide to Writig About Art (8th ed.)
Kate Turabian, A Manual for Writers of Term Papers (6th ed.)
Reading packet

Justifications for the changes in arth 42000
(from 2 credits to 3 credits)

B) INFORMATION ON ADDITIONAL WORK REQUIRED FOR 3 CREDIT HOURS:

For the 3 hours, the amount of time spent on each section has been increased both to better cover the material and to introduce new technology that can be used for research. The extra time also gives the instructor and students a greater involvement with required trips to the CMA library, Special Collections and Archives, the Fashion School library and the Architecture library. The class topics that are involved are clearly indicated in the syllabus.

Specifically - in terms of writing responsibility, the first two projects have been increased from 1 to 3 pages to 3 to 5 pagers and a new project has been added (**Assignment #4:** Prepare a summary / outline /review of a published article, 3-5 pages **OR** Write a review of an exhibition, 3-5 pages). The percentage of the grade based on writing has increased from 40% to 53%. With the 3rd writing assignment which the student does in conjunction with another art history course, the WIC instructor focuses on the development of writing skills while the Art History faculty are more involved with the content. The division of Art History strongly believes that it make good pedagogical sense to include an actual project as one component in our WIC course that instructs students to write in the discipline.

WRITING-INTENSIVE COURSE INFORMATION FORM

Departmental Abbreviation: ArtH Course Number: 42000_____

Please respond to each of the following items. Use extra sheets or space if necessary. The "Writing-Intensive Course Information Form" should be submitted along with the new Certificate of Curricular Proposal (CCP) and the new Basic Data Sheet (BDS) for the course under construction. If the course is an existing course, please submit the old CMA and old BDS as well.

1. List the writing assignments for this course. Please describe the extent and character of each.

There are four writing assignments for this course. Three writing projects serve to introduce the students to writing in the visual arts. For all three assignments there is peer review and the instructor evaluates the work in terms of structural and grammatical issues as well as the clarity and directness of communication. The students then rewrite the assignment which remains ungraded until the final draft is submitted. The additional writing assignment involves preparing the first draft of a research paper that has been assigned for an upper division art history course. The in-class focus is on discussing the process of getting ideas, doing research, documenting sources, and proper citation. At this stage the instructor of artH 42000 also works closely with the student in a one on one capacity - dealing with the development of writing and communication skills. Undergraduate papers for art history courses are normally from 5 to 10 pages.

2. In what ways does this course include opportunities for guided revision before grading occurs?

For all assignment, a draft of the essay is submitted to the instructor who then returns it to the student with problems in grammar, syntax and communication indicated and recommendations for writing improvement. In addition, except for the research paper, each student does a peer evaluation of a classmate's paper which is checked by the instructor (who also adds comments) and then returned to the student who wrote the paper. Students have four weeks to revise their essays. Only the final paper is graded. For assignment that involves the research paper a draft of the paper is submitted to the instructor who returns it with editorial comments and suggestions. This process is typically very individualized. The students and the WIC instructor discuss concerns about the writing effectiveness of the paper when the draft is returned. A final revision of the paper is submitted before it is turned in to the professor who assigned it . The grading for the WIC course is based on the final

draft.

3. In what ways does the grade in this course reflect the student's writing performance?

The grade is based on improvement and the effectiveness of the final drafts. Discussion with the instructor involves not only issues of grammar and syntax but suggestions and techniques for writing / communicating more effectively, specifically in the area of visual art. This course also deals with research methods and the use of bibliographic resources, The writing assignments account for 53% of the grade; the remaining 47% of the grade relates to the development of research and bibliographic skills, which relate to writing effectiveness.

4. How frequently will this writing-intensive course be offered?

This course is offered every semester.

5. What is the expected class size?

The class is limited to 15 students which permits greater instructor / student interaction.

ART 42000 ART HISTORY RESEARCH AND WRITING

Fall 2006 / Kate Siebert-Medicus, instructor
Monday evenings, 5:30-7:10 P.M., Art Building Room 206 (and, beginning Oct. 2, in various locations in the **Main Library**—see attached schedule for details)

Office hours (by appointment): Mon., Tues., Thurs., & Fri. mornings
Contact info.:

Campus office location: Room 1115, **Main Library** (11th floor)
Office phone/voicemail: 330.672.1678
E-mail: kmedicus@kent.edu
School of Art FAX: 330.672.4729
I also have a mailbox in the School of Art office

This class will expose you to a wide variety of resources—both print and electronic—that are available for researching art. We will also focus on improving your writing about the visual arts, with the goal of preparing effective research papers, critical essays, and reviews of exhibitions.

There are a total of four writing assignments and two research assignments. The writing assignments will be done in two stages: students will prepare a first draft and then receive extensive feedback from the instructor concerning the essay's content—its effectiveness, clarity, and focus—as well as editorial assistance with grammar, syntax, footnotes, format, etc. Students will then write revisions of these drafts. Additionally, for three of these assignments, each student will prepare a written peer review of a classmate's first draft. Students benefit both from the exercise of analyzing another person's writing and from the additional feedback received on their own work. The fourth writing assignment focuses on an upper-division art history research paper the student is preparing for another class. Students prepare a first draft of this paper (in advance of its due date in the other class) and receive extensive feedback on their draft in this class.

Several class sessions will be held in the Main Library rather than in the School of Art building; this enables students to have hands-on access to research tools and electronic resources. There will be class sessions that are research workshops with detailed instructions, demonstrations, and the opportunity to gain experience using the research resources.

The final examination will enable students to demonstrate further their knowledge about and ability to use the research resources covered in class. The final will also include some short-answer questions about important issues in writing about the visual arts.

Active participation in class discussions and the research sessions is important for success in this class and will be considered when awarding the final grade.

The grade will be based on a total of 400 points, broken down as follows:
Assignments #1-#4 (writing assignments) = 50 points each
Assignment #5 (brief in-class research assignment) = 10 points
Assignment #6 (working bibliography assignment) = 75 points
Final exam = 40 points
Attendance and participation = 75 points

Required purchases:

Barnet, Sylvan. *A Short Guide to Writing About Art* (8th ed.)

Turabian, Kate. *A Manual for Writers of Term Papers…* (6th ed.)

Copy of course packet (available at WordSmith's, 402 E. Main St., Kent, phone: 330.677.9673): this is a set of bibliographies I've compiled (with library locations and call numbers) to help you with your art research

And the following book is **highly recommended:**

Jones, Lois Swan. *Art Information and the Internet* (1999)

OUTLINE OF THE ASSIGNMENTS
(Total of 4 writing assignments and 2 research assignments)

WRITING ASSIGNMENTS:

Assignment #1—Formal analysis essay

A. Prepare a first draft, 3-5 pages **DUE Sept. 18**
B. Prepare a peer review of a classmate's draft **DUE Sept. 25**
C. Prepare revision **DUE Oct. 23**

Assignment #2—Comparison essay

A. Prepare a first draft, 3-5 pages **DUE Sept. 25**
B. Peer review of classmate's draft **DUE Oct. 2**
C. Prepare revision **DUE Oct. 30**

Assignment #3—Review of an exhibition (or, alternatively, another essay)

A. Prepare a first draft, 3-5 pages **DUE DATE TBA**
B. Peer review of classmate's draft **DUE DATE TBA**
C. Prepare revision **DUE DATE TBA**

Assignment #4—Draft of paper for co-requisite upper-division art history class

INDIVIDUALIZED DUE DATE: _____

To assist the writing process for your research paper for co-requisite class: submit a first draft of the paper in advance (by two weeks) of

the final due date in your other class.

RESEARCH ASSIGNMENTS:

Assignment #5 (DONE DURING CLASS TIME)—KentLINK searching exercise
DUE at the end of class, Oct. 16

Assignment #6 Working Bibliography project
Choose a topic to research by **Oct. 9**
Preparation of a comprehensive working bibliography on a topic of your choice **DUE Nov. 27**

WEEKLY SCHEDULE

1. Aug. 28 - MEET IN ART 206
   Introduction
   Discuss past experiences you've had researching and writing art history research papers and critical essays

2. Sept. 4 - No class, Labor Day holiday

3. Sept. 11 - MEET IN ART 206
   Brief discussion of art historical methods
   Getting ideas for research papers
   Barnet's advice for reading and note taking
   READ BEFORE CLASS: Barnet (8th ed.): Chapter 1, "Writing About Art" and Chapter 2, "Analysis" (you can skim the section called "Getting Ideas: Asking Questions to Get Answers," p. 47-99)
   ****AND****
   Adam Gopnik, "Last of the Metrozoids," *New Yorker* (May 10, 2004), p. 82-91 - ON ELECTRONIC RESERVE

4. Sept. 18 - MEET IN ART 206
   ASSIGNMENT #1--DRAFT DUE
   Writing a formal analysis of a work of art
   In-class analysis of sample essay
   Wölfflin's legacy: visual analysis
   Discuss the essays in Barnet
   READ BEFORE CLASS: Barnet (8th ed.): Chapter 6, "How to Write an Effective Essay" and Chapter 8, "Some Critical Approaches" **AND**
   Kleinbauer, *Modern Perspectives in Western Art History*: p. 154-164

- ON RESERVE **OR** Minor, *Art History's History* (2nd ed.):
  p. 109-124 - ON RESERVE

5. Sept. 25 - MEET IN ART 206
   ASSIGNMENT #1--PEER REVIEW DUE
   ASSIGNMENT #2--DRAFT DUE
   Writing a comparison of two works of art
   In-class analysis of sample essay
   Discuss the comparison essays in Barnet
   READ BEFORE CLASS: Barnet (8th ed.): Chapter 3, "Writing a Comparison" and first part of Chapter 11, "Manuscript Form" (p. 276-295)
   AND re-read Barnet (8th ed.), p. 164-165 about peer review

6. Oct. 2 - MEET IN **MAIN LIBRARY ROOM 122** (**PLEASE NOTE** THAT WE WILL MEET IN THE MAIN LIBRARY EACH WEEK FROM NOW ON, WE WILL NO LONGER BE MEETING IN THE SCHOOL OF ART)
   ASSIGNMENT #2--PEER REVIEW DUE
   Tour of the Library—where ARE the art books?
   Library services available to you
   Explanation of the Working Bibliography Project (Assignment #6)
   READ BEFORE CLASS: Barnet (8th ed.): Chapter 9, "Art-historical Research" and Chapter 10, "Writing a Research Paper"

7. Oct. 9 - MEET IN **MAIN LIBRARY ROOM 122**
   CHOOSE A TOPIC FOR ASSIGNMENT #6 BY TONIGHT
   Getting started with your research using print sources:
   - Research guides and their use
   - Specialized art bibliographies
   - Art journals and periodicals
   - Major art encyclopedias

   READ BEFORE CLASS: Jones, *Art Information and the Internet*, Chapter 9 (p. 107-121) - ON RESERVE/COPY AVAILABLE IN CLASS

8. Oct. 16 - MEET IN **MAIN LIBRARY ROOM 019**
   ASSIGNMENT #5 DUE AT END OF CLASS (AN IN-CLASS ASSIGNMENT)
   Using the online library catalogs, especially KSU's and CMA's
   READ BEFORE CLASS: Refer to inside front cover of Barnet: "Writer's checklist: Revising a draft" **AND**
   Jones, *Art Information and the Internet*, Chapter 6 (p. 66-81) - ON RESERVE/COPY AVAILABLE IN CLASS

9. Oct. 23 - MEET IN **MAIN LIBRARY ROOM 019**
   ASSIGNMENT #1—REVISION DUE (TURN IN DRAFT & REVIEWS ALSO)
   Periodical indexes: especially *Art Abstracts* and the *Bibliography of the*

History of Art
"Help! The article I want is not available in full text!!!" (We will discuss how to get your hands on articles that are available in the print journals only)
Acknowledging sources, or, when to footnote
READ BEFORE CLASS: Barnet (8th ed.): Last part of Chapter 11, "Manuscript Form," p. 295-312 (on acknowledging sources: look through/skim)

10. Oct. 30 - MEET IN **MAIN LIBRARY ROOM 019**
ASSIGNMENT #2--REVISION DUE (TURN IN DRAFT & REVIEWS ALSO)
Researching individual works of art
Finding information about objects in the Cleveland Museum of Art's collection
Subjects and symbols in art
READ BEFORE CLASS: Barnet (8th ed.): Chapter 7, "Style in Writing" **AND** Jones, *Art Information and the Internet*, Chapter 12 (p. 159-179) - ON RESERVE/COPY AVAILABLE IN CLASS

11. Nov. 6 - MEET IN **MAIN LIBRARY ROOM 122**
Researching individual artists
How to research less-established and regional artists
Interdisciplinary sources to consider
READ BEFORE CLASS: Jones, *Art Information and the Internet*, Chapter 11 (p. 142-158) - ON RESERVE/COPY AVAILABLE IN CLASS

12. Nov. 13 - MEET IN **MAIN LIBRARY ROOM 019**
Other electronic periodical indexes that are helpful for art research, including specialized indexes in other fields such as literature, religion, history, sociology, and psychology
What else can indexing and abstracting services do for us?
More on locating articles in journals
Some notes on Internet search strategies for art
Footnote "boot camp"
LOOK AT BEFORE CLASS: Jones *Art Information and the Internet*, chapters 1-5 (p. 3-65) - ON RESERVE AND COPY AVAILABLE IN CLASS

13. Nov. 20 - SPECIAL COLLECTIONS & ARCHIVES, **MEET ON 10TH FLOOR OF MAIN LIBRARY (near elevators)**—PLEASE BE ON TIME
What kinds of materials are in Special Collections and Archives?
Visual arts-related materials in Kent State's collection
Finding primary sources for art research in other libraries

14. Nov. 27 - MEET IN **MAIN LIBRARY ROOM 122**
ASSIGNMENT #6 — DUE: WORKING BIBLIOGRAPHY PROJECT DUE AT END OF CLASS (BRING EVERYTHING: CHECKLIST, SHORT DESCRIPTION OF YOUR PROJECT, ALL YOUR CITATIONS/PRINTOUTS, ETC.)
Final workshop session in library
Current research and research-in-progress

15. Dec. 4 - MEET IN **MAIN LIBRARY ROOM 122**
    Bibliography Assignments returned and discussed
    Final wrap-up discussion on writing and research skills
    Tips for taking essay examinations
    READ BEFORE CLASS: Barnet (8th ed.): Chapter 12, "Essay Examinations"

16. FINAL EXAM - Monday, Dec. 11 from 5:45 to 8:00 P.M. - MEET IN **MAIN LIBRARY ROOM 122**
    Final exam, bring your course packet and books

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: 182
DATE PROPOSAL APPROVED BY EPC: 22 / May / 06
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall 2007

DATE OF PREPARATION: 1-10-06

Purpose of Proposal	Course Change
Current Course Title	Hospitality Human Resource Management
Department	HM - Hospitality Management
Course Number	43027
Minimum Credit	3 **Maximum Credit** 3

Checked items are new or revised

- ☐ **Prefix**
- ☐ **Title**
- ☐ **Title Abbreviation**
- ☑ **Number/Slash** ns
- ☐ **Prerequisite**
- ☐ **Credit Hours**
- ☑ **Description**
- ☐ **CIP/HEGIS**
- ☐ **Activity Type**
- ☑ **Cross-Listed/Slashed**

- ☐ **Grade Rule**
- ☐ **Credit By Exam**

---If applicable---

- ☐ **Course Fee**
- ☐ **LER Status (G)**
- ☐ **WIC (W)**
- ☐ **Diversity (D)**

Describe Impact on Other Programs, Policies, or Procedures

None anticipated

Units Consulted (See Guidelines For Instructions)

College of Business

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	M. Dellmann - Jenkins	1 / 18 / 2006
College/School Dean	Joanne Archer	4 / 23 / 06
Vice Provost for Regional Campuses		/ /
Provost	Gayle Ormiston / TT	5 / 22 / 06

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

All data entered below should reflect revised information

Basic Data Sheet

Preparation Date	1-10-06 **Requested Effective Year** 2007F
Course Title	Hospitality Human Resource Management
Department	HM
Course Number	43027
Slash Course	4 5 The only applicable combinations are: **4-5; 4-5-7; 6-7**
Cross-listed with	
Course Title Abbreviation	Hospitality HR Management
KSU Type	W
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	~~UC~~ US
Credit By Exam	CBE-N
Activity Type	LEC
Course Fee	0 **Per Credit Hour**
Following four fields completed by the Provost's Office.	
OBR Program Code	61
OBR Course Level	3
CIP Code	~~190502~~ 520901
Prerequisite	HM 33026, M&IS 34180
Catalog Description	Application of human resource management principles, practices, theories, and legal issues relevant to hospitality organizations. Hospitality management-focused case studies ~~will be~~ are incorporated. ~~This course may be used to satisfy the writing intensive requirement with approval of major department~~

For course revision, enter previous title, abbr, number, and credit.

Previous Course Title Mgmt Operations in Hospitality

Previous Department & Course Number 43027 **Prev Min Hrs** 5 **Prev Max Hrs** 5

H. Bellmann-Jenkins

Chair, Director, School Dean, or Campus Dean

Writing Expectations	Six case summaries (2 pages each), one in-depth case analysis (4 pages) based on cases assigned, and one topic paper (4-5
Instructor(s) expected to teach this course	Swathi Ravichandran, MBA, PhD
Instructor(s) Contributing to Content	Swathi Ravichandran, MBA, PhD

Content Outline **Hrs**

Topics are discussed within the context of hospitality organizations.

Overview of Hospitality HR Mgmt.	1.5
Evolution of Management Theory and Leadership	1.5
Why Measure HR	3
Communication	3
Diversity in Hospitality Operations	3
Legal Environment, Protecting Employee Rights	3
Recruitment and Selection Strategies	1.5
Job Analyses, Descriptions, and Specifications	1.5
How to Measure Hiring and Staffing	3
Training and Developing, and Measurement	3
Employee Motivation	1.5
Performance Management Systems	1.5
Disciplinary Actions	3
Employee and Labor Relations, and Measurement	3
Compensation and Benefits, and Measurement	3
Absenteeism and Turnover	3
Organizational Culture, Empowerment, and Teamwork	3
Strategic Management	3

Total 45

Textbook(s) used in this course

Tanke, M.L. (2001). Human Resources Management for the Hospitality Industry (2nd ed.). Albany, NY: Delmar.

Gilmore, S. A. (2005). Cases in Human Resources Management in Hospitality. Upper Saddle River, NJ: Prentice Hall.

Iverson, K.M. (2001). Managing Human Resources in the

UPDATE RESET

Back Main Menu

KENT STATE
UNIVERSITY

Interdepartmental Correspondence

Department of Management & Information Systems

TO: Dr. Don Williams, *Associate Dean*, College of Business

FROM: O. Felix Offodile

DATE: February 16, 2006

SUBJECT: Hospitality Human Resource Management

Thank you for the opportunity to review the proposal for the course, "Hospitality Human Resource Management". Although we cover some elements of the course such as selection strategies and human resource management in some of our courses, the duplication is not comprehensive enough to be considered an encroachment. However, if you revise the course curriculum and/or expand the level of coverage of the topics in the future please give us another opportunity to review the course.

If I can be of further assistance please do not hesitate to let me know.

Cc. Liz Sinclair-Colando, *Assistant Dean*, College of Business

KENT STATE
UNIVERSITY

Interdepartmental Correspondence

Department of Management & Information Systems

TO: Dr. Don Williams, *Associate Dean*, College of Business

FROM: O. Felix Offodile

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SUBJECT: Hospitality Human Resource Management

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If I can be of further assistance please do not hesitate to let me know.

Cc. Liz Sinclair-Colando, *Assistant Dean*, College of Business

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: ____/____/____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall _____

DATE OF PREPARATION: 10/19/05

Purpose of Proposal: Course Change

Current Course Title: English Studies

Department: ENG - English

Course Number: 30001

Minimum Credit: 3 **Maximum Credit:** 3

Checked items are new or revised

- ☐ Prefix
- ☐ Title
- ☐ Title Abbreviation
- ☐ Number/Slash
- ☑ Prerequisite
- ☐ Credit Hours
- ☐ Description
- ☐ CIP/HEGIS
- ☐ Activity Type
- ☐ Cross-Listed/Slashed
- ☐ Grade Rule
- ☐ Credit By Exam

---If applicable---

- ☐ Course Fee
- ☐ LER Status (G)
- ☐ WIC (W)
- ☐ Diversity (D)

Describe Impact on Other Programs, Policies, or Procedures

Will update catalogue description to be in line with new freshman writing sequence due to the Writing Program Initiative.

Units Consulted (See Guidelines For Instructions)

None

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	[illegible]	03/14/06
College/School Dean	Linda Williams	4/24/06
Vice Provost for Regional Campuses		/ /
Provost		/ /

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Main Menu

ENG 90

All data entered below should reflect revised information

Basic Data Sheet

Preparation Date 10/19/05 **Requested Effective Year** 2007F

Course Title ENGLISH STUDIES

Department ENG

Course Number 30001

Slash Course The only applicable combinations are: **4-5; 4-5-7; 6-7**

Cross-listed with

Course Title Abbreviation ENGLISH STUDIES

KSU Type W

Minimum Credit 3 **Maximum Credit** 3

Credit Connector F

Grade Rule ~~UC~~ US

Credit By Exam CBE-N

Activity Type LEC

Course Fee 0 **Per Credit Hour**

Following four fields completed by the Provost's Office.

OBR Program Code 14

OBR Course Level 3

CIP Code 230101

Prerequisite ENG 11011 or 11002 and ~~24 or more semester hours~~ sophomore standing

Catalog Description WRITING ABOUT AND READING IN A VARIETY OF TEXTS AND CRITICAL MODES AS AN INTRODUCTION TO CRITICAL THINKING AND WRITING. EMPHASIS ON THE APPLICATION OF PRINCIPLES AND METHODS OF LITERARY STUDY TO SELECTED TEXTS. THIS COURSE MAY BE USED TO SATISFY THE WRITING-INTENSIVE COURSE REQUIREMENT WITH APPROVAL OF MAJOR DEPARTMENT.

For course revision, enter previous title, abbr, number, and credit.

ENG 91

Previous Course Title

Previous Department & Course Number **Prev Min Hrs** 0 **Prev Max Hrs** 0

Chair, Director, School Dean, or Campus Dean

Writing Expectations papers, presentations, tests, quizzes

Instructor(s) expected to teach this course ~~Staff~~ Floyd, Ackerman, Craig

Instructor(s) Contributing to Content Floyd, Newman

Content Outline	Hrs
New Criticism	9
Deconstruction	9
Gender Studies	9
Race Studies	9
Marxism	9

Total 45

Textbook(s) used in this course

Lois Tyson, Critical Theory Today
Steven Lynn, Texts and Contexts
Selections will vary.

UPDATE RESET

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Bachelor of Arts in Architectural Studies

Proposal for a New Major in Architectural Studies
Kent State University - College of Architecture and Environmental Design

PROGRAM DEVELOPMENT PLAN

1. Designation, rationale, and description of purpose

The College of Architecture and Environmental Design at Kent State University requests permission to plan and offer a new non-professional degree, **Bachelor of Arts in Architectural Studies**.

The College currently offers the following degree programs: Bachelor of Science (pre-professional), Bachelor of Architecture (professional, not to be offered after 2006-07), Bachelor of Arts in Interior Design (professional), Master of Architecture (professional), Master of Urban Design, Master of Architecture & MBA dual degree (with the College of Business Administration), and Master of Architecture & Master of Urban Design dual degree.

The proposed non-professional **Bachelor of Arts in Architectural Studies** degree is meant to provide a wide-ranging liberal arts alternative to the highly structured professional curriculum for three populations:

- Students interested in the field of architecture who wish to pursue careers in cultural theory and criticism, urban planning, public administration, studio art and other fields where an architectural sensibility may provide strategic advantage.
- Students who plan to complete a terminal professional architectural degree in a second entry master degree level program and seek the broad liberal arts background valued by such programs.
- Students who seek an alternative option to a full studio- and technically-based professional program but who nonetheless could be excellent candidates for careers in the rapidly evolving design professions by combining architectural training with professional majors in other disciplines (e.g. journalism, graphic design, library science, marketing, management, technology).

The Architecture Program attracts highly talented and motivated students, who have a wide range of aptitudes and modes of learning for problem-solving and design-related studies. The current pre-professional and professional curriculum, established to meet professional accreditation guidelines, is in many ways too restrictive and focused to engage the exploratory possibilities of this exceptional cohort of students. The core motivation for this degree program is to retain as many of these exceptional students as possible within the College and provide them with an excellent basis in architecture for the exercise of their creativity and intelligence. Moreover, we believe that this proposed new program would increase the intellectual range of the Architecture Program, adding significantly to the depth and vibrancy of its culture as it seeks to make significant gains in national reputation.

ENROLLMENT RETENTION
The proposed degree would significantly help the CAED retain students who, due to changes in career goals, would normally not continue in the professional B.Sc./M.Arch program. These

students may be currently estimated at 30 per year (see # 5. Prospective Enrollment), over a normal freshmen intake of 90. In addition, there are about 80 "AED general" students, 40 of which attempt to enter the second year of the professional curriculum through the "Summer Program".
That gives a normal 59 % retention rate between first and second year.

If the new major could retain 50 of the 70 students who would normally leave the program (since there is no "fall back" alternative to the professional degree), the new major would help raise the **retention rate between first and second year up to 88%.**

ALIGNMENT WITH KSU MISSION
Architecture relates to a wide variety of disciplines and professions, and it is most fully realized when it is profoundly linked to the wide variety of human purposes it houses. As such, the **Bachelor of Arts in Architectural Studies** is an excellent basis for a liberal education that would fulfill Kent State's mission "to prepare students for responsible citizenship and productive careers, broaden intellectual perspectives and foster ethical and humanitarian values." Increasingly, architectural training does not lead exclusively to a career as a practicing architect, and this degree would allow students to prepare for the wide variety of careers—both established and emerging—in which they could contribute to prosperity and quality of life.

2. Description of the proposed curriculum

The program will be four years in length, and will include elective offerings from the colleges of Architecture and Environmental Design, Arts, Arts & Sciences, Business, and Technology.

The **Bachelor of Arts in Architectural Studies** curriculum is based on the recognition of current trends that show how contemporary architecture is more and more linked to knowledge and practice in urbanism, environmentalism, literature, media, cultural theory, art, science, and technology, as well as philosophy, economics, and political science. Architecture can therefore be a valuable basis for a wide-ranging liberal arts education. This major program could stand on its own, but it also offers the flexibility to be combined with a number of majors in the arts and sciences, as well as a number of professional programs.

The curriculum (see Appendix B, p. 8, for full curriculum chart.) begins with a foundation year of basic design theory, leading into a sequence of courses in architectural design, history, theory, and technology, as well as a writing-intensive course tailored to students in the program.

The foundation, two semesters of "Visual Communication," serves as an introduction to the discipline of architecture, focusing on principles of two-dimensional and digital design, with an emphasis on media literacy in communication. Since the rest of the first year includes basic art history, math and foreign language courses taken outside the college, the foundation course is also geared toward making students part of the college "design culture" through involvement in issues related to the College's program of lectures, events, and exhibitions.

During the second and third years, lecture/studio courses provide opportunities to explore a range of form-making possibilities, interrogate institutional assumptions through readings in cultural theory, and understand the relationship between cultural values and the physical world. These can be augmented either by advanced courses in allied design arts, such as digital fabrication and furniture and graphic design, or by courses in an additional major. Other courses provide a grounding in the technical aspects of architecture. These are supplemented by a writing intensive course on cities and urban design.

(A brief outline of the new courses is shown in Appendix A, p. 7)
In the fourth year students select electives both from within and without the College in order to pursue one of four concentrations: **Architectural Design and Theory** (for students planning to apply to M.Arch. programs), **Architectural History and Criticism** (for students considering graduate work in art history, architectural history or journalism), **Urban Infrastructure and Ecology** (for students headed toward urban planning, environmental studies, or landscape architecture), and **Allied Professions** (for students pursuing an additional professional qualification). In the first semester of the fourth year of the program, students have the option of studying at Kent State's facility in Florence, Italy, to pursue a concentration in Urban Studies.

The proposed new degree would require a minimum cumulative GPA of 2.00 for graduation. Upon completion of the four-year bachelors degree, students who are qualified may seek employment in the construction and development industries, develop careers in cultural theory, or pursue a variety of professional graduate programs including law, architecture and medicine.

ADMISSION OF HIGH SCHOOL STUDENTS
Application deadline is Jan. 31. All applications must include the $30 application fee, official American College Test (ACT)/Scholastic Aptitude Test (SAT) scores and an official high school transcript which shows class rank and coursework in 9th, 10th, and 11th grades, as well as the courses that are being taken or will be taken in the senior year. Transcripts that do not show class rank and senior courses cannot be considered. All completed applications received by the deadline will be reviewed.

Applicants will be considered based on the following criteria:
- high school GPA
- high school class rank
- ACT/SAT scores.

Applicants will be notified of their admission status by March 1.
Those offered admission must notify the college of their acceptance by April 1.

High School students who have applied to the Architecture Professional Program (B.Sc. in Arch.), and have not been accepted may qualify for admission into the Bachelor of Arts in Architectural Studies non-professional program.

TRANSFER STUDENTS FROM WITHIN THE COLLEGE
Additionally, students who have completed the summer program and did not gain acceptance into the professional Bachelor of Science in Architecture will be admitted to the proposed non-professional Bachelor of Arts degree program.
Transfer into the Bachelor of Arts program will also be an option for students who opt out of the professional program in mid-course.

3. Administrative Arrangements for the Proposed Major

The College of Architecture and Environmental Design does not have departments, as defined by the University. The Architecture & Urban Design programs have a Coordinator, who is responsible for coordinating teaching assignments, advising and curricular issues. The Coordinator reports to the Dean of the College.
As part of the Architecture Program the Bachelor of Arts degree would fall initially under the purview of the Architecture Program Coordinator. However, as the new curriculum will go under implementation, a BA Program Coordinator will become advisable after the first two years.

4. Evidence of Need for the New Degree Program

The success of similar programs elsewhere in North America suggests that students see value in a liberal education based in architecture. However, no such program is offered in Ohio. While Bowling Green offers a non-professional program in architecture, its focus is on technical and problem-solving issues.
The nearest program similar to the proposed one is at the University of Pittsburgh. Other programs are offered in the Great Lakes region by the University of Illinois, Chicago and the University of Toronto. (see Appendix C, p. 9, for a comparative summary of these programs.)

5. Prospective Enrollment

The CAED currently has 80 admitted first-year students ("AED General" major) who are not part of the Architecture or Interior Design professional programs. In most year's about 40 of them enter the professional program through the summer studio program. There is an additional attrition of about 20 students between the first and second years of the program, adding up to a potential core enrollment of 60 from within the college current student body.

It is likely that the Bachelor of Arts major would attract some students who chose not to major in the College because of the restrictive structure of the professional degree programs. At one of the other schools mentioned above, this population proved to be so large that is was necessary to cap enrollments in the program. For the purposes of this proposal, a much more modest response is assumed—perhaps 10 students per year—giving a total prospective enrollment pool of 70.
With a conservative 60% enrollment/pool rate, the estimated enrollment is about 50.

Current 1st Yr ARCH majors	90, of which:	60 continues into 2nd Yr prof progam **30** drop out
Current AED Generals	80, of which:	40 enter 2nd Year through the Summer program, **40** drop out
Additional pool		**10**
Total Potential Enrollment Pool		**80**
Estimated Enrollment		**50**

In case of additional demand, an enrollment cap of 50 will be put in place and more students will be admitted after a careful review and planning of physical an human resources.

6. Special Efforts to Retain Minority Students and Women

Both minority and female students are under-represented in the B.Sc./M.Arch. professional program. While the curricular content of the new program is not specifically directed towards recruitment of these groups, the Bachelor of Arts program would offer greater flexibility for students who need to work to make ends meet and to non-traditional students. Both of these groups find the schedule of the professional program extremely difficult to manage, and creating new options for them should also help us present the College as a viable option to more minority and women students.

7. Faculty and Facilities Available to the New Degree Program

Several of the courses included in the major are already taught in the professional curriculum. These would not require the addition of new sections (though some might require the addition of teaching assistants). The existing architecture elective courses may accommodate a portion of the new majors and one or two electives will need to be added for the new program.

The "Visual Communication" and "Studio for Architectural Studies" would not require that permanent work stations are assigned to students, as is the case for the professional curriculum.
The College will be occupying newly remodeled studio space in Tri-Tower in October, 2006, and this new facility will include additional seminar and computer lab space. In addition a large and well-equipped new computer lab is being planned for space in Taylor Hall that will be vacated by the Journalism rogram. These, along with existing facilities, should be more than adequate to the technical needs of the new major.

In order to make fuller use of existing Kent State facilities, the study abroad option for students in the new major is placed so that they would use Kent State's Florence facility in the Fall when it is not fully occupied.

8. Need for Additional Facilities and Staff

No new facilities are projected for this program. Office space needs for the PT secretary and the PT faculty will be met by restructuring the existing facilities.

The program includes several new or enlarged courses. We estimate that about 46 credit hours of new adjunct faculty instruction would be required. The enlargement of architecture history lecture courses would require an additional 7 tutor/teaching assistants.

STUDY ABROAD OPTION

No new courses would be required in Florence, and eventual new sections of courses already offered would be paid for by student fees for the Study Abroad Program.

9. Projected Additional Cost

The cost of additional staff is projected at roughly $43,000. We believe this can be met through the subsidy retained by keeping students who might otherwise leave the college.

The following additional costs are anticipated:

Operating	20,000
Additional library resources	5,000
Program Coordinator (6 cr/hrs release time)	9,000
PT Faculty (46 cr/hrs)	69,000
Tutors (No. 7)	9,450
PT Secretary	14,000
Benefits	4,200
Total	130,650

PHASING

Assuming:

- a conservative 70% retention rate (graduates/1st Years) for the new program
- a progressively rising operational & library costs, starting with 50 % in the first year
- a Program Coordinator in place after the first two years of implementation

we can estimate the following implementation phasing budget:

Year of implementation	Costs $	Students No.	Cost/student ($/stu)
1st Year	50,000	50	1,000
2nd Year	81,000	95	850
3rd Year	117,000	135	865
4th Year & typical	131,000	170	770

10. Information about Use of Consultants and Advisory Committee Programs

We have researched seven comparable programs, and a chart comparing them with the proposed major is attached. As part of preparation of a full proposal for the major, we will consult further with administrators of those programs. Also attached are letters of support from Deans and other upper-level administrators at Kent State.

APPENDIX [A]

NEW COURSES OUTLINE

Visual Communications 1
An introduction to the principles of two-dimensional Basic Design and representation through analytical and studio exercises that develop fundamental design skills. In order to integrate students into the College and the field, the exercises are supplemented by readings in contemporary visual culture.

Visual Communications 2
Continuation of Visual Communication 1 with an emphasis on 3-D basic design and representation, critical skills and the role of images in society. The course also introduces the wider application of design principles in graphic design, digital media and the visualization of information.

Studio for Architectural Studies Majors 1
An introduction to basic issues in architectural design and composition. Through sketch projects and design exercises in a variety of media, students gain a familiarity with basic architectural problems and the kinds of thinking architects use to address those problems.

Studio for Architectural Studies Majors 2
This studio allows students to further develop their design skills in relation to a theme or shared research topic that crosses the disciplinary boundaries of architecture and challenges conventional ideas of the role design can play in developing knowledge.

Materials and Building Technology
An introduction to the materials and the building technologies available to architects. Through the study of contemporary and historical examples, students gain a basic understanding of the properties and behavior of a range of materials and buildings systems. Particular emphasis is given to the development of environmental technologies and their effects on modern and contemporary architecture.

Structural Typology
This course provides a non-computational introduction to structural principles and solutions. Historical and contemporary examples are used as case-studies. The goal of the course is to give students an understanding of the role structural engineering plays in design thinking and how it can drive design innovation.

APPENDIX [B]

CURRICULUM [BA in Arch Studies]

bold = Arch courses
bold & bordered = NEW Arch courses

B. A. Arch. Studies (non-professional)

1	1st YEAR - FALL	
	Visual Communications 1	3
	ENG 11011 LER	3
	Math LER	3
	Elementary Foreign Language 1	3
	Humanities LER	3
	US 10001	1
	Total	16
2	1st YEAR - SPRING	
	Visual Communications 2	3
	Arch. History I	3
	ARTH 22006	3
	Elementary Foreign Language 2	3
	Basic Science LER	3
	Total	15
3	2nd YEAR - FALL	
	Studio for Arch Stu majors	4
	Arch. History II	3
	Intermediate Foreign Language 1	3
	ARTH 22007	3
	ENG 21011 LER	3
	Total	16
4	2nd YEAR - SPRING	
	Studio for Arch Stu majors	4
	Arch History III	3
	Humanities LER (diversity)	3
	Basic Science LER	3
	PHIL 11009 Principles of Thinking *	3
	Total	16
5	3rd YEAR - FALL	
	Non-Western Arch History	3
	Materials & Building Technology	3
	PHIL 31060 Aesthetics	3
	Social Science LER	3
	Humanities LER	3
	Total	15
6	3rd YEAR - SPRING	
	Theory & Culture of Design	3
	Structural Typology	3
	Urban Design (WIC)	3
	Social Science LER	3
	Additional LER course* (diversity)	3
	Total	15
7	4th YEAR - FALL	
	Elective	3
	Elective	3
	Elective	3
	Arch. Elective	3
	Arch. Elective	3
	Total	15
7	*Study Abroad Option (FLORENCE)*	
8	4th YEAR - SPRING	
	Elective	3
	Elective	3
	Elective	3
	Arch. Elective	3
	Arch. Elective	3
	Total	15
	Total Credit Hours	**123**

B. Sci. Arch. (professional)

1	1st YEAR - FALL	
	Design Studio 1	3
	ENG 11011	3
	Math	3
	Humanities LER	3
	ARTH 22006	3
	US 10001	1
	Total	16
2	1st YEAR - SPRING	
	Design Studio 2	3
	Arch. History I	3
	Math	3
	Humanities LER	3
	Social Science LER	3
	Total	15
3	2nd YEAR - FALL	
	Design Studio 3	3
	Arch. History II	3
	Computers	2
	Physics I	3
	ENG 21011	3
	Total	14
4	2nd YEAR - SPRING	
	Design Studio 4	3
	Arch. History III	3
	Intro. Structures	3
	Physics II	3
	Social Science LER	3
	Computers	1
	Total	16
5	3rd YEAR - FALL	
	Design Studio 5	5
	Site	1
	Structures I	3
	Methods and Mat. I	3
	ET I	3
	Total	15
6	3rd YEAR - SPRING	
	Design Studio 6	5
	Urban Design	1
	Arch. Elective	3
	Elective	3
	Elective	3
	Elective	3
	Total	18
6	*Study Abroad Option (FLORENCE)*	
7	4th YEAR - FALL	
	Design Studio 7	5
	Sustainable	1
	Methods and Mat. II	3
	ET II	3
	Arch. Elective	3
	Total	15
8	4th YEAR - SPRING	
	Design Studio 8	5
	Systems	1
	Structures II	3
	Arch. Elective	3
	Social Science LER	3
	Total	15
	Total Credit Hours	**##**

LER Requirements	
Composition	6
Math	3
Humanities	9
Social Science	6
Basic Science	6
Additional Courses (*)	6
	36

APPENDIX [C]

Comparative Table Between KSU and Other Non-Professional Arch Programs

	Kent State University	University of Toronto	University of Pittsburgh	University of Virginia	University of Kansas
degree	BA in Arch. Studies	BA in Arch. Studies	BA in Arch. Studies	BS in Arch. (Arch. Studies concentration)	BA in Arch. Studies
major hrs	50	63	24	71	39
studio hrs	14	12	12 (art studio)	24	0
history/theory hrs	15	24	15	19	6
foundation course	Visual Communications [6]	Introduction to Arch. [3] Contemporary Arch. (3) [3]	History of Arch. Theory [3]	Lessons of the Lawn [4] Lessons of Making [4]	Introduction to Arch. [3]
concentrations	Design, Criticism, History, Urban Design Technology Business, Journalism	elective options in: criticism, history graphic design, furniture	12 credit related area (e.g. arch history, urban history, design)	minor within school	none
other	foreign lang. required	strong emphasis on: theory wide range of electives	not associated with a professional arch. program	same as prof. program through 3rd year	no studio mostly electives

CELEBRATE CENTENNIAL
KENT STATE UNIVERSITY
1910·2010

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Gayle L. Ormiston
Associate Provost, Faculty Affairs and Curriculum

SUBJECT: Agenda for Monday, October 23, 2006
Kent Student Center, Room 310 A-B, 3:20 p.m.

DATE: October 20, 2006

NOTE: In the event that any of the attached proposals require corrections or propose actions that have significant impact not addressed in the response memos, please bring these matters to the attention of the Office of the Provost before the meeting. If you wish to add a lesser action or information item to the agenda as an action or discussion item, please notify the Office of the Provost by Friday, October 20, to ensure the materials are available at the meeting for review.

The complete supportive paperwork for this agenda may be reviewed in the Office of the Provost or online at www.kent.edu/Administration/provost/curriculum_svcs/epc.

I. ACTION ITEMS

1. Approval of minutes of September 25, 2006
   Attachment 1

2. Revision of the "University Exit" name and deadline. The name changes to "Complete Term Withdrawal," and the deadline changes from the current 15 weeks to 10 weeks from the first day of class to coincide with the standard 10-week course withdrawal period. Any withdrawals or exits after the 10-week deadline will require dean's approval.
   Effective Fall 2007 ***Associate Dean E. Timothy Moore***
   Attachment 2 ***(A&A Deans)***

University Requirements and Curriculum Committee

3. Revision and status confirmation of the following Liberal Education Requirements (LER) courses: **ENG 21011** College Writing II, which requests prerequisite change to accommodate ENG 11011 or 11002; **JUS 26704** Law and Society, which requests name change to Issues in Law and Society; **PHY 13001** General College Physics I, **PHY 13011** College Physics I and **PHY 24001** Astronomy, which request change in mathematics prerequisite; **PSYC 11762** General Psychology, **PSYC 20651** Child Psychology and **PSYC 21211** Psychology of Adjustment, which request change in description; **GEOG 21062** Physical Geography, which request LER status (basic sciences category) and change in description and credit-by-exam rule; **GEOG 32061** Cultural Geography, which requests LER status (social sciences category), and changes to number title, description and credit-by-exam rule (new number and

title are **GEOG 22061** Human Geography); **CS 10051** Introduction to Computer Science, which requests reinstated LER status (mathematics and critical reasoning category) and changes in description and activity type.
Effective Fall 2007 ***Dean Larry Andrews***
Attachment 3

4. Establishment of diversity status for existing course **ENG 21003** Introduction to LGBT Literature of the United States (domestic diversity).
Effective Fall 2007 ***Dean Larry Andrews***
Attachment 4

5. Revision and status confirmation of the writing-intensive courses **ENG 31006** World Englishes and **JUS 36703** Juvenile Delinquency, which request change in prerequisite.
Effective Fall 2007 ***Dean Larry Andrews***
Attachment 5

College of Architecture and Environmental Design

6. Establishment of an Architectural Studies [ARCS] major within the Bachelor of Arts [BA] degree program. Proposal includes establishment of eight ARCH courses for the program. Total credit hours to degree completion are 125.
Effective Fall 2007 ***Dean Steven Fong***
Attachment 6

College of Arts and Sciences

Department of Geography

7. Establishment of a Geographic Information Science [GIS] minor. Total credit hours to minor completion are 22.
Effective Fall 2007 ***Interim Dean Jerry D. Feezel***
Attachment 7

Department of Physics

8. Revision of the Physics [PHY] major within the Bachelor of Arts [BA] and Bachelor of Science [BS] degree programs. Changes for the BA include adding PHY 12000, 36002, MATH 32051, 32052; removing PHY 45301, MATH 21001, 22005, 32044; and revising electives. Changes for the BS include revising core and option requirements and changing the name of the General Physics [FAB] option to Research [FAE] option. Total credit hours to degree completion increased, from 52-55 for the BA, and 85-88 for the BS.
Effective Fall 2007 ***Interim Dean Jerry D. Feezel***
Attachment 8

Department of Political Science

9. Establishment of a combined BA/MPA degree program, which will allow students to apply 30 of their accumulated graduate hours toward the completion of the undergraduate degree requirements as well. Current university practice is to apply maximum 12 credit hours.
Effective Fall 2007 ***Interim Dean Jerry D. Feezel***
Attachment 9

College of Communication and Information

School of Journalism and Mass Communication

10. Establishment of five options to the Reporting/Editing [BAA] concentration of the Journalism and Mass Communication [JMC] major within the Master of Arts [MA] degree program. The five options are Broadcast [BBA], Convergence [BCA] Journalism Educators [BDA], Magazine [BEA] and Newspaper [BFA]. Total credit hours to program completion are unchanged.
Effective Fall 2007 ***Dean James L. Gaudino***
Attachment 10

College of Nursing

11. Establishment of Pediatric Nurse Practitioner [HAA] and Pediatric Clinical Nurse Specialist [HBA] concentrations within the Master of Nursing [MSN NURS] degree program. Proposal also includes establishment of NURS 61021, 61022, 61023, 61024 as requirements. Total credit hours to concentration completion are 39 for Pediatric Nurse Practitioner and 37 for Pediatric Clinical Nurse Specialist.
Effective Fall 2007 ***Dean Laura Cox Dzurec***
Attachment 11

12. Establishment of Family Nurse Practitioner [IAA] concentrations within the Master of Nursing [MSN NURS] degree program. Proposal also includes establishment of NURS 61021 and 61022 as requirements. Total credit hours to concentration completion are 52.
Effective Fall 2007 ***Dean Laura Cox Dzurec***
Attachment 12

13. Establishment of a combined Bachelor of Science in Nursing [BSN] / Master of Nursing [MSN] degree program.
Effective Fall 2007 ***Dean Laura Cox Dzurec***
Attachment 12A

College of Technology

14. Establishment of a Construction Management [CAA] concentration in the Technology [TECH] major within the Bachelor of Science [BS] degree program. Proposal includes establishment of 10 courses (TECH 21071, 22200, 31023, 31043, 31044, 32105, 41040, 41041, 42105, 42107) as requirements. Total credit hours to degree completion are 124.
Effective Fall 2007 ***Dean Raj Chowdhury***
Attachment 13

15. Establishment of a 2+2 Computer Technology [AFA] option in the Technology [TECH] major within the Bachelor of Science [BS] degree program. Total credit hours to degree completion are 121.
Effective Fall 2007 ***Dean Raj Chowdhury***
Attachment 14

16. Establishment of a Computer Design and Animation [CDA] minor. Total credit hours to minor completion are 24.
Effective Fall 2007 ***Dean Raj Chowdhury***
Attachment 15

Regional Campuses

17. Establishment of the Bachelor of Professional Studies [BPS PSTU] degree program to be offered on all seven regional campuses. Proposal includes establishment of ITEC 37100 and 47100 as program requirements. Total credits to degree completion are 122-124.
Effective Fall 2007 ***Executive Dean Shirley J. Barton***
Attachment 16

18. Establishment of three concentrations in the Horticulture [HORT] major within the Associate of Applied Science [AAS] degree program. They are Urban Forestry [AAA], Landscape Design [BAA] and Turfgrass Management [CAA]. Other revisions are adding seven new HORT courses, removing BMRT 11006 and revising HORT16001 and 26020. Total credits to degree completion increase, from 66 to 69.
Effective Fall 2007 ***Executive Dean Shirley J. Barton***
Attachment 17

II. INFORMATION ITEMS

College of Nursing

1. Establishment of the Pediatric Clinical Nurse Specialist [C820] post-master's certificate, and revision of the Pediatric Nurse Practitioner [C806] post-master's certificate. Total credit hours to concentration completion are 18 for Pediatric Clinical Nurse Specialist, and increase, from 15 to 20 for Pediatric Nurse Practitioner.
Effective Fall 2007
Attachment 18

2. Establishment of the Family Nurse Practitioner [C821] post-master's certificate. Total credit hours to concentration completion are minimum 26.
Effective Fall 2007
Attachment 19

Regional Campuses

3. Revision of Child and Family Advocacy [C122] certificate. Changes are replacing special topics courses (HDFS 24095) with courses ECON 12060; HDFS 14027, 25512, 44021; HED 34060; HST 21001, 21002; JUS 12000; SOC 22778, 32210, 32560. Total credit hours to certificate completion increase, from 15 to 21-23.
Effective Spring 2007
Attachment 20

4. Revision of Medical Billing [C123] certificate. Change is revising ITAP 16649 and 16650 from either/or options to requirements. Total credit hours to certificate completion increase, from 15 to 16.
Effective Spring 2007
Attachment 21

5. Revision of Accounting Technology [C201] certificate. Changes are revising purpose statement to focus solely on students learning payroll and bookkeeping functions, removing COMM 15000, COMT 11000, ENG 10001 and the electives ACTT 21003, 21005, 21006, 21092, 21095. Total credit hours to certificate completion decrease, from 26-30 to 19.
Effective Spring 2007
Attachment 22

III. LESSER ACTIONS

College of Architecture and Environmental Design

1. Inactivation of the Pre-Interior Design [PID] category. Admission requirements for the Interior Design major are unchanged. Students meeting those requirements will be directly admitted to the program. Students not meeting those requirements will be admitted to the college's general admissions [AEDG] category and be advised about available options for changing their major.
Effective Fall 2007

2. Revision of the Interior Design [ID] major within the Bachelor of Arts [BA] degree program. Changes include replacing TECH 11083 and VCD 27000 with new courses ID 14512 and 24522 as requirements. Total credit hours to degree completion are unchanged.
Effective Fall 2007

College of Arts and Sciences

3. Revision of the Master of Liberal Studies [LSM LSTU] degree program. Change is increasing minimum cumulative grade point average for admission—from 2.75 to 3.0.
Effective Fall 2007

Departments of Biology and Chemistry

4. Revision of the Biotechnology [BTEC] major within the Bachelor of Science [BS] degree program. Changes include removing BSCI 40159 and adding PHY 13011 and CHEM 30360. Total credit hours to degree completion increase, from 119-122 to 121-124.
Effective Fall 2007

Department of English

5. Revision of the English [ENG] major within the Bachelor of Arts [BA] degree program. Changes are adding nine ENG courses (21003, 30062, 30063, 31004, 31006, 35301, 37001, 37101, 37201) as electives. Total credit hours to degree completion are unchanged.
Effective Fall 2007

6. Revision of the Ancient, Medieval and Renaissance Studies [AMRS] minor. Changes are adding ENG 37001 as an elective. Total credit hours to minor completion are unchanged.
Effective Fall 2007

7. Revision of the Writing [WRTG] minor. Changes are adding ENG 30062 and 37201 as electives. Total credit hours to minor completion are unchanged.
Effective Fall 2007

Department of Geology

8. Revision of the Geology [GEOL] major within the Master of Science [MS] degree program and the Applied Geology [APGL] within the Doctor of Philosophy [PHD] degree program. Changes include requiring students to complete five specific geology courses above the LER level as undergraduates. Total credit hours to programs completion are unchanged.
Effective Fall 2007

Department of Geography

9. Revision of the Social Geography [BAA] and Geographic Information [CAA] concentrations in the Geography [GEOG] major within the Bachelor of Arts [BA] degree program. Changes are removing GEOG 32061 and changing name of GEOG 44010 for Social Geography, and changing course number of GEOG 49006 for Geographic Information. Total credit hours to program completion are unchanged.
Effective Fall 2007

Department of History

10. Revision of the History [HIST] major within the Master of Arts [MA] and Doctor of Philosophy [PHD] degree programs. Change for the MA is revising foreign language requirement as determined by an advisor. Changes for the PhD include revising the number of examination fields, from four to three. Total credit hours to programs completion are unchanged.
Effective Fall 2007

Department of Justice Studies

11. Revision of the Justice Studies [JUS] major within the Bachelor of Arts [BA] degree program. Changes are adding new course JUS 46798 as an elective and revising JUS 26702, 26704, 36703, 46792. Total credit hours to program completion are unchanged.
Effective Fall 2007

Department of Modern and Classical Language Studies

12. Revision of the Classics [CLSS] minor. Change is adding PHIL 31001 as an elective. Total credit hours to minor completion are unchanged.
Effective Fall 2007

13. Revision of the German Studies [GRST] minor. Change is adding PHIL 31006 as an elective. Total credit hours to minor completion are unchanged.
Effective Fall 2007

Department of Physics

14. Revision of the Physics [PHY] minor. Changes include adding PHY 12000 and 36002 as requirements, removing PHY 35101, revising electives and mathematics prerequisites. Total credit hours to minor completion are unchanged.
Effective Fall 2007

Department of Political Science

15. Revision of the American Politics [AAA] and Public Policy [BAA] concentrations in Political Science [POL] major within the Bachelor of Arts [BA]. Change is addition of new course POL 40450 as elective. Total credit hours to minor completion are unchanged.
Effective Fall 2007

College of Communication and Information

School of Journalism and Mass Communication

16. Revision of the Information Design [AAA] and Photojournalism [BAA] concentrations in the Visual Journalism [VJNL] major within the Bachelor of Science [BS] degree program. Changes are adding new course JMC 22004 as requirement to both, and removing JMC 32001 from Information Design and JMC 22002 from Photojournalism. Total credit hours to program completion are unchanged.
Effective Fall 2007

17. Revision of the Public Relations [PR] major within the Bachelor of Science [BS] degree program. Changes include adding COMM 30000, POL 10100, JMC 48003 as requirements, and ENG 30062, 30063 as options; deleting options ENG 20021, THEA 41026; and decreasing general electives, from 18-19 to 10 credits. Total credit hours to program completion are unchanged.
Effective Fall 2007

18. Revision of the Advertising [ADV] major within the Bachelor of Science [BS] degree program. Changes are adding new courses JMC 20008 and 41003 as requirements; decreasing JMC electives, from 6 to 3 credits; and decreasing general electives, from 9-11 to 6-8 credits. Total credit hours to program completion are unchanged.
Effective Fall 2007

19. Revision of the Electronic Media Production [AAA] and Electronic Media Management [CAA] concentrations in the Electronic Media [ELMD] major within the Bachelor of Science [BS] degree program. Changes to Electronic Media Management include adding as requirements six JMC courses and ECON 22060, 22061, MKTG 25010 and M&IS 24163. Changes to Electronic Media Production include requiring new courses JMC 22003 and 23030, and adding requirement JMC 20008. Total credit hours to program completion are unchanged.
Effective Fall 2007

School of Library and Information Science

20. Revision of the Master of Library and Information Science [MLIS LIS]. Changes include adding new course LIS 60003, moving LIS 60610 from elective to requirement, moving LIS 60604 from requirement to elective and allowing students to select 18 elective credits from a greater range of offerings. Total credit hours to program completion are unchanged; with licensure, the total credits decrease, from 39 to 36.
Effective Fall 2007

School of Visual Communication Design

21. Revision of the Photo-Illustration [PHOI] major within the Bachelor of Arts [BA] degree program. Change is decreasing the overall grade point average required for graduation—from 2.75 to 2.5—to be aligned with the BFA in visual communication design.
Effective Fall 2007

22. Revision of the Visual Communication Design [VCD] major within the Bachelor of Arts [BA], Bachelor of Science [BS] and Bachelor of Fine Arts [BFA] degree programs. Changes include removing VCD 23000 and adding VCD 20006 as a requirement, and (for BS and BFA 3-D Graphic Design [DAA] concentration only) removing VCD 43002, adding VCD 43003 and replacing VCD 40095 with 43006. Total credit hours to programs completion are unchanged.
Effective Fall 2007

23. Revision of the Media Management [AAA] concentration of the Journalism and Mass Communication [JMC] major within the Master of Arts [MA] degree program. Changes are removing JMC 60009 and adding JMC 60001. Total credit hours to program completion are unchanged.
Effective Fall 2007

College and Graduate School of Education, Health and Human Services

Department of Advising, Health and Vocational Education

24. Revision of the Community Health [BAA] concentration in the Health Education and Promotion [HEDP] major within the Master of Art [MA] and Master of Education [MED] degree programs. Changes include new courses HED 6/74030, 6/74060, 6/74080 and revisions to HED 6/74010, 6/74062, 6/74063.
Effective Fall 2007

Department of Teaching, Leadership and Curriculum Studies

25. Removal of the Secondary Education [SEED] major within the Master of Art [MA] and Master of Education [MED] degree programs from the *Graduate Catalog*. Both programs have not been offered in many years, were inactivated on SIS in 1985 and have been replaced by the MAT in secondary teaching and the MA and MEd in curriculum and instruction.
Effective Fall 2007

26. Revision of the Early Childhood Education [ECDE] major within the Bachelor of Science in Education [BSE] degree program. Change is decreasing the grade point average required for admission—from 3.0 to 2.75—to be aligned with the university's other teacher education programs.
Effective Fall 2007

School of Exercise, Leisure and Sport

27. Revision of the Sport Administration [SPAD] major within the Bachelor of Science [BS] degree program. Changes are adding SPAD 15000 as requirement and decreasing electives by 2 credits. Total credit hours to program completion are unchanged.
Effective Fall 2007

28. Revision of the Leisure Studies [LEST] minor. Changes are revising the name to Recreation and Park Management [RPM], requiring minimum 2.25 grade point average for admission and replacing requirements RPTM 46060 and 46080 with RPTM electives. Total credit hours to minor completion are unchanged.
Effective Fall 2007

School of Family and Consumer Studies

29. Revision of the Hospitality Food Service Management [HFSM] minor. Changes are revising the name to Hospitality Management [HM], removing HM 13022, 43027; adding HM 13024, 23030, 43092; moving HM 43026 to an elective and adding 6-10 elective credits. Total credit hours to minor completion increase, from 17 to 23-27.
Effective Fall 2007

College of Technology

30. Revision of Technology [TECH] major within the Bachelor of Science [BS] degree program. Change is increasing technology electives, from 14 to 15. Total credit hours to program completion are unchanged.
Effective Fall 2007

31. Revision of Industrial Technology [INDT] major within the Bachelor of Science [BS] degree program. Changes are removing one LER option course; moving ECON 22061 from major requirements to LER section; and, for Electronics concentration, adding 4-credit general elective. Total credit hours to program completion are unchanged for Management Technology 2+2 [EBA] concentration; increase for Electronics [FAA], from 126 to 127; and decrease for Manufacturing Systems [GAA], from 131 to 128, and Industrial Technology 2+2 [EAA], from 129 to 126.
Effective Fall 2007

32. Revision of Aeronautical Studies [DAA] concentration in the Aeronautics [AERN] major within the Bachelor of Science [BS] degree program. Changes include replacing additional LER options with required ECON 22061. Total credit hours to program completion are unchanged.
Effective Fall 2007

College of the Arts

33. Revision of the general admissions SIS code, from Fine & Professional Arts General [FPAG] to College of the Arts General [CAG].
Effective Fall 2007

School of Fashion Design and Merchandising

34. Establishment of a pre-admission SIS code [PFDM] for students currently in the college's general admissions category who are interested in majoring in fashion.
Effective Fall 2007

35. Revision to the Fashion Design [AAA] and Technical Design and Production [BAA] concentrations in the Fashion Design [FD] major within the Bachelor of Arts [BA] degree program. The changes include requiring FD&M 10140 in the freshman year for both concentrations; moving from students' self-selection of a concentration to faculty advisement after students complete FD&M 10140; and removing FD&M 10120 from Conceptual and FD&M 10130 from Technical. Total credit hours to program completion are unchanged.
Effective Fall 2007

School of Music

36. Inactivation of the Keyboard: Piano Performance [CBA] concentration and name revision of the Keyboard [CAA] and Voice [EAA] concentrations within the Bachelor of Music [BM MUS] degree program. Names change from Keyboard to Piano Performance [FAA], and from Voice to Voice Performance [GAA].
Effective Fall 2007

School of Theatre and Dance

37. Revision of the Design and Technology [BAA] concentration in the Theatre Studies [THEA] major within the Bachelor of Fine Arts [BFA] degree program. Changes include adding optional THEA courses, combining electives and removing general electives. Total credit hours to program completion are unchanged.
Effective Fall 2007

Regional Campuses

38. Revision of the Justice Studies [JUS] major within the Associate of Arts [AA] degree program. Change is replacing JUS 26702 with JUS 27311 as a requirement. Total credit hours to program completion are unchanged.
Effective Fall 2007

39. Revision of the Nursing [NRST] major within the Associate of Applied Sciences [AAA] degree program. Changes include addition of minimum 2.0 GPA for all required courses and time limit to complete NURS 20950 and related courses. Total credit hours to program completion are unchanged.
Effective Fall 2007

40. Revision of the Human Services Technology [HST] major within the Associate of Science [AS] degree program. Changes include increasing minimum cumulative grade point average in technical courses to 2.5; requiring minimum 135 internship hours per semester; adding HED 11590 and 14020 as requirements; adding ENG 20002, GERO 44030, HDFS 24012, 24013, 34031, HED 11570, NUTR 23511, PSYC 40111, SOC 22778 as electives; removing BSCI 10001, GERO 44039, HDFS 24012, ITAP 16680, SOC 32400, 32570. Total credits to degree completion are unchanged.
Effective Fall 2007

41. Revision of the Nuclear Medicine [CBA] concentration (freshman entry/AS option) of the Radiologic and Imaging Sciences Technology [RIS] major within the Bachelor of Radiologic and Imaging Technology [BRIT] degree program. The change is increasing electives, from 33-35 credits to 35 credits. Total credit hours to program completion increase, from 121 to 121-123.
Effective Fall 2007

42. Establishment of a Pre-Veterinary Technology [PVTE] code within the Associate of Applied Science [AAS] degree program for students who are interested in the major but do not qualify yet for admission.
Effective Fall 2007

43. Revision of the Engineering of Information Technology [EIRT] major within the Associate of Applied Science [AAS] degree program. Changes are adding EERT 21010, replacing MATH 19002 with MATH 11012, adding ITAP 26638 as an option, and removing TECH 22095 and general studies electives. Total credit hours to program completion decrease, from 72 to 70.
Effective Fall 2007

44. Revision of the Computer Design and Animation [CDAT] major within the Associate of Applied Science [AAS] degree program. Changes are adding EERT 21010, adding ITAP 26638 as an option, and removing general studies electives and mathematics statement for Tuscarawas students. Total credit hours to program completion decrease, from 66 to 65.
Effective Fall 2007

45. Revision of the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree program. Changes are adding ITAP 26638 as an option, decreasing electives by 1 credit, requiring EERT 21010 for Tuscarawas students, and removing mathematics statement for Tuscarawas students. Total credit hours to program completion decrease, from 69-72 to 68-71.
Effective Fall 2007

46. Revision of the Electrical/Electronic Engineering Technology [EERT] major within the Associate of Applied Science [AAS] degree program. Changes are adding ITAP 26638 as an option, decreasing electives by 1 credit, requiring EERT 21010 for Tuscarawas students, and removing mathematics statement for Tuscarawas students. Total credit hours to program completion decrease, from 70-71 to 69-70.
Effective Fall 2007

Agenda prepared by Therese E. Tillett, Director, Curriculum Services

Course Changes

Key for course changes:

a	Title Abbreviation	F	Fee	N	Number	T	Title
C	Credit Hours	G	Grade Rule	New	New	V	Diversity
c	Course Content	H	HEGIS (CIP)	P	Prerequisite	W	Writing Intensive
D	Description	Inact	Inactivate	p	Activity Type	X	Prefix
E	Credit-by-Exam	L	LER Status	S	Slash/Cross-List		

Effective Spring 2007

MUS 50295 Special Topics in Music (01-03)..... New

Effective Fall 2007

ARCH 10121 Representation of Design I (03-03)..... New

ARCH 10122 Representation of Design II (03-03) ..... New

ARCH 20121 Studio for Architectural Studies I (04-04) ..... New

ARCH 20122 Studio for Architectural Studies II (04-04)..... New

ARCH 30022 Urban Design and Urban Writing (03-03) ..... New

ARCH 30321 Structural Typology (03-03) ..... New

ARCH	30421	The Environmental Imperative (03-03)	New
ARCH	45204	Beyond Western Traditions (03-03)	New
ART	30692	Field Experience in the Visual Arts (01-03)	New
ARTC	25700	Jewelry/Metals I (03-03) to: Introduction to Jewelry Metals (03-03)	TaPD
ARTC	35700	Jewelry Metals II (03-03) to: Jewelry Concepts and Techniques (03-03)	TaPD
ARTC	35701	Metalsmithing Concepts and Techniques (03-03)	New
ARTC	35702	Enameling Concepts and Techniques (03-03)	New
ARTC	35703	Textile Techniques in Metal (03-03)	New
ARTC	45092	Field Experience: Travel Study in Crafts (01-03)	New
ARTC	45095	Crafts: Selected Topics (03-03) to: (01-06)	C
ARTC	45700	Design and Production (03-03)	New
ARTC	45701	Advanced Jewelry/Metals I (03-03) to: Tableware (03-03)	TaPD
ARTC	45702	Advanced Jewelry/Metals II (03-03) to: Advanced Enameling (03-03)	TaPD
ARTC	45703	Advanced Jewelry/Metals III (03-03) to: Large Scale Enameling (03-03)	TaPD
ARTC	45704	Advanced Jewelry/Metals IV (03-03) to: Advanced Studio Jewelry Metals Enameling (03-03)	TaPD
ARTC	55092	Field Experience: Travel Study in Crafts (01-03)	New
ARTC	55095	Crafts: Selected Topics (03-03) to: (01-06)	C
ARTE	41092	Field Experience: Travel Study in Art Education (01-03)	New
ARTE	41096	Individual Study Art Education (02-10) to: (01-06)	C
ARTE	51092	Field Experience: Travel Study in Art Education (01-03)	New
ARTE	51096	Individual Study Art Education (02-10) to: (01-06)	C
ARTF	44092	Field Experience: Travel Study in Fine Art (01-03)	New
ARTF	44096	Individual Study Fine Art (01-01)	New
ARTF	54092	Field Experience: Travel Study in Fine Art (01-03)	New
ARTH	42192	Field Experience: Travel Study in Art History (01-03)	New
ARTH	52000	Art History Research Methods and Resources (02-02)	New
ARTH	52192	Field Experience: Travel Study in Art History (01-03)	New
BTEC	40191	Recent Developments in Biotechnology (01-01)	P

CPHY	72249	LabView for Data Acquisition and Instrument Control (01-01)	New
CS	10051	Introduction to Computer Science (04-04)	DpL
CS	23022	Discrete Structures for Computer Science (03-03)	P
CS	33011	Speed Programming Techniques (03-03) to: Speed Programming (03-03)	TaD
CS	33223	Unix Tools (03-03)	New
CS	47201	Human Computer Interaction (03-03)	New
CS	47205	Information Security (03-03)	New
CS	57201	Human Computer Interaction (03-03)	New
CS	57205	Information Security (03-03)	New
CS	61002	Algorithms and Programming I (04-04)	New
CS	61003	Algorithms and Programming II (04-04)	New
CS	65207	System Simulation (03-03)	New
CS	65208	Distributed Multimedia Languages and Systems (03-03)	New
CS	65231	Internet Systems and Applications (03-03)	New
CS	75207	System Simulation (03-03)	New
CS	75208	Distributed Multimedia Languages and Systems (03-03)	New
CS	65231	Internet Systems and Applications (03-03)	New
ECED	60158	Reconceptualizing Early Childhood Curriculum (03-03)	New
ECED	70158	Reconceptualizing Early Childhood Curriculum (03-03)	New
ECON	62092	Internship in Economics (03-06) to: (03-03)	C
ENG	21011	College Writing II (03-03)	P
ENG	21003	Introduction to LGBT Literature (03-03)	PV
ENG	31006	World Englishes (03-03)	P
ENG	37001	Classical Rhetoric (03-03)	New
ENG	37101	Critical Rhetorical Studies of Texts in Context (03-03)	New
FD&M	10020	Fashion Visuals (03-03) to: (02-02)	Cp
FD&M	10120	Introduction to Fashion Drawing (02-02) to:	TaCD
FD&M	10140	Foundations of Fashion Drawing (03-03)	pGN
FD&M	35900	Florence Fashion Study Orientation (01-01)	New
FD&M	35901	Italian Fashion and Culture (03-03)	New

FD&M 45013 Fashion Study Tour (01-03) to:
FD&M 45392 Field Experience Fashion Study Tour (01-03)..... NTap

FD&M 45492 Field Experience Study Tour for NYC Studio Students (03-03)..... New

FD&M 45592 Field Experience European Fashion Study Tour for Florence Students (03-03)..... New

GEOG 21062 Physical Geography (03-03)..... DEL

GEOG 29160 Introduction to Maps and Map Analysis (03-03) to:
Mapping Our World (03-03)..... TaD

GEOG 32061 Cultural Geography (03-03) to:
GEOG 22061 Human Geography..... NTaDE

GEOG 40292 Field Experience in Geography (01-06) ..... New

GEOG 40392 Practicum in Emerging Geographic Trends (01-06)..... New

GEOG 44010 Advanced Economic Geography (03-03) to:
Geography of the Global Economy (03-03) ..... TaD

GEOG 49006 Spatial Programming (03-03) to:
GEOG 49076 ..... NPD

GEOG 50292 Field Experience in Geography (01-06) ..... New

GEOG 50392 Practicum in Emerging Geographic Trends (01-06)..... New

GEOG 54010 Advanced Economic Geography (03-03) to:
Geography of the Global Economy (03-03) ..... TaD

GEOG 59006 Spatial Programming (03-03) to:
GEOG 59076 ..... NPD

GEOG 70292 Field Experience in Geography (01-06) ..... New

GEOG 70392 Practicum in Emerging Geographic Trends (01-06)..... New

GEOG 74010 Advanced Economic Geography (03-03) to:
Geography of the Global Economy (03-03) ..... TaD

GEOG 79006 Spatial Programming (03-03) to:
GEOG 79076 ..... NPD

GEOL 23063 Mineralogy (04-04)..... E

GEOL 31070 Petrology (04-04)..... E

GEOL 41077 Geology of the National Parks of North America (03-03) to:
Geology of the National Parks (03-03)..... TaD

GEOL 44052 Glaciers and Glaciation (03-03)..... New

GEOL 51077 Geology of the National Parks of North America (03-03) to:
Geology of the National Parks (03-03)..... TaD

GEOL 54052 Glaciers and Glaciation (03-03)..... New

GEOL 74052 Glaciers and Glaciation (03-03)..... New

GER	41332	German Literature by Women (03-03)	D
GER	51332	German Literature by Women (03-03)	D
HED	64010	Health Information Resource (03-03) to: Health Informatics (03-03)	TaD
HED	64030	Introduction to Research and Data Analysis in Health Education and Promotion (03-03)	New
HED	64060	Grant Writing for Health Education and Promotion (03-03)	New
HED	64062	Administration and Grantwriting Health Education and Promotion (03-03) to: Administration of Health Promotion Programs (03-03)	TaP
HED	64063	Strategies in Health Education and Promotion (03-03)	P
HED	64080	Advocacy and Policy Issues in Health Education and Promotion (03-03)	New
HED	74010	Health Information Resource (03-03) to: Health Informatics (03-03)	TaD
HED	74030	Introduction to Research and Data Analysis in Health Education and Promotion (03-03)	New
HED	74060	Grant Writing for Health Education and Promotion (03-03)	New
HED	74062	Administration and Grantwriting Health Education and Promotion (03-03) to: Administration of Health Promotion Programs (03-03)	TaP
HED	74063	Strategies in Health Education and Promotion (03-03)	P
HED	74080	Advocacy and Policy Issues in Health Education and Promotion (03-03)	New
HORT	16001	Introduction to Horticulture (01-01) to: Opportunities in Horticulture (01-01)	TaD
HORT	26012	Urban Forestry (03-03)	New
HORT	26014	Plant Propagation and Greenhouse Production (03-03)	New
HORT	26016	Irrigation Design and Maintenance (03-03)	New
HORT	26018	Landscape Construction (03-03)	New
HORT	26020	Landscape Management (03-03) to: Professional Landscape Management (03-03)	TaPDp
HORT	26032	Golf Course Management (03-03)	New
HORT	26046	Landscape Design I (03-03)	New
HORT	26047	Landscape Design II (03-03)	New
ID	14512	Interior Design Graphics I (03-03)	New
ID	24522	Interior Design Graphics II (03-03)	New
IHS	30000	Professional Development in Integrated Health Studies (02-02) to:	NTa
IHS	40091	Seminar for Practicum in Integrated Health Studies (02-02)	PDp

IHS	44092	Practicum: IHS (03-10)	PDG
ITEC	37100	Introduction to Professional Studies (03-03)	New
ITEC	47100	Professional Studies Capstone (04-04)	New
JMC	20008	Audience Analysis and Research (03-03)	New
JMC	22003	Videography Basics II (03-03)	New
JMC	22004	Visual Storytelling (03-03)	New
JMC	23030	Basic Electronic Media Video Production(03-03)	New
JMC	31002	Advertising Copywriting (03-03)	P
JMC	33031	Basic Electronic Media Production (03-03) to:	
JMC	23031	Basic Electronic Media Audio Production (03-03)	TaNPD
JMC	34038	Media Sales and Promotion (03-03) to:	
		Media Sales and Sales Management (03-03)	Ta
JMC	34050	Promotions for Electronic Media (03-03)	New
JMC	40001	Fundamentals of Media Messages (03-03) to:	
JMC	20005	Fundamentals of Media Messages (03-03)	NP
JMC	41003	Advertising Account Management (03-03)	New
JMC	43032	Audio Studio Production (03-03) to:	
JMC	33032		N
JMC	43033	Audio Field Production (03-03) to:	
JMC	33033		N
JMC	43042	Video Studio Production (03-03) to:	
JMC	33042		NP
JMC	43043	Video Field Production (03-03) to:	
JMC	33043		NP
JMC	51003	Advertising Accounting Management (03-03)	New
JMC	60021	Advanced Magazine Writing (03-03)	New
JUS	26702	Criminology (03-03) to:	
JUS	36702		NPD
JUS	26704	Law and Society (03-03) to:	
		Issues in Law and Society (03-03)	Ta
JUS	33400	Crime and Justice in Popular Culture (03-03)	New
JUS	36703	Juvenile Delinquency (03-03)	P
JUS	46792	Internship (03-12)	G
JUS	46798	Research in Justice Studies (03-12)	New
JUS	47095	Special Topics in Justice Studies (01-03)	New

JUS	57095	Special Topics in Justice Studies (01-03)	New
LIS	60001	Access to Information (03-03)	D
LIS	60002	Organization of Information (03-03)	D
LIS	60003	Information Technology for Library and Information Professionals (03-03)	New
LIS	60600	Foundations of Library and Information Science (03-03)	c
LIS	60604	Research for Decision Making in Libraries and Information Centers (03-03) to: Research Methods for Libraries and Information Centers (03-03)	TaPD
LIS	60610	Library Management (03-03) to: Management of Libraries and Information Centers (03-03)	TaD
LIS	60634	Ethnic Library and Information Services and Collections (03-03)	Inact
MATH	30055	Mathematical Theory of Interest (03-03)	New
MATH	32051	Mathematical Methods in the Physical Sciences I (04-04)	New
MATH	32052	Mathematical Methods in the Physical Sciences II (04-04)	New
MATH	40055	Actuarial Mathematics I (04-04)	New
MATH	40056	Actuarial Mathematics II (04-04)	New
MATH	40091	Seminar in Actuarial Mathematics (02-02)	New
MATH	50055	Actuarial Mathematics I (04-04)	New
MATH	50056	Actuarial Mathematics (04-04)	New
MATH	50091	Seminar in Actuarial Mathematics (02-02)	New
NRST	10006	Transition in Nursing Agency (03-03)	PD
NRST	20206	Nursing Agency II (05-05)	P
NRST	20207	Psychosocial Self-care Deficits (03-03)	P
NRST	20209	Maternal/Newborn Developmental Self Care (02-02)	P
NRST	20211	Contemporary Nursing Issues (01-01)	P
NURS	10021	Instructor Certification-BCLS (01-01)	Inact
NURS	60006	Introduction to Family Assessment and Counseling in Nursing (03-03)	New
NURS	60044 60092	Adult Health Primary Care Nurse Practitioner Advanced Practicum (02-02) to: Nurse Practitioner Summer Practicum (02-02)	TaNp
NURS	60062	Pediatric Nurse Practitioner I (04-04)	Inact
NURS	60063	Pediatric Clinical Nurse Specialist I (04-04)	Inact
NURS	60066	Pediatric Nurse Practitioner II (04-04)	Inact
NURS	60067	Pediatric Clinical Nurse Specialist II (04-04)	Inact

NURS	60070	Pediatric Nurse Practitioner III (03-03)	Inact
NURS	60071	Pediatric Clinical Nurse Specialist III (03-03)	Inact
NURS	60492	Family Primary Care Nurse Practitioner Role Practicum OBGYN and Pediatrics (05-05)	New
NURS	61021	Advanced Pediatric Assessment and Health Promotion (05-05)	New
NURS	61022	Primary Care of Acutely Ill Children (05-05)	New
NURS	61023	Care of Acutely Ill Children (05-05)	New
NURS	61024	Care of Chronically Ill Children (04-04)	New
PHY	12000	Introductory Physics Seminar (01-01)	New
PHY	12201	Technical Physics I (03-03)	P
PHY	13001	General College Physics I (05-05)	P
PHY	13011	College Physics II (03-03)	P
PHY	23101	General University Physics I (05-05)	P
PHY	24001	Astronomy (03-03)	P
PHY	32551	Applied Engineering Mechanics (03-03)	Inact
PHY	32562	Aerodynamics (03-03)	P
PHY PHY	32564 22564	Materials Physics (03-03) to: Introduction to Materials Physics (03-03)	NTaPD
PHY	34000	Cosmology (03-03)	New
PHY	35101	Mechanics I (03-03) to: Classical Mechanics (04-04)	TaPCD
PHY	35102	Mechanics II (03-03)	Inact
PHY	35501	Waves (03-03)	Inact
PHY	36002	Applications of Modern Physics (03-03)	New
PHY	40092	Internship in Physics (01-03)	New
PHY	44600	Introduction to Biological Physics (03-03)	New
PHY	45201	Electromagnetic Theory I (03-03) to: Electromagnetic Theory (04-04)	TaPCD
PHY	45202	Electromagnetic Theory II (03-03)	Inact
PHY	45301	Thermodynamics (03-03) to: Thermal Physics (03-03)	TaPD
PHY	45401	Mathematical Methods in Physics (04-04)	New
PHY	45403	Computer Analysis of Experimental Measurements (02-02) to: Data Analysis and Computational Physics Techniques (03-03)	aPCDp

PHY	45501	Fundamentals of Modern Optics (03-03) to: Electromagnetic Waves and Modern Optics (03-03)	TaPD
PHY	46401	Introduction to Solid State (03-03) to: Introduction to Solid State Physics (03-03)	TaPD
PHY	54600	Introduction to Biological Physics (03-03)	New
PHY	55201	Electromagnetic Theory I (03-03) to: Electromagnetic Theory (04-04)	TaPCD
PHY	55202	Electromagnetic Theory II (03-03)	Inact
PHY	55301	Thermodynamics (03-03) to: Thermal Physics (03-03)	TaPD
PHY	55401	Mathematical Methods in Physics (04-04)	New
PHY	55403	Computer Analysis of Experimental Measurements (02-02) to: Data Analysis and Computational Physics Techniques (03-03)	TaP CDp
PHY	55501	Fundamentals of Modern Optics (03-03) to: Electromagnetic Waves and Modern Optics (03-03)	TaPD
PHY	56401	Introduction to Solid State (03-03) to: Introduction to Solid State Physics (03-03)	TaPD
PHY	65401	Math Methods in Physics (04-04)	Inact
PHY	75401	Math Methods in Physics (04-04)	Inact
POL	40450	Social Welfare Policy and the Politics of Poverty (03-03)	New
PSYC	11762	General Psychology (03-03)	D
PSYC	20651	Child Psychology (03-03)	D
PSYC	21211	Psychology of Adjustment (03-03)	D
PSYC	21621	Quantitative Methods in Psychology I (03-03)	D
PSYC	30445	Cognitive Psychology (03-03)	D
PSYC	30651	Adolescent Psychology (03-03)	D
PSYC	30652	Social and Personality Development (03-03)	P
PSYC	30655	Cognitive Development (03-03)	PD
PSYC	30821	Psychology of Motivation (03-03)	D
PSYC	31043	Basic Learning Processes (03-03)	D
PSYC	31141	Perception (03-03)	D
PSYC	31684	Quantitative Methods in Psychology II (03-03)	PD
PSYC	31773	Industrial Psychology (03-03)	D
PSYC	40111	Abnormal Psychology (03-03)	PDS

PSYC	40231	Psychological Assessment (03-03)	D
PSYC	40383	Psychological Intervention (03-03)	P
PSYC	40461	Psychology of Language (03-03)	D
PSYC	40974	History of Psychology (03-03)	PD
PSYC	41282	Personality (03-03)	DS
PSYC	41363	Biopsychology (03-03)	PDS
PSYC	41495	Special Topics-Psychology (03-03)	G
PSYC	41532	Social Psychology (03-03)	PDS
PSYC	41581	Health Psychology (03-03)	PD
PSYC	50111	Abnormal Psychology (03-03)	Inact
PSYC	50974	History of Psychology (03-03)	D
PSYC	51282	Personality (03-03)	Inact
PSYC	51363	Biopsychology (03-03)	Inact
PSYC	51532	Social Psychology (03-03)	Inact
RADT	14096	Individual Investigation in Directed Readings in RADT (03-03)	New
RADT	24048	Radiographic Techniques (03-03)	New
RADT	24058	Diversified Employment (03-03)	New
RADT	24196	Individual Investigation in Advanced Readings in RADT (03-03)	New
RIS	44078	Sonographic Techniques (03-03)	New
RIS	44096	Individual Investigation in Medical Imaging Directed Readings (03-03)	New
SPAD	15000	Introduction to Sport Administration (02-02)	New
SPAD	25092	Practicum I in Sport Administration (03-03) to: (01-03)	C
SPAD	35092	Practicum II in Sport Administration (03-03) to: (01-03)	C
SPAN	18201	Elementary Spanish I (04-04)	E
SPAN	18202	Elementary Spanish II (04-04)	E
SPAN	28201	Intermediate Spanish I (03-03)	DE
SPAN	28202	Intermediate Spanish II (03-03)	DE
TECH	21071	Construction Materials Methods and Techniques (03-03)	New
TECH	22200	Construction Document Reading (03-03)	New
TECH	31023	Construction Surveying (03-03)	New
TECH	31043	Principles of Concrete Construction (03-03)	New

TECH	31044	Construction Occupational Safety and Health (03-03)	New
TECH	32105	Construction Jobsite Management (03-03)	New
TECH	36110	Principles of Fraud Examination (03-03)	New
TECH	36120	Ethical Issues Relating to Fraud Examination (03-03)	New
TECH	36318	Survey of Information Security Internet Fraud and Computer Forensics (03-03)	New
TECH	41040	Residential Construction Estimating (03-03)	New
TECH	41041	Commercial Construction Estimating (03-03)	New
TECH	42105	Construction Contracts (03-03)	New
TECH	42107	Construction Scheduling (03-03)	New
TECH	43060	Management of Technology Innovation (03-03)	New
TECH	46170	Case Studies in Fraud Examination (03-03)	New
TECH	46191	Seminar in Fraud Examination (03-03)	New
THEA	21111	Script Analysis (03-03)	P
THEA	51095	Special Topics (01-03)	New
THEA	57063	History of Dance as a Theatrical Phenomenon I (03-03)	New
THEA	57073	History of Dance as a Cultural and Theatrical Phenomenon (04-04)	Inact
THEA	57163	History of Dance as a Theatrical Phenomenon II (03-03)	New
VCD	20006	Kinetic and Sequential Graphic Design I (03-03)	New
VCD	30000	Basic Computer-Graphic Design/Illustration (01-01) to:	
VCD	20000	Basic Computer-Graphic Design and Illustration (03-03)	TaNDC
VCD	40003	Intermediate Computer-Graphic Design/Illustration (03-03) to:	
VCD	20003	Intermediate Computer-Graphic Design and Illustration (03-03)	TaN
VCD	43000	Advanced Studio Skills (03-03) to:	
		Studio Production (03-03)	TaPD
VCD	43001	Kinetic and Sequential Graphic Design (03-03) to:	
		Kinetic and Sequential Graphic Design II (03-03)	TaP
VCD	43006	Environmental Design (03-03) to:	
		Environmental Graphic Design (03-03)	TaSD
VCD	50195	Selected Topics Graphic Design and Illustration (01-04)	New
VCD	53006	Environmental Graphic Design (03-03)	New
US	10001	University Orientation (01-01) to:	
US	10097	First Year Colloquium (01-01)	NTa

Course List prepared by Lisa N.H. Delaney, Academic Program Coordinator, Curriculum Services

KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

Educational Policies Council
Minutes

Monday, September 25, 2006
Room 310, Kent Student Center

Members Present

Provost	Gayle L. Ormiston representing Paul L. Gaston
Deans	Larry R. Andrews, Timothy J. Chandler, Aminur R. (Raj) Chowdhury, Laura Cox Dzurec, Joanne Arhar representing David A. England, Steven Fong, James L. Gaudino, Jerry D. Feezel, Gary M. Padak, Mark W. Weber, Elizabeth Sinclair-Colando representing George E. Stevens
Faculty Senate Representatives	Cheryl A. Casper, Bruce J. Gunning, Thomas Janson, Declan F. Keane, Erica B. Lilly, Vilma Seeberg, Mary C. Stansbury
College Curriculum Committee Representatives	Greg M. Blase, Margaret A. (Peggy) Doheny, David A. Dumpe, Sanda S. Katila, Alexa L. Sandmann, Stephen M. Zapytowski
Nonmember Consultants to the EPC	Evelyn S. Goldsmith, Mary Ann Haley, Nancy E. Mitchell, Anne Reid

Also in attendance: Stephanie E. Booth, Susan Cole, LuEtt J. Hanson, Lisa Heiland, G. Medicus, Becky Totts, Darryl Turnidge, Roberto M. Uribe-Rendon

Associate Provost Gayle Ormiston convened the Educational Policies Council at 3:21 p.m., in room 310 of the Kent Student Center. Provost Gaston is attending a conference in Baltimore and requested Associate Provost Ormiston chair the meeting. Associate Provost Ormiston began by moving the information item ahead of the discussion item, in order to give the council more time for discussion. Associate Provost Ormiston asked if there were any additions to the agenda, hearing none, he asked for approval of **Action Item 1: Minutes of August 21, 2006** and if there were any corrections. Faculty Senate Chair Cheryl Casper requested when a Program Development Plan is submitted to EPC it be made clear in the minutes that the program is being approved only for submission to OBR as a new program and will be returning to EPC before final approval is granted. With no other corrections, the minutes were declared approved.

Associate Provost Ormiston called upon Dean Larry Andrews to introduce **Action Item 2: Revision and status confirmation of the following liberal education requirements (LER) courses that request a prerequisite change in response to ENG 11011 and 21011 replacing ENG 10001 and 10002, respectively: ENG 21054 Introduction to Shakespeare (03-03), ENG 22071 Great Books I (03-03), ENG 22072 Great Books II (03-03) and ENG 22073 Major Modern Writers: British and United States (03-03).** Dean Andrews discussed the prerequisite revisions for these LER courses. With no further discussion, Dean Andrews moved for approval of item 2, Professor Steve Zapatowski seconded the motion. The motion passed unanimously.

Associate Provost Ormiston asked Dean Andrews to continue with **Action Item 3: Revision and status confirmation of the diversity courses ENG 21001 Introduction to Ethnic Literature of the United States (03-03) and ENG 21002 Introduction to Women's Literature (03-03), which request a prerequisite change in response to ENG 11011 and 21011 replacing ENG 10001 and 10002, respectively. Revision and status confirmation of the diversity course PAS 23171 The African American Community (03-03); course number revision to PAS 33171 appropriately reflects the content level of the course. Revision and status confirmation of POL 40470 Women and Politics (03-03); title revision to Women, Politics and Policy more accurately accommodates the course content.** Dean. Andrews explained the revisions to these diversity courses and moved for approval of item 3, Dean Jerry Feezel seconded the motion. Associate Provost Ormiston asked for questions or discussions regarding item 3, hearing none, the motion passed unanimously.

Associate Provost Ormiston requested Dean Andrews continue with **Action Item 4: Revision and status confirmation of the writing-intensive course ARTF 44099 Senior Project: Fine Arts (03-03) request a prerequisite change acknowledging the successful completion of the Sophomore Review for this upper-division course. Revision and status confirmation of the writing-intensive course ARTH 42000 Research and Writing in Art History (02-02) request a credit hour change from 2 to 3, to reflect an increase in writing requirements and the addition of a course co-requisite requiring an upper-division art history course. Revision and status confirmation of the writing-intensive course HM 43027 Hospitality Human Resource Management request minor editing of the catalog description and the addition of a slash designation with HM 53027. Revision and status confirmation of the writing-intensive course ENG 30001 English Studies (03-03) request a prerequisite change in response to ENG 11011 and 21011 replacing ENG 10001 and 10002, respectively.** Dean Andrews explained the revisions to these writing-intensive courses and moved for approval of item 4, Dean Timothy Chandler seconded the motion. There was discussion regarding instructors who may not follow the writing-intensive guidelines for providing guided, non-graded opportunities for revision. Dean Andrews explained they are currently working on a review of the writing-intensive courses and Associate Dean Nancy Mitchell added they are trying to do a better job of being proactive and clarifying the current guidelines, particularly the requirement for guided revisions. After some discussion, the motion passed.

Associate Provost Ormiston called upon Dean Steven Fong to discuss **Information Item 1. Establishment of a Bachelor of Arts [B.A.] in Architectural Studies. Total credit hours to degree completion are 123. The current status of program proposal is a draft of a Program Development Plan to be submitted to the Ohio Board of Regents.** Dean Fong indicated this program is more liberal arts based than the current professional degree program. Dean Feezel encouraged Dean Fong to look at existing courses and programs, such as Geography's Urban Planning course and the Urban Studies Department. Dean James Gaudino asked for clarification if this proposed program encompasses design or architectural design. Dean Fong responded this program relates to built design. Associate Provost Ormiston reiterated this program will return to E.P.C. for final approval following O.B.R. review.

Associate Provost Ormiston introduced **Discussion Item I: Discussion of the prospective revision of the Rule for Recalculation of Grade Point Average.** Associate Provost Ormiston explained recent developments related to a variety of issues created the need for this discussion. He introduced Associate Dean LuEtt Hanson who provided a power point presentation detailing the history, intent of the current policy, the manner in which it is currently applied and the various options provided by the new Banner software. The upcoming software change provides an opportunity for us to re-examine this policy. The various options available within Banner for selecting grades and courses in the recalculation of grade point average are; count the highest grade, count the grade for the last attempt, or count the first grade to meet the standard (as set by KSU), allow only 10000 or 20000-level courses or allow only LER courses to be eligible. Senator Casper said "I know the immediate reaction is negative, however if we look at this more positively, it's an opportunity to revisit the policy." Darryl Turnidge provided several sets of statistics illustrating the passing rate for students who repeated courses for recalculation. Anne Reid and Dean Feezel both reiterated effort should be made to keep the revised policy simple. After some discussion regarding how the policy will be revised, Dean Andrews asked if A&A Deans would be revising the policy. Associate Provost Ormiston responded it was likely A&A Deans would be the body to review the policy. Senator Mary Stansbury said, "I would hate for A&A Deans to move along without input from critical areas." Associate Provost Ormiston responded, "That's why we're starting here." Senator Casper asked if it might be useful to do a straw vote to provide some guidance for A&A Deans. Associate Dean Hanson again provided the options for which attempt would count on the student record. A straw vote was taken with the following results:

Which attempt counts:	**In Favor:**
Highest grade	20
Last grade	0
First to meet the standard (as set by KSU)	4

A second straw vote was taken regarding which courses would be eligible for recalculation:

Eligible Courses:	**In Favor:**
LER's only	2
Lower-division only (10000-20000)	21

Associate Provost Ormiston thanked Associate Dean Hanson and Darryl Turnidge for the presentation. He asked if there was any interest in bringing the Lesser Action to the table. Hearing none, the meeting adjourned at 4:54 p.m.

Respectfully submitted,
Becky Totts
Interim Director, Curriculum Services, Office of the Provost

KENT STATE
UNIVERSITY

TO Gayle Ormiston, Associate Provost

FROM Susan Cole, Associate University Registrar

DATE October 4, 2006

SUBJECT Suggested Catalog Language for Proposed Exit Policy Changes

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At the February 8, 2005 meeting of A&A Deans, Associate Deans Nancy Mitchell and Liz Sinclair-Colando presented a proposal from the SIS Academic Advisory Committee to revise the Exit policy, which was approved by unanimous vote. As noted in the July 24, 2006 memo from Associate Dean E. Timothy Moore, the proposed changes to the Exit policy were never forwarded to your office. The purpose of this memo is to present the proposed changes in support of Assoc Dean Moore's July 24, 2006 request to place this topic on the EPC and Faculty Senate agendas.

Following is proposed *Catalog* language in support of this request. Please note: in the February 4, 2005 memo to A&A Deans entitled "Proposed Changes to Exit Policy", suggested Catalog language was included. The purpose of this memo is to update that language, based upon the 2006 – 2007 Catalog.

Proposed Undergraduate Catalog language:

Page 73: ***Registration Information and Enrollment Services*** - *Schedule Adjustments* section

Replace with:

> *2. Withdrawal from any or all courses is permitted through the tenth week of the semester (or the prorated deadline for flexibly scheduled sections). After that time, students are considered to be committed to all remaining courses and must complete them. If the student is unable to complete the semester because of extreme circumstances that first occur after the deadline, the student should consult his/her college or campus Dean's office. Any course withdrawal(s) processed after the second week of the semester will appear on the student's academic record with a grade of W.**

Deleted: 2. Course withdrawal is permitted through the 10th week of the¶ semester using Web for Students® or the Voice Response¶ Information System. After that time, students are considered¶ to be committed to the course and must complete it. Any¶ course withdrawal(s) processed after the second week of the¶ semester will appear on the students' academic record with a¶ grade of W.*¶

Deleted: ¶

IMPORTANT NOTE:
Corrections involving registration transactions (initial registrations, schedule adjustments, course withdrawals, etc.) must be completed by the published deadlines found on the appropriate term calendar on the

Deleted: exits,

Page 73: ***Registration Information and Enrollment Services*** - *Registration Cancellation/Exiting the University* section

Registration Cancellation

Deleted: /Exiting the University

To receive a full refund of tuition, students who register and decide not to attend the university must cancel their registration as early as possible and no later than the end of the first week of classes.* This may be accomplished by dropping all your courses via the Voice Response Information System or Web for Students® during

registration periods. Any paid registration not canceled by the end of the first week of classes will be subject to the refund schedule published on the Bursar's Web site. Any applicable refund is determined by the date the transaction is processed on the Voice Response Information System or Web for Students®.

Page 79: ***Grading System Policies and Procedures*** – *Dismissal* section

Dismissal

Students whose academic performance indicates little chance of obtaining the minimum grades required for graduation will be dismissed from the university. Specifically, the academic dean may dismiss: 1. Students on probation if the work is not improving sufficiently to indicate good likelihood of obtaining minimum grades required for graduation. 2. Freshmen or first-semester transfer students with less than .50 average at the end of the first semester. 3. Freshmen at the end of the second semester with less than a 2.00 cumulative grade point average unless the students have maintained a 2.00 average for the prescribed course load during the second semester. 4. Sophomores and above with less than a 2.00 cumulative grade point average who are not meeting probationary expectations or who are not making prescribed progress in their major program.
5. Failure to make adequate progress toward completion of program of study (including but not limited to excessive withdrawals; failure to meet conditions of admission, major requirements or degree requirements).

Page 76: ***Grading System Policies and Procedures*** – *Academic Grades and Administrative Marks* section

W The mark W is given for course withdrawals.
This mark is not used in computing grade point averages.

Pages 592 and 596 of Glossary – remove entries for "Exit" and "University Exit"

Deleted: Beginning the second week of classes,* students who are reducing¶ their semester course load to zero hours must process an Exit¶ Application at the college/school office. All exits are subject to the¶ refund schedule published on the Bursar's Web site. The last date¶ to process an exit is the Friday of the last week of classes (prior to¶ the beginning of exam week)*. Students who exit from their classes¶ after the second week of the semester will receive marks of W. Students¶ registered for flexibly scheduled courses that have already¶ ended are not eligible to process a University Exit following these¶ procedures. They should contact their college or Regional Campus¶ advising office to discuss whether other options are available.¶

Deleted: exits,

Deleted: university or

Proposed Graduate Catalog language:

Page 28: ***Registration*** – *Important Note* section

IMPORTANT NOTE: Corrections involving registration transactions (initial registrations, schedule adjustments, course withdrawals, etc.) must be completed by published deadlines. Refer to the University Registrar Web site for information, deadlines and

Deleted: exits

Page 28: ***Registration*** –*Schedule Adjustments* section

2. *Withdrawal from any or all courses is permitted through the tenth week of the semester (or the prorated deadline for flexibly scheduled sections). After that time, students are considered to be committed to all remaining courses and must complete them. If the student is unable to complete the semester because of extreme circumstances that first occur after the deadline, the student should consult his/her college or campus Dean's office. Any course withdrawal(s) processed after the second week of the semester will appear on the student's academic record with a grade of W.**

Deleted: 2. Course withdrawal is permitted through the 10th week of¶ the semester using Web for Students or the Voice Response¶ Information System. After that time, the student is consid¶ ered to be committed to the course and must complete it.¶ *Any course withdrawal(s) processed after the second week of¶ the semester will appear on the student's academic record with¶ a grade of "W."*

Page 28-29: ***Registration Cancellation and Exiting the University*** section

REGISTRATION CANCELLATION

To receive a full refund of tuition, students who register and decide not to attend the university must cancel their registration as early as possible and no later than the end of the first week of classes.* This may be accomplished by dropping all

Deleted: AND EXITING THE¶ UNIVERSITY

courses via the Voice Response Information System or Web for Students during registration periods. Any paid registration not canceled by the end of the first week of classes will be subject to the refund schedule published on the Bursar's Web site. Any applicable refund is determined by the date the transaction is processed on the Voice Response Information System or Web for Students.

Deleted: ¶
Beginning the second week of classes for fall and spring¶ semesters*, students who are reducing their semester course¶ load to zero hours must process an Exit Application at the¶ college/school offi ce. All exits are subject to the refund¶ schedule noted on the Bursar's Web site. The last date to process¶ an exit is the Friday of the last week of classes (prior to the¶ beginning of exam week).* Students who exit from their classes¶ after the second week of the semester will receive marks of¶ "W." If you are registered for fl exibly scheduled courses that¶ have already ended, you are not eligible to process a University¶ Exit following these procedures. Please contact your college¶ or Regional Campus advising offi ce to discuss whether other¶ options are available.

Page 21: ***Grading System*** section

W Denotes that a student has withdrawn from any individual course without evaluation. This mark is not used in computing grade point averages.

Deleted: from the university¶ or

KENT STATE
UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences
Office of Undergraduate Studies

To: **Paul Gaston, Provost & Gayle Ormiston, Associate Provost**

From: **E. Timothy Moore, Associate Dean** ETM

Date: **July 24, 2006**

Subject: **Assistant and Associate Deans Request**

During my tenure as former Chair of A&A Deans, the committee had previously discussed and approved two related items over a year ago. I was absent from the meeting at a funeral during the particular meeting when this decision was made. Subsequently, these items were never forwarded to your office for a response.

Both the A&A Deans and the SIS advisory Council are requesting that the term **'University Exit,'** should be abandoned and replaced with the designation of **'Complete Term Withdrawal.'** University Exit is a misleading and confusing misnomer to both students and their parents. The new term is more accurate and will eliminate any guesswork in the future.

The second request is to change the current 15 week deadline, allowed for a 'University Exit,' to coincide with the10 week course withdrawal period. Any withdrawals or exits after that period would require the approval of a dean.

We are requesting that these items be placed on the EPC and Faculty Senate agendas, if these are items that require action by these bodies, in order to be approved for inclusion in the Fall 2007 catalog.

As I will be out of the office until August 15th, I would appreciate your forwarding any responses in this regard to Susan Cole, and Lu Ett Hanson, the current chair of A&A Deans.

KENT STATE
UNIVERSITY

TO A&A Deans

FROM Roberta Sikula-Schwalm, University Registrar and Chair,
SIS Academic Advisory Committee

DATE February 4, 2005

SUBJECT Proposed Changes to Exit Policy

Historically, there have been significant discussions surrounding the Kent State University Exit Policy. Concerns that have been raised include:

- The Exit Policy permits exiting through the last day of classes, which raises the concern of grade inflation as the policy allows students to avoid the issuance of poor grades. On the Kent Campus for Fall 2003, 321 students exited after the withdrawal deadline and 107 of these exited during the last week of classes. Institutionally, 607 students exited after the withdrawal deadline with 193 exiting during the last week of classes.

- The lack of consistency between the withdrawal policy and the exit policy is difficult to defend. If enrolled in regularly scheduled classes, a student must withdraw from one course by the end of the tenth week of the term but has until the last day of classes to exit from all classes.

- The exit policy advantages part-time students who do not lose as much by exiting from one or two classes. For example, after the withdrawal deadline, a full-time student cannot withdraw from one course without also exiting from a full load of courses, whereas a part-time student with one course can, in effect, "withdraw from one course" by using the exit policy.

- Exiting versus withdrawal from classes is very confusing during the Summer. Current academic processes view the summer not as a term, but as four sessions (intersession, Summer I, II, III), therefore, each has different deadlines for withdrawal and exiting.

- The term University Exit is also confusing to students for it is often interpreted to imply that ties will be severed with the University.

A new issue that is growing in scope regarding the exit process is the complication that flexibly scheduled classes present. As we continue to see an increase in the number of flexibly scheduled classes (classes with begin and end dates different than the regular term dates), it is clear that the exit policy needs immediate attention. Under the current policy, a student who has completed even one class is not permitted to use the exit policy. If the student is also enrolled in regularly scheduled courses and it is after the withdrawal deadline, the student with the flexibly scheduled course is denied the exit option currently available to other students.

Office of the University Registrar
P O Box 5190 • Kent OH 44242-0001
(330) 672-3131 • Fax (330) 672-4836 • http://www.registrars.kent.edu

To address the above concerns, the SIS Academic Advisory Committee submits the following recommendation: Establish a comprehensive withdrawal policy incorporating the current course withdrawal and university exit policies, with one deadline.

- Students may withdraw from one course or from all courses, subject to the established withdrawal deadline for each course. For all full-term courses, the withdrawal deadline would be the end of the tenth week of classes. For flexibly scheduled courses, withdrawal deadlines would be prorated for each course section.
- Students who need to withdraw after these deadlines must seek and gain Dean's Office approval to do so based on reasons such as extreme illness or equivalent distress.

Recommended Catalog Language:

*Withdrawal from any or all courses is permitted through the tenth week of the semester (or the prorated deadline for flexibly scheduled sections). After that time, students are considered to be committed to all remaining courses and must complete them. If the student is unable to complete the semester because of extreme circumstances that first occur after the deadline, the student should consult his/her college or campus Dean's office. Any course withdrawal(s) processed after the second week of the semester will appear on the student's academic record with a grade of W.**

Undergraduate Catalog pages requiring new language:

p. 71: REPLACE current text: ~~Course withdrawal from any or all courses is permitted throughout the 10th week of the semester or the prorated deadline for flexibly scheduled sections. using Web for Students or the Voice Response Information System. After that time.....with a grade of W.~~ with version one or two, above.

p. 71: Registration Cancellation/~~Exiting the University~~

p. 71: delete last paragraph of *Registration Cancellation* section – begins and ends with *"Beginning the second week of classes...courses that have already ended."*

p. 71: IMPORTANT NOTE: Corrections involving registration transactions (initial registrations, schedule adjustments, ~~exits,~~ etc.)

p. 77: 5. Failure to make adequate progress toward completion of program of study (including but not limited to excessive ~~exits,~~ withdrawals;...

p. 550: delete EXIT entry

p. 553: delete UNIVERSITY EXIT entry

p. 560: delete Exiting the University

p. 561: under *General Requirements and Regulations* section:
delete *exiting from the University* and *withdrawal from university (exiting)*

p. 568: under *Withdrawal* section:
delete *from University (exiting)*

Graduate Catalog pages requiring new language:

p. 21: **W** Denotes that a student has withdrawn ~~from the university or~~ from any individual course without evaluation.

p. 28: IMPORTANT NOTE: Corrections involving registration transactions (initial registrations, schedule adjustments, ~~exits,~~ etc.)

p. 29: Registration Cancellation ~~and Exiting the University~~

p. 29: delete last paragraph of *Registration Cancellation* section – begins and ends with *"Beginning the second week of classes...courses that have already ended."*

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost

From: Larry Andrews, Dean; Co-chair, URCC

Subject: Course Proposals for EPC Action

Date: October 16, 2006

The University Requirements Curriculum Committee has approved the following course changes in current LER, Diversity, and Writing-Intensive Courses, effective Fall 2007:

LER Status

ENG 21011, College Writing II, change of prerequisites to add "or 11002 and 24 or more semester hours." The change in prerequisites accommodates the new first-year writing course, 11011 (or the "stretch" version 11002).

JUS 26704, Issues in Law and Society, change of title and title abbreviation, was Law and Society

PHY 13001, General College Physics I
PHY 13011, College Physics I
PHY 24001, Astronomy
All a change in math prerequisite

PSYC 11762, General Psychology
PSYC 20651, Child Psychology
PSYC 21211, Psychology of Adjustment
All changes of description, updated for greater accuracy

GEOG 21062, Physical Geography, 3 cr. hrs., new, with change of description and credit-by-exam rule, for Category V, Basic Sciences

GEOG 22061, Human Geography, 3 cr. hrs., new, with change of course number, title, title abbrev., description, & credit by exam: was 32061, Cultural Geography, for Category IV, Social Sciences.

CS 10051, Introduction to Computer Science, 4 cr. hrs., revived, with changes of description and activity type, for Category II, Math and Critical Reasoning, pending requested changes shown in a revised CCP and BDS

Diversity Status

ENG 21003, Introduction to LGBT Literature, 3 cr. hrs., new, for Domestic Diversity status

Writing-Intensive Status

ENG 31006, World Englishes, change of prerequisites to add "or 11002"

JUS 36703, Juvenile Delinquency, change of prerequisite

Relevant cover memos, CCP, BDS, questionnaires, other course materials, and catalog pages are attached. Revised cover memos for the Psychology changes and the Computer Science proposal are forthcoming.

Cc: Becky Totts, Curriculum Services
Robert Walker, Chair, Computer Science
Ronald Corthell, Chair, English
Jay Lee, Chair, Geography
Mark Colvin, Chair, Justice Studies
Gerassimos Petratos, Chair, Physics
Janis Crowther, Chair, Psychology
Mary Ann Haley, Interim Assistant Dean, Arts and Sciences
URCC

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:
DATE PROPOSAL APPROVED BY EPC: 5 / 22 / 06
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall 2007

DATE OF PREPARATION: 2/15/06

Purpose of Proposal Course Change

Current Course Title College Writing II

Department ENG - English

Course Number 21011

Minimum Credit 3 **Maximum Credit** 3

Checked items are new or revised

- ☐ Prefix
- ☐ Title
- ☐ Title Abbreviation
- ☐ Number/Slash
- ☑ Prerequisite
- ☐ Credit Hours
- ☐ Description
- ☐ CIP/HEGIS
- ☐ Activity Type
- ☐ Cross-Listed/Slashed
- ☐ Grade Rule
- ☐ Credit By Exam

---If applicable---

- ☐ Course Fee
- ☐ LER Status (G)
- ☐ WIC (W)
- ☐ Diversity (D)

Describe Impact on Other Programs, Policies, or Procedures

Will update catalogue description to be in line with new freshman writing sequence due to the Writing Program Initiative

Units Consulted (See Guidelines For Instructions)

Regional Campuses

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	[signature]	03 / 14 / 06
College/School Dean	Linda Williams	4 / 24 / 06
Vice Provost for Regional Campuses		/ /
Provost		/ /

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

Main Menu

All data entered below should reflect revised information

Basic Data Sheet

Preparation Date 09/20/05 **Requested Effective Year** 2006

Course Title College Writing II

Department ENG

Course Number 21011

Slash Course The only applicable combinations are: **4-5; 4-5-7; 6-7**

Cross-listed with

Course Title Abbreviation College Writing II

KSU Type L

Minimum Credit 3 **Maximum Credit** 3

Credit Connector F

Grade Rule UC US

Credit By Exam CBE-N

Activity Type LEC

Course Fee 0 **Per Credit Hour**

Following four fields completed by the Provost's Office.

OBR Program Code 14

OBR Course Level 3

CIP Code 9611002,

Prerequisite "ENG 11011 and 24 or more semester hours."

Catalog Description Continuation of college level writing instruction with emphasis on research and inquiry, culminating in a lengthy written and/or multi-modal project.

For course revision, enter previous title, abbr, number, and credit.

ENG 26

Previous Course Title

Previous Department & Course Number | **Prev Min Hrs** 3 | **Prev Max Hrs** 3

Chair, Director, School Dean, or Campus Dean

Writing Expectations: 4500 words of graded writng, including three or more papers, one of which should be eight to ten pages long, based upon research

Instructor(s) expected to teach this course: All English faculty

Instructor(s) Contributing to Content: Brian Huot

Content Outline	Hrs
Appropriate processes and procedures for doing and writing research	6
Information to prepare academic documents	6
Use and implementation of appropriate genres and organizational structures	3
Development of complex and sophisticated research projects	6
Evaluation of print and electronic sources	5
Appropriate computing skills for writing and research	5
Informational literacy skills	6
Placement of students' work within the scholarship of the field	2
Proofreading, editing, and documenting complex research documents	6

Total 45

Textbook(s) used in this course

Everyday Writer by Andrea Lunsford and Fieldworking: Reading and Writing Research by Bonnie Stone and Elizabeth Chiseri-Strater

UPDATE RESET

Back Main Menu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/_____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____
DATE OF PREPARATION: 6/1/2006

Purpose of Proposal Course Change

Current Course Title Law and Society

Department JUS - Justice Studies

Course Number 26704

Minimum Credit 03 **Maximum Credit** 03

Checked items are new or revised

- ☐ **Prefix**
- ☑ **Title**
- ☑ **Title Abbreviation**
- ☐ **Number/Slash**
- ☐ **Prerequisite**
- ☐ **Credit Hours**
- ☐ **Description**
- ☐ **CIP/HEGIS**
- ☐ **Activity Type**
- ☐ **Cross-Listed/Slashed**
- ☐ **Grade Rule**
- ☐ **Credit By Exam**

---If applicable---

- ☐ **Course Fee**
- ☐ **LER Status (G)**
- ☐ **WIC (W)**
- ☐ **Diversity (D)**

Describe Impact on Other Programs, Policies, or Procedures

None

Units Consulted (See Guidelines For Instructions)

NA

REQUIRED ENDORSEMENTS:

JUS 47

Chair/Director/Campus Dean	Mark Cole	6/1/2006
College/School Dean	Mary Ann Haley	9/26/2006
Vice Provost for Regional Campuses		/ /
Provost		/ /

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

Main Menu

Jus 48

Basic Data Sheet - Page 1

Preparation Date 9/1/2006 **Requested Effective Year** 2007F

Course Title ISSUES IN LAW AND SOCIETY

Subject Area JUS **Course Number** 26704 **Course Fee** 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev ISSUES IN LAW AND SOCIETY **Cross-listed with**

KSU Type L

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule UC

Following three fields completed by the Provost's Office

OBR Program Code 09

OBR Course Level 3

CIP Code

Prerequisite (limit text to two lines) NONE

Catalog Description (limit text to five lines) General treatment of the legal system with special emphasis on its origin, structure, and functional consequences on issues and problems in modern society.

For course revision, enter previous course title, number and credit.

Previous Course Title Law and Society

Previous Subject Area and Course Number 26704 **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations Short paper (6-7 pages), short essay exams, reflection papers

Next Page

JUS 49

Basic Data Sheet - Page 2

Subject Area JUS **Course Number** 26704

Instructor(s) Contributing to preparation Drs. Berard, Erez

Instructor(s) Expected to teach this course Professors Markley, Brewer, Berard

Content Outline

Total Hours 45

1. Types of Law and Legal Systems 3 hrs
2. Functions of Law 3 hrs
3. Paradigms of Society and Law 3hrs
4. Evolution of Legal Systems 3 hrs
5. Legitimacy and Law 3 hrs
6. Courts, Stucture and Function 3 hrs
7. Courts and Access to Justice 3 hrs
8. Legislatures and Lawmaking 3 hrs
9. Executive Branch 3 hrs
10. Social Control 3 hrs
11. Criminal Sentencing 3 hrs
12. The Jury System 3 hrs
13. Punishment of criminal offenses 3 hrs
14. Civil Litigation 3 hrs
15. Victimless Crimes and the Law 3 hrs

Textbooks(s) used in this course

Steven Vago Law and Society

Mark Cole

Jus 50

Proposal Summary

Title: Revise Program by Adding 2 courses and by Revising 4 courses

Subject Specification: Revise program by adding 2 courses (JUS 46798; 4/57095) and by revising 4 courses (JUS 26704; JUS 26702; JUS 36703; JUS 46792

Background Information:

1. Establish a New Course: JUS 46798 Research in Justice Studies (3-12 credit hours) **Rationale:** The Department has several junior and senior level undergraduate students who would like to work with faculty on their research projects. And faculty members often identify undergraduate students with whom they would like to work. These students are not eligible for funding (such as graduate assistanceships). We currently have no mechanism for encouraging advanced undergraduate students to work with faculty on faculty research projects. The proposed course provides upper-division JUS undergraduate students with direct hands-on research experience with a JUS faculty member. The prerequisites are: JUS major, junior standing or higher, completion of JUS 32400 (Research Methods), minimum 3.2 GPA overall, and permission of the faculty member who will supervise the research. Letter grade with IP grade permitted.

2. Establish a New Course: JUS 47095/57095 Special Topics in Justice Studies (1-3 credit hours) **Rationale:** Justice Studies now has no mechanism to offer special topics courses that both upper division undergraduates and graduate students can take together. This "slash" course will allow us to run courses that are not covered in the curriculum but for which faculty have expertise and in which students express interest. We would be able to "test" courses for possible future proposal as permanent upper division or graduate courses in the JUS curriculum.

3. Revise an Existing Course: Title change: JUS 26704 Law and Society: change title to "**Issues in** Law and Society." **Rationale:** The change in title more accurately reflects the content of the course that is delivered and described in the catalog. Law and Society courses at other universities typically deal heavily with theoretical issues, such as the theories of law and society of Durkheim, Marx, Weber, and other social theorists. The current catalog description of JUS 26704 makes no mention of theory, and properly so. As a 20000 level course, students are not ready for the complex theoretical discussions in this area, especially since the course has no prerequisites and, as an LER course, students from any major may take it. The course is more properly understood (as the catalog description suggests) as a course that introduces students to *issues* in law and society.

* UPCC

JUS 27

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 8/23/2006

Purpose of Proposal: Revise Course
Subject Area: PHY
Course Number: 13001
Course Title: GENERAL COLLEGE PHYSICS I
Minimum Credit: 5 Maximum Credit: 5

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
○ Title		○	Grade Rule
○ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
○ Credit Hours	If applicable >	○	LER Status (G)
○ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

NONE

Units Consulted (See guidelines for Instructions)

NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petrator IBQ
8 / 24 / 06

College/School Dean: Mary Ann Haley
9 / 26 / 2006

Vice Provost for Regional Campuses: _____
___ / ___ / ___

Provost: _____
___ / ___ / ___

Please print before leaving page: PHY 232

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Basic Data Sheet - Page 1

Preparation Date 8/23/2006 6:21:41 PM **Requested Effective Year** 2007F

Course Title GENERAL COLLEGE PHYSICS I

Subject Area PHY **Course Number** 13001 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev GENERAL COLLEGE PHYSICS I **Cross-listed with**

KSU Type L

Credit Connector F **Minimum Credit** 5 **Maximum Credit** 5

Credit By Exam CBE-A **Activity Type** LEC

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 1

CIP Code 400801

Prerequisite (limit text to two lines)

MATH 11010 AND PRE- OR COREQUISITE MATH 11022 (OR PRE- OR COREQUISITE MATH 12001, OR PERMISSION).

Catalog Description (limit text to five lines)

Principles of mechanics, heat, and sound. Three-hour lecture, one-hour recitation and two-hour laboratory (see PHY 13021) weekly.

For course revision, enter previous course title, number and credit.

Previous Course Title GENERAL COLLEGE PHYSICS I

Previous Subject Area and Course Number PHY 13001 **Prev Min Hrs** 5 **Prev Max Hrs** 5

Writing Expectations

Weekly homework and minimum of two hourly exams plus a final exam.

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PHY 233

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 13001

Instructor(s) Contributing to preparation Manley, Fal

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 45

1. THE NATURE OF PHYSICS	3
2. STRUCTURE AND PROPERTIES OF MATTER	3
3. KINEMATICS - THE DESCRIPTION OF MOTION	3
4. DYNAMICS; STATICS	4
5. CONSERVATION OF MOMENTUM AND ENERGY	3
6. RELATIVITY	4
7. ROTATION	3
8. ELASTICITY AND VIBRATION	3
9. WAVE MOTION; INTERFERENCE AND STATIONARY WAVES	3
10. FLUIDS	3
11. TEMPERATURE AND EXPANSION; HEAT AND HEAT TRANSFER	4
12. THERMAL BEHAVIOR OF GASES	3
13. THE THEORY OF HEAT	3
14. EXAMS AND REVIEW	3

Textbooks(s) used in this course

Primary textbook:

PHYSICS, 7th edition, by Cutnell and Johnson (Wiley)

Secondary textbook (approved for Regional Campuses):

PHYSICS, 2nd edtion, by James S. Walker (Prentice Hall)

G. Petrates /BG 8/24/06

Chair, Director, School Dean or Campus Dean PHY 234

Main Menu

students in our B.S. Option in Biological Sciences. We also propose to create a slashed course PHY 54600, which could be taken for graduate credit.

Rationale for action: Dr. John Portman, the newest hire by the Physics Department, is a specialist in theoretical/computational biophysics. The Physics Department plans its next two faculty hires to be in experimental biophysics. This is recognized as a growth area, and our plan from the beginning has been to develop new undergraduate and graduate courses in this area. Other faculty from our department besides Dr. Portman are qualified to teach the proposed courses.

* URCC

9. It is proposed to revise the prerequisites for PHY 12201 (Technical Physics I), PHY 13001 (General College Physics I), PHY 13011 (College Physics I), PHY 24001 (Astronomy), and PHY 32562 (Aerodynamics).

   Rationale for action: These changes are needed because the Department of Mathematical Sciences no longer plans to offer MATH 12001 (Algebra and Trigonometry) on the Kent Campus.

10. It is proposed to revise the prerequisite for PHY 23101 (General University Physics I). Currently MATH 12002 (Analytic Geometry and Calculus I) is a prerequisite or corequisite with department approval. The proposal is to remove the requirement of department approval.

    Rationale for action: In the past, students were encouraged to take PHY 23101 only after completing MATH 12002. However, it was stressed to the Physics Department faculty by the site visit team from the National Task Force on Undergraduate Physics during their visit that students should take PHY 23101 as soon as they can begin MATH 12002, and that we should teach the General University Physics I course to the "students we have, not to those we wish we had". An important goal is to expose physics majors to physics courses as soon as possible, with the intention to improve retention of physics majors. Therefore, we plan to begin advising students to take PHY 23101 at the same time as they take MATH 12002, which would remove the necessity for students to get department approval to do this.

11. It is proposed to revise the course PHY 32564 (Materials Physics). The plan is to revise the course and rename it Introduction to Materials Physics, change its number to PHY 22564, and then to begin offering it on a regular basis as an elective course for physics majors.

    Rationale for action: The existing course PHY 32564 has not been offered in at least two decades and we need to either offer it or abandon it. Physics faculty feel that the

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 8/23/2006

Purpose of Proposal: Revise Course

Subject Area: PHY

Course Number: 13011

Course Title: COLLEGE PHYSICS I

Minimum Credit: 3 Maximum Credit: 3

Selected items are new

- ○ Subject Area
- ○ Crs Number
- ○ Title
- ○ Title Abbreviatio
- ◉ Prerequisite
- ○ Credit Hours
- ○ Description
- ○ CIP/HEGIS
- ○ Activity Type
- ○ Cross-Listed/Slash
- ○ Grade Rule
- ○ Credit By Exam
- If applicable > ○ Course Fee
- If applicable > ○ LER Status (G)
- If applicable > ○ WIC (W)
- If applicable > ○ Diversity

Describe Impact on Other Programs, Policies or Procedures: NONE

Units Consulted (See guidelines for Instructions): NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: A. Petratos /BA
8 / 24 / 06

College/School Dean: Mary Ann Haley
9 / 26 / 2006

Vice Provost for Regional Campuses: _____
_____ / _____ / _____

Provost: _____
_____ / _____ / _____

Please print before leaving page: PHY 235

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Basic Data Sheet - Page 1

Preparation Date 8/23/2006 1:36:41 PM **Requested Effective Year** 2007F

Course Title COLLEGE PHYSICS I

Subject Area PHY **Course Number** 13011 **Course Fee** 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev COLLEGE PHYSICS I **Cross-listed with**

KSU Type L

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-D **Activity Type** LEC

Grade Rule UC

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 1

CIP Code

Prerequisite (limit text to two lines)

MATH 11010 AND PRE- OR COREQUISITE MATH 11022
(OR PRE- OR COREQUISITE MATH 12001 or PERMISSION), OR PREREQUISITE MATH 12012.

Catalog Description (limit text to five lines)

Principles of classical physics, primarily mechanics. Three hours lecture, 1 hour recitation, 2 hours laboratory (see PHY 13021) weekly. This is an irregularly scheduled course that meets concurrently with PHY 13001 for the first 3/5 of a regular term.

For course revision, enter previous course title, number and credit.

Previous Course Title COLLEGE PHYSICS I

Previous Subject Area and Course Number PHY 13011 **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations

Weekly homework; quizzes; examinations.

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PHY 236

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 13011

Instructor(s) Contributing to preparation Manley

Instructor(s) Expected to teach this course Physics faculty.

Content Outline

Total Hours 45

1 Introduction - The Nature of Physics	3
2 Kinematics - The Description of Motion.	4
3 Dynamics - Motion and Force.	4
4 Circular Motion; Gravitation.	4
5 Conservation of Momentum and Energy.	4
6 Rotational Motion.	4
7 Elasticity and Vibration.	2
8 Exams and Review.	2
Recitation (once per week)	9
Laboratory (once per week)	9

Textbooks(s) used in this course

Cutnell & Johnson, PHYSICS, 7th ed., (Wiley).

M. Petraton /BG 8/24/06

Chair, Director, School Dean or Campus Dean

PHY 237

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 8/23/2006

Purpose of Proposal: Revise Course

Subject Area: PHY

Course Number: 24001

Course Title: ASTRONOMY

Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
○ Title		○	Grade Rule
○ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
○ Credit Hours	If applicable >	○	LER Status (G)
○ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

NONE

Units Consulted (See guidelines for Instructions)

NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petrotos
8 / 24 / 06

College/School Dean: Mary Ann Haley
9 / 26 / 2006

Vice Provost for Regional Campuses: _____
___/___/___

Provost: _____
___/___/___

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Basic Data Sheet - Page 1

Preparation Date 8/23/2006 12:40:25 PM **Requested Effective Year** 2007F

Course Title ASTRONOMY

Subject Area PHY **Course Number** 24001 **Course Fee** 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev ASTRONOMY **Cross-listed with**

KSU Type L

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-A **Activity Type** LEC

Grade Rule UC

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 3

CIP Code

Prerequisite (limit text to two lines)

MATH 11010 AND PRE- OR COREQUISITE MATH 11022 (OR PREREQUISITE MATH 12001 OR PERMISSION).

Catalog Description (limit text to five lines)

Astronomical measurements and their instruments, the solar system of planets, the sun and stars, spectra, radiation, evolution of stars, galaxies, concepts of cosmology. Not counted toward physics major.

For course revision, enter previous course title, number and credit.

Previous Course Title ASTRONOMY

Previous Subject Area and Course Number PHY 24001 **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations

Three midterms plus final exam.

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PHY 242

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 24001

Instructor(s) Contributing to preparation Emmons, Manley

Instructor(s) Expected to teach this course Emmons & other physics faculty

Content Outline

Total Hours 45

1. Introduction	1
2. The Motions of the Earth	2
3. Measures of Place and Time	2
4. Light, Radio, and Telescopes	2
5. Our Moon	2
6. Planetary Motions; the Principal Planets	3
7. Asteroids, Comets and Meteoroids	2
8. The Origin and Evolution of the Solar System	2
9. Atoms, Radiation, and Spectra	2
10. The Sun	3
11. Observable Properties of Stars	2
12. Multiple Stars	2
13. Intrinsic Properties of Stars	2
14. The Variable Stars	2
15. Star Clusters and Associations	2
16. Matter Between Stars	2
17. The Evolution of Stars	3
18. The Home Galaxy	2
19. Galaxies	2
20. The Universe of Galaxies; Cosmology	3
*** Three Midterms Plus Final Exam ***	3

Textbooks(s) used in this course

ABELL'S EXPLORATION OF THE UNIVERSE, by Morrison (Saunders).

G. Petratos /BG 8/24/06

Chair, Director, School Dean or Campus Dean

Main Menu

PHY 243

Memo

To: Mary Ann Haley, Interim Associate Dean for Curriculum Services

From: Kathryn A. Kerns, Undergraduate Coordinator in Psychology KAK

Date: September 27, 2006

Re: Requested course changes in psychology

Overview of Changes

We are submitting many changes for our undergraduate courses in psychology and a few changes for graduate courses. Although this is a large packet, it is pretty easy to summarize the changes. We have recently gone through all of the undergraduate offerings. We have updated the course descriptions for several courses (many had not been updated since at least 1978). We also deleted junior standing as a prerequisite for many courses for which we were unable to enforce this prerequisite (i.e., any courses that did not require permission). We also changed other prerequisites for two courses and the grade rule for one course. Finally, we would also like to abandon some graduate courses that were slashed courses with undergraduate courses because they are almost never used and other similar graduate courses are already available.

Subject Specification: Update course descriptions, modify some course prerequisites, change the grade rule for one course, and abandon courses that are no longer needed.

Proposed Revisions:

1. **Change in catalog description**. The following courses have only a change in the catalog description (updated content outlines have also been provided): PSYC 11762: General Psychology, PSYC 20651: Child Psychology, PSYC 21211: Psychology of Adjustment, PSYC 21621: Quantitative Methods I, PSYC 30445: Cognitive Psychology, PSYC 30651: Adolescent Psychology, PSYC 30655: Cognitive Development, PSYC 30821: Psychology of Motivation, PSYC 31043: Basic Learning Processes, PSYC 31141: Perception, PSYC 31773: Industrial Psychology, PSYC 40231: Psychological Assessment, PSYC 40461: Psychology of Language, PSYC 41282: Personality.

2. **Change in Catalogue Description and Removal of Junior Standing as a Course Prerequisite.** The following courses have both of these changes: PSYC 40111: Abnormal Psychology, PSYC 31684: Quantitative Methods II, PSYC 41363: Biopsychology, PSYC 41532: Social Psychology, and PSYC 41581: Health Psychology. We also changed the course description and removed junior standing as a prerequisite for PSYC 40974: History of

PSYC 201

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 9/26/2006

Purpose of Proposal: Revise Course
Subject Area: PSYC
Course Number: 11762
Course Title: GENERAL PSYCHOLOGY
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
○ Title		○	Grade Rule
○ Title Abbreviatio		○	Credit By Exam
○ Prerequisite	If applicable	○	Course Fee
○ Credit Hours	If applicable	○	LER Status (G)
◉ Description	If applicable	○	WIC (W)
○ CIP/HEGIS	If applicable	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: None

Units Consulted (See guidelines for Instructions): None

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: James H Crowther
9 / 25 / 06

College/School Dean: Mary Ann Haley
10 / 6 / 06

Vice Provost for Regional Campuses: _____
/ /

Provost: _____
/ /

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Main Menu

PSYC 203

Basic Data Sheet - Page 1

Preparation Date 9/20/2006 1:10:16 PM **Requested Effective Year** 2007F

Course Title GENERAL PSYCHOLOGY

Subject Area PSYC **Course Numbe** 11762 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev GENERAL PSYCH **Cross-listed with**

KSU Type L

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-A **Activity Type** LEC

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level 1

CIP Code 420101

Prerequisite (limit text to two lines) None.

Catalog Description (limit text to five lines) Introduction to the scientific approach to understanding human behavior and mental processes, such as emotions, perceptions and cognitions. Topics may include personality, social and environmental factors, biological aspects of behavior, the experience of emotion and psychological disorders. This course may be used to satisfy the LERs.

For course revision, enter previous course title, number and credit.

Previous Course Title GENERAL PSYCHOLOGY

Previous Subject Area and Course Number PSYC **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations Smaller sections (e.g., Honors sections) will typically have essay examinations and/or papers. Even in the very large sections, students have the option of writing short papers to meet the research experience requirement or get extra credit.

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PSYC 204

Basic Data Sheet - Page 2

Subject Area PSYC **Course Number** 11762

Instructor(s) Contributing to preparation Newberry

Instructor(s) Expected to teach this course Folk, Newberry, Updegraff

Content Outline

Total Hours 45

1. Introduction to the Field of Psychology: History and Method (04)
2. Biological Bases of Behavior: The Nervous System (04)
3. Perceptual Processes: Sensation, Perception, Attention (04)
4. Simple Learning Processes: Instrumental and Classical Conditioning (04)
5. Cognitive Processes: Memory and Information Processing (04)
6. Motivation and Emotion (04)
7. Intellectual and Psychosocial Development (04)
8. Personality: Personality Theory and Assessment (04)
9. Social Psychology: Attitude Formation and Change, Group Processes (04)
10. Psychopathology: Anxiety Disorders, Psychoses, Personality Disorders (04)
11. Psychotherapy: Traditional Therapy, Behavior Therapy, Drug Therapy (05)

Textbooks(s) used in this course

Myers, D. G. (2006). Psychology (8th Ed.), Worth.

Janis N. Crowley

Chair, Director, School Dean or Campus Dean

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PSYC 205

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 9/26/2006

Purpose of Proposal	Revise Course
Subject Area	PSYC
Course Number	20651
Course Title	CHILD PSYCHOLOGY
Minimum Credit	3 Maximum Credit 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
○ Title		○	Grade Rule
○ Title Abbreviatio		○	Credit By Exam
○ Prerequisite	If applicable	○	Course Fee
○ Credit Hours	If applicable	○	LER Status (G)
◉ Description	If applicable	○	WIC (W)
○ CIP/HEGIS	If applicable	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: None

Units Consulted (See guidelines for Instructions): None

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Janis H Crowther
9 / 26 / 06

College/School Dean: Mary Ann Haley
10 / 6 / 06

Vice Provost for Regional Campuses: _____
___ / ___ / ___

Provost: _____
___ / ___ / ___

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Psyc 206

Basic Data Sheet - Page 1

Preparation Date 9/20/2006 1:24:30 PM **Requested Effective Year** 2007F

Course Title CHILD PSYCHOLOGY

Subject Area PSYC **Course Numbe** 20651 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev CHILD PSYCH **Cross-listed with**

KSU Type L

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-A **Activity Type** LEC

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level 1

CIP Code 420701

Prerequisite (limit text to two lines) PSYC 11762.

Catalog Description (limit text to five lines) A review of the data, concepts and theories of psychology that contribute to our understanding of child development from conception to age 14. This course may be used to satisfy the LERs.

For course revision, enter previous course title, number and credit.

Previous Course Title CHILD PSYCHOLOGY

Previous Subject Area and Course Number PSYC **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations Exams. Essay questions and papers in Honors sections.

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PSYC 207

Basic Data Sheet - Page 2

Subject Area PSYC **Course Number** 20651

Instructor(s) Contributing to preparation Kerns

Instructor(s) Expected to teach this course Contreras, Kerns, Merriman

Content Outline

Total Hours 45

1. History of Child Development and Research Methodology (06)
2. Biological Influences (03)
3. Pre- and Post-natal Environmental Factors (03)
4. Perceptual Development (03)
5. Memory Development (03)
6. Cognitive Development (03)
7. Language Development (03)
8. Sex Role Development (03)
9. Moral Development (03)
10. Parent-Child Relationships and Parenting (06)
11. Peer Relationships (03)
12. Self-Concept (03)
13. Piaget and Information Processing Theories (03)

Textbooks(s) used in this course

Bukatko, D., & Caehler, M. W. (2004). Child Development: A thematic Approach (5th Ed.). Boston: Houghton Mifflin Company.

Janis A Crowthey

Chair, Director, School Dean or Campus Dean

Main Menu

PSYC 208

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 9/25/2006

Purpose of Proposal: Revise Course
Subject Area: PSYC
Course Number: 21211
Course Title: PSYCHOLOGY OF ADJUSTMENT
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
○ Title		○	Grade Rule
○ Title Abbreviatio		○	Credit By Exam
○ Prerequisite	If applicable	○	Course Fee
○ Credit Hours	If applicable	○	LER Status (G)
◉ Description	If applicable	○	WIC (W)
○ CIP/HEGIS	If applicable	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: None

Units Consulted (See guidelines for Instructions): None

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Janis H Crowther
9 / 26 / 06

College/School Dean: Mary Ann Haley
10 / 6 / 06

Vice Provost for Regional Campuses: _____
___ / ___ / ___

Provost: _____
___ / ___ / ___

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Main Menu

PSYC 209

Basic Data Sheet - Page 1

Preparation Date 9/25/2006 2:22:13 PM **Requested Effective Year** 2007F

Course Title PSYCHOLOGY OF ADJUSTMENT

Subject Area PSYC **Course Numbe** 21211 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev PSYCH OF ADJUSTMENT **Cross-listed with**

KSU Type L

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level 1

CIP Code 420101

Prerequisite (limit text to two lines) PSYC 11762.

Catalog Description (limit text to five lines) A review of the theories, concepts and data that contribute to our understanding of human adjustment. Topics may include the following: personality, stress and coping, transitions from adolescence to adulthood, psychological disorders and psychotherapy. This course may be used to satisfy the LERs.

For course revision, enter previous course title, number and credit.

Previous Course Title PSYCHOLOGY OF ADJUSTMENT

Previous Subject Area and Course Number PSYC **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations Writing expectations for this class vary by instructor, ranging from brief in-class essays to longer take-home writing assignments.

Next Page

PSYC 210

Basic Data Sheet - Page 2

Subject Area PSYC **Course Number** 21211

Instructor(s) Contributing to preparation Gunstad

Instructor(s) Expected to teach this course Dowd, Crowther, Gunstad

Content Outline

Total Hours 45

1. Descriptions and Models of Adjustment (09)
2. Stress & Coping (09)
3. Adjustment & Development (09)
4. Relation to Self & Others (09)
5. Psychological and Physical Disorders (09)

Textbooks(s) used in this course

Weiten, W., & Lloyd, M. A. (2006). Psychology Applied to Modern Life: Adjustment in the 21st Century (8th Ed.). Thompson Wadsworth.

Janis H. Crowther

Chair, Director, School Dean or Campus Dean

Main Menu

PSYC 211

PROPOSAL SUMMARY

Title

Revision of Five and Addition of Two Geography Courses

Subject Specification

The Geography Department proposes to revise five of its existing courses - Physical Geography (GEOG 21062), Introduction to Maps and Map Analysis (GEOG 29160), Cultural Geography (GEOG 32061), Spatial Programming (GEOG 4/5/79006), and Advanced Economic Geography (GEOG 4/5/74010) and to add two courses - Field Experience in Geography (GEOG 4/5/70292) and Practicum in Emerging Geographic Trends (GEOG 4/5/70392).

Background Information

During the 2005-2006 academic year the Geography Department was required to review its undergraduate and graduate programs. As part of this process, the Geography faculty decided to revise a few of its courses. In addition, due to changes in the university's approach to workshop courses (xxx93), the Geography Department is adding two field experience/practicum/internship courses (xxx92).

(1) Physical Geography (GEOG 21062)
The Geography Department is changing the course description and credit by exam rule and asking for LER status for Physical Geography. The current course description is awkwardly written and needs to be updated to make it more accurate. The credit by exam rule needs to be changed to 'not approved' as the department does not have the means to administer such exams.

* URCC

In reviewing the Geography courses, in light of Kent State's Liberal Education Requirements (LERs) and Transfer Module, Ohio's Transfer Assurance Guidelines (TAG), and other Ohio public universities general education requirements it became apparent that the Kent State Geography LERs are not in line with other Ohio institutions. Like Anthropology, Geography concerns itself with issues related to both the Natural (or Basic) Sciences and the Social Sciences. The topics covered in a Physical Geography course pertain mostly to the natural environment. Therefore, it only makes sense to include it among the Basic Sciences LERs. This is the same as including ANTH 18630 Human Evolution as a Basic Sciences LER.

This course is offered at many Geography Departments around the country. A few examples of Physical Geography's designation at Ohio's four-year public universities include:

Ohio State University	General Education Curriculum (GEC) Physical Science course
Ohio University	General Requirements Natural Sciences and Mathematics course
Miami University	Miami Plan for Liberal Education Natural Science/Physical Science course
University of Cincinnati	General Education Natural Science course
Youngstown State University	General Education Natural Science course.

The Geography Department has submitted a Program Development Plan to create a Bachelors of Science in Geography degree program. The faculty believes that having a Basic Science LER at Kent State will be beneficial to potential students. Both the creation of the BS degree and the recognition of Physical Geography as a Basic Science LER are action plans developed by the Geography Department in its current review.

A Liberal Education Requirements (LER) Questionnaire is included.

(2) Introduction to Maps and Map Analysis (GEOG 29160)
The Geography Department is proposing to revise the title, title abbreviation, prerequisite, and course description for Introduction to Maps and Map Analysis (GEOG 29160). The current title is too long and awkward. After much discussion, the title "Mapping Our World" was decided upon. The title will no longer have to be awkwardly abbreviated. Currently the prerequisite for this course is Introduction to Geography (GEOG 10160)). The instructors teaching the course can provide sufficient geographic information to make the course effective and meaningful and so it was decided to drop the prerequisite. These changes will make the course more appealing to prospective students. Finally, Geography will take this opportunity to change the existing course description so that it more closely reflects the course content.

(3) Cultural Geography (GEOG 32061)
Geography is proposing to renumber, rename, and ask for LER status for the current course Cultural Geography (GEOG 32061). This course currently has global diversity status.

When the Geography Department completely revised its Undergraduate Program (effective Fall 2000) this course changed title and number from Human Geography (GEOG 22061). This was done at the request of a now retired faculty member who largely carried the load for this course.

It now appears that this change was not been adopted by most of the universities and colleges in Ohio. Most teach this course as either Cultural or Human Geography but at the freshman or sophomore level. More problematical, the course has become part of the Ohio Transfer Assurance Guidelines (TAG) package. As a result, any student taking a freshman or sophomore level Human/Cultural Geography course elsewhere automatically gets junior level credit in the Kent State Geography program at this time.

* URC

In addition, a high school Advanced Placement Human Geography course and exam have been developed. The number of high school students taking this course has been increasing in recent years. Successful students should earn freshman or sophomore credit for this course/exam. There is not an appropriate corresponding course in the Kent State Geography program at this time.

For these reasons, Geography would like to return this course to its former (pre-2000) level and to avoid confusion it will return to its former name. GEOG 32061 Cultural Geography will become GEOG 22061 Human Geography (its abbreviation will be Human Geography) and will retain its global diversity status. Also, the credit by exam rule will be changed to 'not approved' as the department does not have the resources to maintain and administer such exams on its own.

This course, like Physical Geography, is central to the discipline and widely accepted as a general education requirement in the social sciences across the Ohio university system. A Liberal Education Requirements (LER) Questionnaire is included.

(4) Spatial Programming (GEOG 4/5/79006)
The Geography Department proposes changing the number, prerequisite, and description of Spatial Programming (currently GEOG 4/5/79006). Currently the prerequisite is Statistical

Methods in Geography (GEOG 39002). It is now apparent to the instructors involved in teaching this course that Geographic Information Science (GEOG 4/5/79070) is a more appropriate prerequisite. However, with the department's current numbering system, this prerequisite appears after the course it is required for, giving the impression that it is a higher level course. The course number will change to GEOG 4/5/79076 to correct that impression and inconsistency. The course description will be changed to more accurately reflect the course content.

(5) Advanced Economic Geography (4/5/74010)
The Geography Department wants to revise Advanced Economic Geography (GEOG 4/5/74010). The name, abbreviation, and course description will change. Over recent semesters a special topics course entitled 'Geography of the Global Economy' has been offered. It has addressed some topics that have previously been discussed in Advanced Economic Geography but from a different perspective. New topics addressing the dynamics of the global economy have been added as well. Geography proposes to revise the old course to reflect the current course content.

(6) Field Experience in Geography (GEOG 4/5/70292) and
(7) Practicum in Emerging Geographic Trends (GEOG 4/5/70392)
For years, many departments have had Workshop courses (xxx93) in their course inventories. Not all departments used them, but many did. These courses were managed by the College of Continuing Studies but enrollments and course offerings were listed with the host departments. Many Kent State University students took these courses.

Recently a university policy was announced that made the workshop offerings unavailable to Kent State University students. Workshops are supposed to be targeted to an "outside" (non-university) audience so that they bring in new revenue to the university. Departments can no longer develop or offer workshops that often fit the needs of primarily Kent State students. For example, students, in the past, could take a workshop to maintain full-time status after dropping a course mid-semester or to get a few hours closer to graduation. Workshops also allowed departments to offer short flexibly scheduled and titled travel-based activities or mini-courses in their discipline's emerging trends. The workshop courses also allowed for pass-fail grading which is appropriate to these types of offerings.

Some departments have noted that students still have the needs that made a large number of workshops successful and that there should be an available course-type that would fit these needs if the workshop offerings were no longer going to be made readily (and affordably) available to Kent State students.

In response to the Geography Department's request for such a new course-type, the Provost's Office indicated that Field Experience/Practicum/Internship courses (xxx92) were an acceptable and preferred alternative. Therefore, the Geography Department is creating two new courses designed to fill the gap created now that workshops can not be offered with the Kent State student population in mind.

Alternatives and Consequences

The alternatives to the revisions would be to take no action. Multiple consequences, mostly negative, would result. If Physical Geography (GEOG 21062) is not revised it will remain awkwardly worded in the Undergraduate Catalog. Not changing the name and prerequisite of Introduction to Maps and Map Analysis would leave the course with its stale title and description and therefore less accessible to students.

If Cultural Geography (GEOG 32061) continues to be offered at the junior-level, students transferring to Kent State from other Ohio institutions will receive junior credit for taking freshman or sophomore courses. Also, without a sophomore level Human Geography course there will not be an appropriate course for college credit for successful AP Human Geography students at Kent State.

If Spatial Programming (GEOG 4/5/79006) does not have its prerequisite changed, students will not be properly prepared to take the course. If it is not renumbered, it will confuse students and potentially future employers who will be reviewing student transcripts. Similarly, without a course description change, students and potential employers will not have a clear idea of the course content.

If Advanced Economic Geography (4/5/74010) is not revised, it will have to be abandoned and a new course created to address the changes economic geography has undergone as a subdiscipline over the past decade. The more appropriate curricular action is to revise the existing course that addresses some of these topics.

If the two new field experience/practicum/internship courses (xxx92) are not added there will be no way to offer workshop-type courses to Kent State students in the future. In that event, successful offerings such as the Geography Department's recent field trips to China, Thailand, the Dominican Republic, and Japan would not be easily organized and administered for the benefit of Kent State students. More local field trips including Ohio's Cultural Diversity and the Great Lake Erie and Geography's successful mini-courses in emerging geographic trends (examples include the Geography of American Music and the Geography of Film) would be similarly affected.

Specific Recommendation and Justification

The Geography Departments wishes to have an updated and logical curriculum and therefore wants these changes recognized.

Timetable and Actions Required

Spring/Summer 2006	Geography Department approval
Fall 2006	College of Arts and Sciences College Curriculum Committee approval
Fall 2006	URCC and EPC approval
Fall 2007	Changes appear in the 2007-2008 Catalogs

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 8/8/2006

Purpose of Proposal: Revise Course
Subject Area: GEOG
Course Number: 21062
Course Title: PHYSICAL GEOGRAPHY
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

- ○ Subject Area
- ○ Title
- ○ Title Abbreviation
- ○ Prerequisite
- ○ Credit Hours
- ◉ Description
- ○ CIP/HEGIS
- ○ Activity Type
- ○ Cross-Listed/Slash
- ○ Grade Rule
- ◉ Credit By Exam

-- If applicable --

- ○ Course Fee
- ◉ LER Status (G)
- ○ WIC (W)
- ○ Diversity

Describe Impact on Other Programs, Policies or Procedures: None

Units Consulted (See guidelines for Instructions): None

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: [signature] 8 / 15 / 2006

College/School Dean: Mary Ann Haley 9 / 26 / 2006

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

Please print before leaving page

Main Menu

GEOG 86

Basic Data Sheet - Page 1

Preparation Date 8/8/2006 **Requested Effective Year** 2007F

Course Title PHYSICAL GEOGRAPHY

Subject Area GEOG **Course Number** 21062 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev PHYSICAL GEOGRAPHY **Cross-listed with**

KSU Type L

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level 1

CIP Code 450701

Prerequisite (limit text to two lines) None

Catalog Description (limit text to five lines) 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.

For course revision, enter previous course title, number and credit.

Previous Course Title PHYSICAL GEOGRAPHY

Previous Subject Area and Course Number 21062 **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations Written responses to exam essay questions

Next Page

GEOG 87

Basic Data Sheet - Page 2

Subject Area GEOG **Course Number** 21062

Instructor(s) Contributing to preparation Haley

Instructor(s) Expected to teach this course Schmidlin, Munro-Stasiuk, Sheridan

Content Outline

Total Hours 45

Introduction	1
Maps, GPS, GIS	3
Introduction to the atmosphere	1
Radiation and temperature	2
Pressure and wind	2
Amospheric moisture	2
Fronts and disturbances	2
Climate zones	3
Climate Change	1
Hydrosphere	2
Biosphere cycles	2
Vegetation	3
Soils	2
Ecosystems	4
Landforms	2
Weathering and erosion	2
Fluvial processes	1
Glacial terrain	1
Coastal processes	1
Aeolian process	1
Human impacts on the physical environment	2
Human adaptations to the physical environment	2
Examinations	3

Textbooks(s) used in this course

Elemental Geosystems by Christopherson
Introducing Physical Geography by Strahler and Strahler

GEOG 88

Chair, Director, School Dean or Campus Dean

Main Menu

LER COURSE PROPOSAL QUESTIONNAIRE

Date: 8-9-2006

Department: **Geography** Course Number: **21062**

Course Title: **Physical Geography**

Credit Hours: **3** LER Category: **V**

Prerequisite: None

1. **Explain how the course emphasizes concepts central to the subject area, ethical views and moral dilemmas central to the subject area, important alternative perspectives employed by scholars in the field, and the contributions of the subject area to an understanding of diversity issues (including such factors as race, nationality, gender, and social class).**

   In Western thought, Geography traces its origins to the work of the ancient Greeks. The word 'geography' is derived from the Greek—'geo' for Earth and 'graphos' for writing or description. Geography is a broad based discipline that uses the spatial perspective as its organizing principle. Any phenomenon that can be studied spatially is an appropriate topic for study.

   Geographers have grouped their areas of inquiry into four traditions: the earth science tradition (considered the oldest tradition with its 'Earth description' focus); the culture-environment tradition; the locational (or spatial) tradition; and the area analysis (or regional tradition).

   Topics included in Physical Geography courses include: atmospheric conditions, meteorology, climate regions, ecosystems, vegetation, soils, landforms, tectonic forces, gradational forces, the impacts humans have on the natural environment, and how the natural environment can impact human activities.

   While ethical and moral dilemmas and issues of diversity do not always seem apparent in the natural sciences, they can be found in many areas of physical geography. For example, different human/societal responses to landscape limitations and natural disasters are noted. Variations in

population density, national wealth, and level of communications, for example, can result in different outcomes in flooding situations.

Different perspectives in the subdiscipline can be found as well and are discussed. For example, different interpretations of historic landform formation processes and appropriate responses to natural calamities: should communities rebuild in flood-prone areas? what are appropriate safety measures in tornado and hurricane zones?

Physical Geography is part of the critical core of Geography and therefore, should be recognized as an LER. Furthermore, the Office of the Provost's "Guidelines for Preparing Curricular Proposals (2000 Revision) notes that: "The LER can be thought of as a *guided pathway around the planet* (p. 98)." Geography is well-equipped to lead the way.

2. **If this course is being proposed for Category I or Category II, indicate the essential skills which the course is intended to teach, sharpen, or strengthen. (If the proposed course is intended for other categories, skip this section.)**

This course is proposed for Category V.

3. **State how the course is representative of a field which has attained maturity and substance with a critical mass of its own scholarly literature, methodology, community of specialists, and conceptual framework.**

As noted above, Physical Geography is a long-standing, crucial component of the discipline and is often considered its earliest focus. Numerous associations, journals, and texts connect the community of physical geographers. Various subject areas have developed methodologies and conceptual frameworks that are rigorously employed in scholarly research.

4. **Are adequate resources available for this course (faculty, classroom space, equipment, library holdings)?**

The Geography Department regularly offers the Physical Geography course. At this time, we have the faculty, classroom space, and equipment for this course. Current library holdings are sufficient to support this course.

5. **How will teaching and learning be evaluated? How will the effectiveness of the course be assessed?**

The teaching of this course will be evaluated by student questionnaire and peer review. Learning and the effectiveness of this course will be assessed by a variety of examination instruments.

6. **Has this course been offered previously?**

This course has been, and will continue to be offered, every semester.

Physical Geography

INSTRUCTOR: JASON C. SENKBEIL
jsekbeil@kent.edu
OFFICE: McGilvrey 428: (Hours After Class)
OFFICE PHONE: 672-3739
Text: Christopherson, Elemental Geosystems
Web: http://dept.kent.edu/geography/senkbeil/geog21062

COURSE OBJECTIVE:

Geography is both a natural and a social science comprising a vast array of topics. Almost any subject enters the realm of Geography when a spatial component is applied to research (more on this later). Geographers are required to take a breadth of classes from the natural and social sciences regardless of one's particular emphasis within Geography. Physical Geography is the natural science portion of the Geographic Discipline. Although I am a Physical Geographer, Human Geography is also very interesting to me. The dichotomous relationship between the two halves of the discipline need not be such. There are Geographers who study the impact of humans on the natural landscape and vice versa among other things.

In this course, you will be introduced to everything in Physical Geography. Approximately half the course focuses on weather and climate principles while the other half deals with Earth Processes. If you are a Conservation major, this course is extremely helpful to better understand the natural environment. If you are a Geology major, this course covers many topics that will never be discussed in a geology class, but it also overlaps with many geology topics. If you are a Geography major, then I expect you to refine your more specific interests within Physical Geography. You are expected to provide a good effort.

ATTENDANCE:

I do not take roll every day. I know who is coming to class and who is not. If you decide to make a habit of missing class, you probably will not do very well. In borderline cases attendance will be used as negative or positive influences on your grade.

GRADING:

Grading is on a 100 point scale. There will be 3 tests and 8 assignments. There will not be a comprehensive final (unless the class wants one).

The assignments will be a set of applied geographic problems/concepts pertaining to the lecture material. They will require some time and effort. Do not wait until the last minute. I will be willing to give hints or help with assignments provided that it is not the day before the assignment is due. There will be some math, but nothing involving heavy algebraic manipulation or equations. Tests will closely reflect the lecture material and the assignments, as well as information from the text. Tests will be more applied in nature and less objective regurgitation.

8 ASSIGNMENTS @ 8 PTS	=	*64 PTS*
3 TESTS @ 12 PTS	=	*36 PTS*
TOTAL	=	100 PTS

93-100% = A
90-92% = A-
87-89% = B+
83-86% = B
80-82% = B-
77-79% = C+
73-76% = C
70-72% = C-
67-69% = D+
60-66% = D
59% or lower = F

LATE POLICY:

*****ASSIGNMENTS WILL NOT BE ACCEPTED LATE FOR FULL CREDIT*****

We go over assignments on the day they are due. If you fail to turn in an assignment there are 2 options. 1) You may turn in the assignment at the start of the following class period with an automatic 50% reduction or, 2) I will let you write a short paper to make up that grade for full credit. This assumes you have a good excuse for missing the assignment. The paper is more difficult than the assignment.

Tests may only be rescheduled in case of legitimate excuses: (ex.) family leave, medical emergencies, serious illness etc. Bottomline: DO NOT MISS TESTS

ACADEMIC DISHONESTY:

Bad Move. Do not even think about it. I will not hesitate to bust you. You are allowed to work together on assignments, but always put your answers in your own words. All hats will be removed and all purses/bags will be placed away under the table on test days.

Make sure that anything turned-in is your own work and that it is not something that has been copied and pasted verbatim from a website.

FOOD:

Snacks are fine, but please clean-up your mess.

CLASS POLICIES:

Students with disabilities:
University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Disability Services (contact 330-672-3391 or visit www.kent.edu/sds for more information on registration procedures).

Content/schedule change:
Instructional schedules reflect expected class progress in the course subject matter and are considered tentative. The schedule is subject to change in content and scope at the instructor's discretion. I will make corrections as needed and will announce changes in class.

Physical Geography Tentative Schedule

Date	Topic	Due	
8/29	Introductions, Syllabus		
8/31	Graphing with Excel (Room 431)		
9/5	Lat Long, Time Zones, Seasons, Solar Angle		
9/7	Go Over Assignment 1, Radiation, Energy	Assignment 1	
9/12	Temperature, Atmospheric/Oceanic Circulation		
9/14	Go Over Assignment 2, Atmospheric Processes	Assignment 2	
9/19	Atmospheric Processes		
9/21	Assignment 3 Surface Weather (In Class)	Assignment 3	
9/26	Severe Weather, Hurricanes, Review		
9/28	Big Quiz I		
10/3	Go Over Quiz, Climate		
10/5	Assignment 4 Climate (In Class)	Assignment 4	
10/10	Water Resources		
10/12	Soils		
10/17	Ecosystems and Biomes		
10/19	Assignment 5 and Review	Assignment 5	
10/24	Big Quiz II		
10/26	Rocks and Minerals, Plate Tectonics, Geologic Time		
10/31	Karst Landscapes, Mass Movements		
11/2	Assignment 6	Assignment 6	
11/7	Fluvial Processes		
11/9	Eolian and Coastal Processes		
11/14	Assignment 7	Assignment 7	
11/16	Glacial Landscapes		
11/28	Global Warming: Fact or Fiction		
11/30	Assignment 8, Review	Assignment 8	
12/5	Big Quiz III		
12/7	Final Grades and Movie		

CURRENT

History (HIST)

D 11050 History of Civilization I 3
D 11051 History of Civilization II 3
D* 12070 History of the United States: The Formative Period 3
D* 12071 History of the United States: The Modern Period 3

Honors (HONR)

D 13197 Colloquium: History of Civilization I 3
D 13297 Colloquium: History of Civilization II 3
D* 13397 Colloquium: U.S. History I 3
D* 13497 Colloquium: U.S. History II 3

Pan-African Studies (PAS)

D 23001 Black Experience I: Beginnings to 1865 3
D* 23002 Black Experience II: 1865 to Present 3

Philosophy (PHIL)

D 11001 Introduction to Philosophy 3
D 21001 Introduction to Ethics 3
D 21020 Comparative Religious Thought I 3
D 21021 Comparative Religious Thought II 3

Humanities in Communication and Information

Communication Studies (COMM)

D* 26000 Criticism of Public Discourse 3

Fine Arts

Architecture (ARCH)

10001 Understanding Architecture 3
10011 Survey of Architectural History I 3
10012 Survey of Architectural History II 3

Art History (ARTH)

12001 Art Survey 3
22006 Art History I: Ancient and Medieval Art 3
22007 Art History II: Renaissance to Modern Art 3
D 22020 Art of Africa, Oceania and the Americas 3

Dance (DAN)

D 27076 Dance as an Art Form 3

Music (MUS)

22111 The Understanding of Music 3
D 22121 Music as a World Phenomenon 3

Theatre (THEA)

D 11000 The Art of the Theatre 3

IV. SOCIAL SCIENCES 6

Courses must be selected from two curricular areas. Diversity courses are marked "D." An asterisk (*) indicates primarily domestic (U.S.) content.

Anthropology (ANTH)

D 18210 Introduction to Cultural Anthropology 3
D 18420 Introduction to Archaeology 3

Center for Applied Conflict Management (CACM)

D* 11001 Introduction to Conflict Management 3

Economics (ECON)

22060 Principles of Microeconomics 3
22061 Principles of Macroeconomics 3

Geography (GEOG)

10160 Introduction to Geography 3
D 17063 World Geography 3
D* 17064 Geography of the United States and Canada 3

Gerontology (GERO)

D* 14029 Introduction to Gerontology 3

Honors (HONR)

D* 15297 Colloquium: American Politics 3
D 15397 Colloquium: World Politics 3
D 15497 Colloquium: Comparative Politics 3
21197 Colloquium: Principles of Microeconomics 3
21297 Colloquium: Principles of Macroeconomics 3

Journalism and Mass Communication (JMC)

D* 20001 Media, Power and Culture 3

Justice Studies (JUS)

26704 Law and Society 3

Political Science (POL)

D 10004 Comparative Politics 3
D* 10100 American Politics 3
D* 10301 Diversity in American Public Policy 3
D 10500 World Politics 3

Psychology (PSYC)

11762 General Psychology 3
20651 Child Psychology 3
21211 Psychology of Adjustment 3
D* 22221 Multicultural Psychology 3

Sociology (SOC)

D* 12050 Introduction to Sociology 3
D 22778 Social Problems 3

V. BASIC SCIENCES 6-7

At least one laboratory course must be selected. Laboratory courses are marked with a "LAB." Beginning "major sequence" courses in biological sciences (BSCI 10110 [4], 10120 [4]), chemistry (CHEM 10060 [4], 10061 [4], 10062 [1], 10063 [1], 10960 [5], 10961 [5]) and physics (PHY 23101 [5], 23102 [5]) may be substituted for those courses listed below. (Science majors, however, must use a science other than their major to meet this requirement.)

Anthropology (ANTH)

18630 Human Evolution 3
LAB 18631 Issues in Human Evolution 1

Biological Sciences (BSCI)

10001 Human Biology 3
10002 Ecology, Evolution and Society 3
LAB 20020 Biological Structure and Function 5

Chemistry (CHEM)

10030 Chemistry in Our World 3
LAB 10031 Chemistry in Our World Laboratory (*Pre/corequisite 10030*) 1
10050 Fundamentals of Chemistry 3

GEOG 157

CURRENT

10052 Introduction to Organic Chemistry 2
LAB 10053 Inorganic and Organic Laboratory *(Corequisite 10052)* .. 1
10054 General and Elementary Organic Chemistry 5
Geology (GEOL)
11040 Earth Dynamics 3
LAB 11041 Earth Dynamics Laboratory *(Pre/corequisite 11040)* 1
11042 Earth History 3
LAB 11043 Earth History Laboratory *(Pre/corequisite 11042)* 1
21062 Environmental Geology 3
21080 Oceanography 3
Physics (PHY)
11030 Seven Ideas that Shook the Universe 3
11660 Physical Science 3
LAB 13001 General College Physics I 5
LAB 13002 General College Physics II 5
LAB 13011 College Physics I 3
LAB 13012 College Physics II 3
21040 Physics in Entertainment and the Arts 3
LAB 21041 Physics in Entertainment and the Arts Laboratory (*Pre/corequisite 21040*) 1
21430 Frontiers in Astronomy (or 24001 Astronomy) 3

VI. ADDITIONAL COURSES 6

*Select additional courses from **Categories II-V, above** (no more than one course per category). One or both of the following courses may also be selected:*

Communication Studies (COMM)
15000 Introduction to Human Communication (3)
Philosophy (PHIL)
11009 Principles of Thinking (3)

VII. DIVERSITY

All students must complete a two-course diversity requirement, consisting of one with a domestic focus and one with a global focus. At least one course must be taken from courses in categories III-IV that are marked "D." An asterisk (*) indicates domestic (U.S.) focus. This course may count both for the diversity requirement and for the LER category in which it is listed, provided that the course is not in a student's major department. A complete list of diversity courses is on Pages 87-89.

TOTAL 36-37

TRANSFER CREDIT, PROFICIENCY TESTING AND OTHER OPTIONS IN MEETING THE LIBERAL EDUCATION REQUIREMENTS

Certain alternatives to formal Kent State coursework may be recognized in the fulfilling of the 36-37-hour Liberal Education Requirements.

1. Credits earned for specified courses within the Liberal Education Requirements course list through external credit-conferring testing programs, such as the CEEB Advanced Placement and CLEP subject examinations, will be applied toward the fulfillment of the Liberal Education Requirements as appropriate for the specific courses for which credit is received.
2. Courses transferred from accredited postsecondary institutions will be applied toward fulfillment of the Liberal Education Requirements as appropriate for the specific courses for which credit is awarded.
3. The university's Credit-By-Examination (CBE) program may be utilized in fulfillment of Liberal Education Requirements within the conditions, guidelines and policies established for that program and for the course(s) for which credit is sought.
4. Proficiency, as established by placement examinations or other recognized procedures and mechanisms for this purpose, can be used to fulfill Categories I and II of the Liberal Education Requirements. For example, students who are placed into ENG 21011 and complete it with a passing grade will have met the Category I Liberal Education Requirements. It is assumed that students who are placed at and pass the higher level of one of these sequenced courses have also mastered the content of the prerequisite course. While students may meet the requirements of Categories I and II through proficiency, minimum hours must be met in Categories III, IV, V and VI. Students meeting Categories I and II requirements through proficiency must substitute other courses, which shall be elective, to earn a minimum of 121 hours of appropriate coursework toward a baccalaureate degree.

To fulfill the purposes of general education, any of the above alternatives to the fulfillment of the Liberal Education Requirements by 36-37 hours of formal coursework at Kent State University must be exercised by the students within the first 60 hours of academic credits earned at and/or transferred to Kent State University.

Students who transfer to the university with more than 45 semester hours of applicable credits (including students with associate's degrees in technology from the Kent State University Regional Campuses or those who transfer to bachelor-level programs from associate-level technology programs) must exercise such option(s) within the first calendar year of their Kent State University enrollment.

Questions concerning, and requests for application of, these alternatives to formal Kent State University coursework as a means of fulfilling the Liberal Education Requirements shall be addressed to, and will be determined by, the dean of the college or independent school in which the degree program that the students are pursuing is located.

GEOG 158

PROPOSED

History (HIST)

D 11050 History of Civilization I 3
D 11051 History of Civilization II 3
D* 12070 History of the United States: The Formative Period 3
D* 12071 History of the United States: The Modern Period 3

Honors (HONR)

D 13197 Colloquium: History of Civilization I 3
D 13297 Colloquium: History of Civilization II 3
D* 13397 Colloquium: U.S. History I 3
D* 13497 Colloquium: U.S. History II 3

Pan-African Studies (PAS)

D 23001 Black Experience I: Beginnings to 1865 3
D* 23002 Black Experience II: 1865 to Present 3

Philosophy (PHIL)

D 11001 Introduction to Philosophy 3
D 21001 Introduction to Ethics 3
D 21020 Comparative Religious Thought I 3
D 21021 Comparative Religious Thought II 3

Humanities in Communication and Information

Communication Studies (COMM)

D* 26000 Criticism of Public Discourse 3

Fine Arts

Architecture (ARCH)

10001 Understanding Architecture 3
10011 Survey of Architectural History I 3
10012 Survey of Architectural History II 3

Art History (ARTH)

12001 Art Survey 3
22006 Art History I: Ancient and Medieval Art 3
22007 Art History II: Renaissance to Modern Art 3
D 22020 Art of Africa, Oceania and the Americas 3

Dance (DAN)

D 27076 Dance as an Art Form 3

Music (MUS)

22111 The Understanding of Music 3
D 22121 Music as a World Phenomenon 3

Theatre (THEA)

D 11000 The Art of the Theatre 3

IV. SOCIAL SCIENCES 6

Courses must be selected from two curricular areas. Diversity courses are marked "D." An asterisk (*) indicates primarily domestic (U.S.) content.

Anthropology (ANTH)

D 18210 Introduction to Cultural Anthropology 3
D 18420 Introduction to Archaeology 3

Center for Applied Conflict Management (CACM)

D* 11001 Introduction to Conflict Management 3

Economics (ECON)

22060 Principles of Microeconomics 3
22061 Principles of Macroeconomics 3

Geography (GEOG)

10160 Introduction to Geography 3
D 17063 World Geography 3
D* 17064 Geography of the United States and Canada 3
D 22061 Human Geography 3

Gerontology (GERO)

D* 14029 Introduction to Gerontology 3

Honors (HONR)

D* 15297 Colloquium: American Politics 3
D 15397 Colloquium: World Politics 3
D 15497 Colloquium: Comparative Politics 3
21197 Colloquium: Principles of Microeconomics 3
21297 Colloquium: Principles of Macroeconomics 3

Journalism and Mass Communication (JMC)

D* 20001 Media, Power and Culture 3

Justice Studies (JUS)

26704 Law and Society 3

Political Science (POL)

D 10004 Comparative Politics 3
D* 10100 American Politics 3
D* 10301 Diversity in American Public Policy 3
D 10500 World Politics 3

Psychology (PSYC)

11762 General Psychology 3
20651 Child Psychology 3
21211 Psychology of Adjustment 3
D* 22221 Multicultural Psychology 3

Sociology (SOC)

D* 12050 Introduction to Sociology 3
D 22778 Social Problems 3

V. BASIC SCIENCES 6-7

At least one laboratory course must be selected. Laboratory courses are marked with a "LAB." Beginning "major sequence" courses in biological sciences (BSCI 10110 [4], 10120 [4]), chemistry (CHEM 10060 [4], 10061 [4], 10062 [1], 10063 [1], 10960 [5], 10961 [5]) and physics (PHY 23101 [5], 23102 [5]) may be substituted for those courses listed below. (Science majors, however, must use a science other than their major to meet this requirement.)

Anthropology (ANTH)

18630 Human Evolution 3
LAB 18631 Issues in Human Evolution 1

Biological Sciences (BSCI)

10001 Human Biology 3
10002 Ecology, Evolution and Society 3
LAB 20020 Biological Structure and Function 5

Chemistry (CHEM)

10030 Chemistry in Our World 3
LAB 10031 Chemistry in Our World Laboratory (*Pre/corequisite 10030*) 1
10050 Fundamentals of Chemistry 3

GEOG 159

PROPOSED

Geography (GEOG)
21062 Physical Geography

10052 Introduction to Organic Chemistry 2
LAB 10053 Inorganic and Organic Laboratory *(Corequisite 10052)* .. 1
10054 General and Elementary Organic Chemistry 5

Geology (GEOL)

11040 Earth Dynamics 3
LAB 11041 Earth Dynamics Laboratory *(Pre/corequisite 11040)* 1
11042 Earth History 3
LAB 11043 Earth History Laboratory *(Pre/corequisite 11042)* 1
21062 Environmental Geology 3
21080 Oceanography 3

Physics (PHY)

11030 Seven Ideas that Shook the Universe 3
11660 Physical Science 3
LAB 13001 General College Physics I 5
LAB 13002 General College Physics II 5
LAB 13011 College Physics I 3
LAB 13012 College Physics II 3
21040 Physics in Entertainment and the Arts 3
LAB 21041 Physics in Entertainment and the Arts Laboratory *(Pre/corequisite 21040)* 1
21430 Frontiers in Astronomy (or 24001 Astronomy) 3

VI. ADDITIONAL COURSES 6

*Select additional courses from **Categories II-V, above** (no more than one course per category). One or both of the following courses may also be selected:*

Communication Studies (COMM)

15000 Introduction to Human Communication (3)

Philosophy (PHIL)

11009 Principles of Thinking (3)

VII. DIVERSITY

All students must complete a two-course diversity requirement, consisting of one with a domestic focus and one with a global focus. At least one course must be taken from courses in categories III-IV that are marked "D." An asterisk (*) indicates domestic (U.S.) focus. This course may count both for the diversity requirement and for the LER category in which it is listed, provided that the course is not in a student's major department. A complete list of diversity courses is on Pages 87-89.

TOTAL 36-37

TRANSFER CREDIT, PROFICIENCY TESTING AND OTHER OPTIONS IN MEETING THE LIBERAL EDUCATION REQUIREMENTS

Certain alternatives to formal Kent State coursework may be recognized in the fulfilling of the 36-37-hour Liberal Education Requirements.

1. Credits earned for specified courses within the Liberal Education Requirements course list through external credit-conferring testing programs, such as the CEEB Advanced Placement and CLEP subject examinations, will be applied toward the fulfillment of the Liberal Education Requirements as appropriate for the specific courses for which credit is received.
2. Courses transferred from accredited postsecondary institutions will be applied toward fulfillment of the Liberal Education Requirements as appropriate for the specific courses for which credit is awarded.
3. The university's Credit-By-Examination (CBE) program may be utilized in fulfillment of Liberal Education Requirements within the conditions, guidelines and policies established for that program and for the course(s) for which credit is sought.
4. Proficiency, as established by placement examinations or other recognized procedures and mechanisms for this purpose, can be used to fulfill Categories I and II of the Liberal Education Requirements. For example, students who are placed into ENG 21011 and complete it with a passing grade will have met the Category I Liberal Education Requirements. It is assumed that students who are placed at and pass the higher level of one of these sequenced courses have also mastered the content of the prerequisite course. While students may meet the requirements of Categories I and II through proficiency, minimum hours must be met in Categories III, IV, V and VI. Students meeting Categories I and II requirements through proficiency must substitute other courses, which shall be elective, to earn a minimum of 121 hours of appropriate coursework toward a baccalaureate degree.

To fulfill the purposes of general education, any of the above alternatives to the fulfillment of the Liberal Education Requirements by 36-37 hours of formal coursework at Kent State University must be exercised by the students within the first 60 hours of academic credits earned at and/or transferred to Kent State University.

Students who transfer to the university with more than 45 semester hours of applicable credits (including students with associate's degrees in technology from the Kent State University Regional Campuses or those who transfer to bachelor-level programs from associate-level technology programs) must exercise such option(s) within the first calendar year of their Kent State University enrollment.

Questions concerning, and requests for application of, these alternatives to formal Kent State University coursework as a means of fulfilling the Liberal Education Requirements shall be addressed to, and will be determined by, the dean of the college or independent school in which the degree program that the students are pursuing is located.

Geog 160

CURRENT

Transfer Module Areas and Courses

I. COMPOSITION 6

English (ENG)

11011 College Writing I (or 11002 College Writing I-S) 3
21011 College Writing II 3

II. MATHEMATICS 3

Mathematics (MATH)

11011 College Algebra 4
11012 Intuitive Calculus 3
12001 Algebra and Trigonometry 4
12002 Analytic Geometry and Calculus I 5
12011 Calculus with Precalculus I 3
12012 Calculus with Precalculus II 3

Philosophy (PHIL)

21002 Introduction to Formal Logic 3

III. HUMANITIES AND FINE ARTS 9

Minimum one course must be selected from the Humanities in Arts and Sciences section; minimum one course must be selected from the Fine Arts section.

Humanities in Arts and Sciences

Classics (CLAS)

21404 The Greek Achievement 3
21405 The Roman Achievement 3

English (ENG)

21054 Introduction to Shakespeare 3
22071 Great Books I 3
22072 Great Books II 3
22073 Major Modern Writers: British and United States 3

History (HIST)

11050 History of Civilization I 3
11051 History of Civilization II 3
12070 History of the United States: The Formative Period 3
12071 History of the United States: The Modern Period 3

Pan-African Studies (PAS)

23001 Black Experience I: Beginnings to 1865 3
23002 Black Experience II: 1865-Present 3

Philosophy (PHIL)

11001 Introduction to Philosophy 3
21001 Introduction to Ethics 3
21020 Comparative Religious Thought I 3
21021 Comparative Religious Thought II 3

Humanities in Communication and Information

Communication Studies (COMM)

26000 Criticism of Public Discourse 3

Fine Arts

Architecture (ARCH)

10001 Understanding Architecture 3
10011 Survey of Architectural History I 3
10012 Survey of Architectural History II 3

Art History (ARTH)

12001 Art Survey 3
22006 Art History I: Ancient and Medieval Art 3
22007 Art History II: Renaissance to Modern Art 3
22020 Art of Africa, Oceania and the Americas 3

Dance (DAN)

27076 Dance as an Art Form 3

Music (MUS)

22111 The Understanding of Music 3
22121 Music as a World Phenomenon 3

Theatre (THEA)

11000 The Art of the Theatre 3

IV. SOCIAL SCIENCES 9

Six semester credit hours from two curricular areas and an additional 3 credit hours in one of the two chosen curricular areas must be taken.

Anthropology (ANTH)

18210 Introduction to Cultural Anthropology 3
18420 Introduction to Archaeology 3

Center for Applied Conflict Management (CACM)

11001 Introduction to Conflict Management 3

Economics (ECON)

22060 Principles of Microeconomics 3
22061 Principles of Macroeconomics 3

Geography (GEOG)

10160 Introduction to Geography 3
17063 World Geography 3
17064 Geography of the United States and Canada 3

Journalism and Mass Communication (JMC)

20001 Media, Power and Culture 3

Justice Studies (JUS)

26704 Law and Society 3

Political Science (POL)

10004 Comparative Politics 3
10100 American Politics 3
10301 Diversity in American Public Policy 3
10500 World Politics 3

Psychology (PSYC)

11762 General Psychology 3
20651 Child Psychology 3
21211 Psychology of Adjustment 3
22221 Multicultural Psychology 3

Sociology (SOC)

12050 Introduction to Sociology 3
22778 Social Problems 3

V. BASIC SCIENCES 6-7

Students must complete at least one of the basic sciences laboratory courses plus any specified prerequisite or corequisite course. All laboratory courses are marked with a "LAB."

GEOG 161

Beginning "major sequence" courses in biological sciences (BSCI 10110 [4], 10120 [4]), chemistry (CHEM 10060 [4], 10061 [4], 10062 [1], 10063 [1], 10960 [5], 10961 [5]) and physics (PHY 23101 [5], 23102 [5]) may be substituted for those courses listed below.

Anthropology (ANTH)

18630 Human Evolution 3

Biological Sciences (BSCI)

10001 Human Biology 3
10002 Ecology, Evolution and Society 3
LAB 20020 Biological Structure and Function 5

Chemistry (CHEM)

10030 Chemistry in Our World 3
10050 Fundamentals of Chemistry 3
10052 Introduction to Organic Chemistry *(Corequisite 10053)* .. 2
LAB 10053 Inorganic and Organic Laboratory *(Corequisite 10052)* .. 1
10054 General and Elementary Organic Chemistry 5

Geology (GEOL)

11040 Earth Dynamics 3
LAB 11041 Earth Dynamics Laboratory *(Pre/corequisite 11040)* 1
11042 Earth History 3
LAB 11043 Earth History Laboratory *(Pre/corequisite 11042)* 1
21062 Environmental Geology 3
21080 Oceanography 3

Physics (PHY)

11030 Seven Ideas that Shook the Universe 3
11660 Physical Science 3
LAB 13001 General College Physics I 5
LAB 13002 General College Physics II 5
LAB 13011 College Physics I 3
LAB 13012 College Physics II 3
21040 Physics in Entertainment and the Arts 3
21430 Frontiers in Astronomy (or 24001 Astronomy) 3

VI. ADDITIONAL HOURS 3

Additional hours must be chosen from Categories II.-V. above or COMM 15000 Introduction to Human Communication (3).

TOTAL 36-37

Transfer Credit, Proficiency Testing and Other Options in Meeting the Transfer Module

Certain alternatives to formal Kent State coursework may be recognized in the fulfilling of the 36-37-hour Transfer Module requirements.

1. Credits earned for specified courses within the Transfer Module course list through external credit conferring testing programs, such as the CEEB Advanced Placement and CLEP subject examinations, will be applied toward the fulfillment of the Transfer Module requirements as appropriate for the specific courses for which credit is received.
2. Courses transferred from accredited postsecondary institutions will be applied toward fulfillment of the Transfer Module requirements as appropriate for the specific courses for which credit is awarded.
3. The university's Credit-By-Examination (CBE) program may be utilized in fulfillment of Transfer Module requirements within the conditions, guidelines and policies established for that program and for the course(s) for which credit is sought.
4. Proficiency, as established by placement examinations or other recognized procedures and mechanisms for this purpose, can be used to fulfill Category I and II of the Transfer Module requirements. For example, students who are placed into ENG 10002 and complete it with a passing grade will have met the Category I Transfer Module requirement. It is assumed that students who are placed at and pass the higher level of one of these sequenced courses have also mastered the content of the prerequisite course. While students may meet the requirements of Category I and II through proficiency, minimum hours must be met in Categories III, IV and V. Students meeting Category I and II requirements through proficiency must substitute other courses, which shall be elective, to earn a minimum of 121 hours of appropriate coursework toward a baccalaureate degree.

To fulfill the purposes of general education, any of the above alternatives to the fulfillment of the Transfer Module requirements by 36-37 hours of formal coursework at Kent State University must be exercised by the students within the first 60 hours of academic credits earned at and/or transferred to Kent State University.

Students who transfer to the university with more than 45 semester hours of applicable credits (including students with associate's degrees in technology from the Kent State University Regional Campuses or those who transfer to bachelor-level programs from associate-level technology programs) must exercise such option(s) within the first calendar year of their Kent State University enrollment.

Questions concerning, and requests for application of, these alternatives to formal Kent State University coursework as a means of fulfilling the Transfer Module requirements shall be addressed to, and will be determined by, the dean of the college or independent school in which the degree program that the students are pursuing is located.

Catalog 162

PROPOSED

Transfer Module Areas and Courses

I. **COMPOSITION** 6

English (ENG)

11011 College Writing I (or 11002 College Writing I-S) 3

21011 College Writing II 3

II. **MATHEMATICS** 3

Mathematics (MATH)

11011 College Algebra 4

11012 Intuitive Calculus 3

12001 Algebra and Trigonometry 4

12002 Analytic Geometry and Calculus I 5

12011 Calculus with Precalculus I 3

12012 Calculus with Precalculus II 3

Philosophy (PHIL)

21002 Introduction to Formal Logic 3

III. **HUMANITIES AND FINE ARTS** 9

Minimum one course must be selected from the Humanities in Arts and Sciences section; minimum one course must be selected from the Fine Arts section.

Humanities in Arts and Sciences

Classics (CLAS)

21404 The Greek Achievement 3

21405 The Roman Achievement 3

English (ENG)

21054 Introduction to Shakespeare 3

22071 Great Books I 3

22072 Great Books II 3

22073 Major Modern Writers: British and United States 3

History (HIST)

11050 History of Civilization I 3

11051 History of Civilization II 3

12070 History of the United States: The Formative Period 3

12071 History of the United States: The Modern Period 3

Pan-African Studies (PAS)

23001 Black Experience I: Beginnings to 1865 3

23002 Black Experience II: 1865-Present 3

Philosophy (PHIL)

11001 Introduction to Philosophy 3

21001 Introduction to Ethics 3

21020 Comparative Religious Thought I 3

21021 Comparative Religious Thought II 3

Humanities in Communication and Information

Communication Studies (COMM)

26000 Criticism of Public Discourse 3

Fine Arts

Architecture (ARCH)

10001 Understanding Architecture 3

10011 Survey of Architectural History I 3

10012 Survey of Architectural History II 3

Art History (ARTH)

12001 Art Survey 3

22006 Art History I: Ancient and Medieval Art 3

22007 Art History II: Renaissance to Modern Art 3

22020 Art of Africa, Oceania and the Americas 3

Dance (DAN)

27076 Dance as an Art Form 3

Music (MUS)

22111 The Understanding of Music 3

22121 Music as a World Phenomenon 3

Theatre (THEA)

11000 The Art of the Theatre 3

IV. **SOCIAL SCIENCES** 9

Six semester credit hours from two curricular areas and an additional 3 credit hours in one of the two chosen curricular areas must be taken.

Anthropology (ANTH)

18210 Introduction to Cultural Anthropology 3

18420 Introduction to Archaeology 3

Center for Applied Conflict Management (CACM)

11001 Introduction to Conflict Management 3

Economics (ECON)

22060 Principles of Microeconomics 3

22061 Principles of Macroeconomics 3

Geography (GEOG)

10160 Introduction to Geography 3

17063 World Geography 3

17064 Geography of the United States and Canada 3

22061 Human Geography 3

Journalism and Mass Communication (JMC)

20001 Media, Power and Culture 3

Justice Studies (JUS)

26704 Law and Society 3

Political Science (POL)

10004 Comparative Politics 3

10100 American Politics 3

10301 Diversity in American Public Policy 3

10500 World Politics 3

Psychology (PSYC)

11762 General Psychology 3

20651 Child Psychology 3

21211 Psychology of Adjustment 3

22221 Multicultural Psychology 3

Sociology (SOC)

12050 Introduction to Sociology 3

22778 Social Problems 3

V. **BASIC SCIENCES** 6-7

Students must complete at least one of the basic sciences laboratory courses plus any specified prerequisite or corequisite course. All laboratory courses are marked with a "LAB."

GEOG 163

PROPOSED

Geography (GEOG)
21062 Physical Geography

Beginning "major sequence" courses in biological sciences (BSCI 10110 [4], 10120 [4]), chemistry (CHEM 10060 [4], 10061 [4], 10062 [1], 10063 [1], 10960 [5], 10961 [5]) and physics (PHY 23101 [5], 23102 [5]) may be substituted for those courses listed below.

Anthropology (ANTH)

18630 Human Evolution 3

Biological Sciences (BSCI)

10001 Human Biology 3
10002 Ecology, Evolution and Society 3
LAB 20020 Biological Structure and Function 5

Chemistry (CHEM)

10030 Chemistry in Our World 3
10050 Fundamentals of Chemistry 3
10052 Introduction to Organic Chemistry *(Corequisite 10053)* .. 2
LAB 10053 Inorganic and Organic Laboratory *(Corequisite 10052)* .. 1
10054 General and Elementary Organic Chemistry 5

Geology (GEOL)

11040 Earth Dynamics 3
LAB 11041 Earth Dynamics Laboratory *(Pre/corequisite 11040)* 1
11042 Earth History 3
LAB 11043 Earth History Laboratory *(Pre/corequisite 11042)* 1
21062 Environmental Geology 3
21080 Oceanography 3

Physics (PHY)

11030 Seven Ideas that Shook the Universe 3
11660 Physical Science 3
LAB 13001 General College Physics I 5
LAB 13002 General College Physics II 5
LAB 13011 College Physics I 3
LAB 13012 College Physics II 3
21040 Physics in Entertainment and the Arts 3
21430 Frontiers in Astronomy (or 24001 Astronomy) 3

VI. ADDITIONAL HOURS 3

Additional hours must be chosen from Categories II.-V. above or COMM 15000 Introduction to Human Communication (3).

TOTAL 36-37

Transfer Credit, Proficiency Testing and Other Options in Meeting the Transfer Module

Certain alternatives to formal Kent State coursework may be recognized in the fulfilling of the 36-37-hour Transfer Module requirements.

1. Credits earned for specified courses within the Transfer Module course list through external credit conferring testing programs, such as the CEEB Advanced Placement and CLEP subject examinations, will be applied toward the fulfillment of the Transfer Module requirements as appropriate for the specific courses for which credit is received.
2. Courses transferred from accredited postsecondary institutions will be applied toward fulfillment of the Transfer Module requirements as appropriate for the specific courses for which credit is awarded.
3. The university's Credit-By-Examination (CBE) program may be utilized in fulfillment of Transfer Module requirements within the conditions, guidelines and policies established for that program and for the course(s) for which credit is sought.
4. Proficiency, as established by placement examinations or other recognized procedures and mechanisms for this purpose, can be used to fulfill Category I and II of the Transfer Module requirements. For example, students who are placed into ENG 10002 and complete it with a passing grade will have met the Category I Transfer Module requirement. It is assumed that students who are placed at and pass the higher level of one of these sequenced courses have also mastered the content of the prerequisite course. While students may meet the requirements of Category I and II through proficiency, minimum hours must be met in Categories III, IV and V. Students meeting Category I and II requirements through proficiency must substitute other courses, which shall be elective, to earn a minimum of 121 hours of appropriate coursework toward a baccalaureate degree.

To fulfill the purposes of general education, any of the above alternatives to the fulfillment of the Transfer Module requirements by 36-37 hours of formal coursework at Kent State University must be exercised by the students within the first 60 hours of academic credits earned at and/or transferred to Kent State University.

Students who transfer to the university with more than 45 semester hours of applicable credits (including students with associate's degrees in technology from the Kent State University Regional Campuses or those who transfer to bachelor-level programs from associate-level technology programs) must exercise such option(s) within the first calendar year of their Kent State University enrollment.

Questions concerning, and requests for application of, these alternatives to formal Kent State University coursework as a means of fulfilling the Transfer Module requirements shall be addressed to, and will be determined by, the dean of the college or independent school in which the degree program that the students are pursuing is located.

GEOG 164

D 21020 Comparative Religious Thought I (3)
D 21021 Comparative Religious Thought II (3)

Humanities: Communication and Information

COMMD*26000 Criticism of Public Discourse (3)

Fine Arts

ARCH 10001 Understanding Architecture (3)
10011 Survey of Architectural History I (3)
10012 Survey of Architectural History II (3)
ARTH 12001 Art Survey (3)
22006 Art History I: Ancient and Medieval Art (3)
22007 Art History II: Renaissance to Modern Art (3)
D 22020 Art of Africa, Oceania, and the Americas (3)
DAN D 27076 Dance as an Art Form (3)
MUS 22111 The Understanding of Music (3)
D 22121 Music as a World Phenomenon (3)
THEAD 11000 The Art of the Theatre (3)

V. Social Sciences 9

Coursework must be selected from at least two curricular areas.

Restrictions:

No coursework from the major department may be counted toward the 9 credit hours selected from the courses listed below.

Note: Any course marked with a "D" that is taken to satisfy the social sciences category will also satisfy the diversity requirement, provided that course is not in the student's major department. Diversity courses marked additionally with an asterisk (*) have a domestic (U.S.) focus.

ANTHD 18210 Introduction to Cultural Anthropology (3)
D 18420 Introduction to Archaeology (3)
CACM D*11001 Introduction to Conflict Management (3)
ECON 22060 Principles of Microeconomics (3)
22061 Principles of Macroeconomics (3)
GEOG 10160 Introduction to Geography (3)
D 17063 World Geography (3)
D* 17064 Geography of U.S. and Canada(3)
GERO D* 14029Introduction to Gerontology (3)
JMCD* 20001 Media, Power and Culture (3)
JUS 26704 Law and Society (3)
POL D 10004 Comparative Politics (3)
D* 10100 American Politics (3)
D* 10301 Diversity in American Public Policy (3)
D 10500 World Politics (3)
PSYC 11762 General Psychology (3)
20651 Child Psychology (3)
21211 Psychology of Adjustment (3)
D* 22221 Multicultural Psychology (3)
SOCD* 12050 Introduction to Sociology (3)
D 22778 Social Problems (3)

VI. Basic Sciences 9

*Minimum 6 credit hours must be selected from the courses listed below or from beginning "major sequence" courses in (biological) anthropology (ANTH 38630); biological sciences (BSCI 10110, 10120); chemistry (CHEM 10060, 10061, 10062, 10063, 10960, 10961); and physics (PHY 23101, 23102)**. The remaining 3 credit hours may optionally be selected from other courses in biological sciences, chemistry, geology and physics. The total credit hours must include at least one laboratory course.*

Restrictions:

No more than two courses from any curricular area (not counting laboratories) may be counted toward the basic sciences category.

No coursework from the major department may be counted toward the 6 credit hours selected from the courses listed below.

Credit toward the basic sciences category is not allowed for:

- *CHEM 10050 series, CHEM 10060 series or PHY 13001 series.*
- *CHEM 10050 series and CHEM 10060 series.*
- *More than one of the PHY 13001, PHY 13011 or PHY 23101 series.*
- *Combinations of BSCI 10001, the BSCI 10110 series and/or the BSCI 20020 series.*

ANTH 18630 Human Evolution (3)
18631 Issues in Human Evolution (1)
BSCI 10001 Human Biology (3)
10002 Ecology, Evolution and Society (3)
20020 Biological Structure and Function (5)
CHEM 10030 Chemistry in Our World (3)
10031 Chemistry in Our World Laboratory (1)
10050 Fundamentals of Chemistry (3)
10052 Introduction to Organic Chemistry (2)
10053 Organic and Inorganic Laboratory (1)
10054 General and Elementary Organic Chemistry (5)
GEOL 11040 Earth Dynamics (3)
11041 Earth Dynamics Laboratory (1)
11042 Earth History (3)
11043 Earth History Laboratory (1)
21062 Environmental Geology (3)
21080 Oceanography (3)
PHY 11030 Seven Ideas that Shook the Universe (3)
11660 Physical Science (3)
13001 General College Physics I (5)
13002 General College Physics II (5)
13011 College Physics I (3)
13012 College Physics II (3)
21040 Physics in Entertainment and the Arts (3)
21041 Physics in Entertainment and the Arts Laboratory (1)
21430 Frontiers in Astronomy (3) or 24001 Astronomy (3)

VII. Additional 6

Must be selected from two categories. Select from any course remaining in categories III-VI, above, and from the following list:

CLAS**21201 English Words from Classical Elements (3)
COMM 15000 Introduction to Human Communication (3)
CS ** 10051 Introduction to Computer Science (3)

GEOG 165

D 21020 Comparative Religious Thought I (3)
D 21021 Comparative Religious Thought II (3)

Humanities: Communication and Information

COMMD*26000 Criticism of Public Discourse (3)

Fine Arts

ARCH 10001 Understanding Architecture (3)
10011 Survey of Architectural History I (3)
10012 Survey of Architectural History II (3)
ARTH 12001 Art Survey (3)
22006 Art History I: Ancient and Medieval Art (3)
22007 Art History II: Renaissance to Modern Art (3)
D 22020 Art of Africa, Oceania, and the Americas (3)
DAN D 27076 Dance as an Art Form (3)
MUS 22111 The Understanding of Music (3)
D 22121 Music as a World Phenomenon (3)
THEAD 11000 The Art of the Theatre (3)

V. Social Sciences **9**

Coursework must be selected from at least two curricular areas.

Restrictions:

No coursework from the major department may be counted toward the 9 credit hours selected from the courses listed below.

Note: Any course marked with a "D" that is taken to satisfy the social sciences category will also satisfy the diversity requirement, provided that course is not in the student's major department. Diversity courses marked additionally with an asterisk (*) have a domestic (U.S.) focus.

ANTHD 18210 Introduction to Cultural Anthropology (3)
D 18420 Introduction to Archaeology (3)
CACM D*11001 Introduction to Conflict Management (3)
ECON 22060 Principles of Microeconomics (3)
22061 Principles of Macroeconomics (3)
GEOG 10160 Introduction to Geography (3)
D 17063 World Geography (3)
D* 17064 Geography of U.S. and Canada(3) (D 22061 Human Geography
GERO D* 14029Introduction to Gerontology (3)
JMCD* 20001 Media, Power and Culture (3)
JUS 26704 Law and Society (3)
POL D 10004 Comparative Politics (3)
D* 10100 American Politics (3)
D* 10301 Diversity in American Public Policy (3)
D 10500 World Politics (3)
PSYC 11762 General Psychology (3)
20651 Child Psychology (3)
21211 Psychology of Adjustment (3)
D* 22221 Multicultural Psychology (3)
SOCD* 12050 Introduction to Sociology (3)
D 22778 Social Problems (3)

VI. Basic Sciences **9**

*Minimum 6 credit hours must be selected from the courses listed below or from beginning "major sequence" courses in (biological) anthropology (ANTH 38630); biological sciences (BSCI 10110, 10120); chemistry (CHEM 10060, 10061, 10062, 10063, 10960, 10961); and physics (PHY 23101, 23102)**. The remaining 3 credit hours may optionally be selected from other courses in biological sciences, chemistry, geology and physics. The total credit hours must include at least one laboratory course.*

Restrictions:

No more than two courses from any curricular area (not counting laboratories) may be counted toward the basic sciences category.

No coursework from the major department may be counted toward the 6 credit hours selected from the courses listed below.

Credit toward the basic sciences category is not allowed for:

- *CHEM 10050 series, CHEM 10060 series or PHY 13001 series.*
- *CHEM 10050 series and CHEM 10060 series.*
- *More than one of the PHY 13001, PHY 13011 or PHY 23101 series.*
- *Combinations of BSCI 10001, the BSCI 10110 series and/or the BSCI 20020 series.*

ANTH 18630 Human Evolution (3)
18631 Issues in Human Evolution (1)
BSCI 10001 Human Biology (3)
10002 Ecology, Evolution and Society (3)
20020 Biological Structure and Function (5)
CHEM 10030 Chemistry in Our World (3)
10031 Chemistry in Our World Laboratory (1)
10050 Fundamentals of Chemistry (3)
10052 Introduction to Organic Chemistry (2)
10053 Organic and Inorganic Laboratory (1)
10054 General and Elementary Organic Chemistry (5)
GEOG 21002 Physical Geography
GEOL 11040 Earth Dynamics (3)
11041 Earth Dynamics Laboratory (1)
11042 Earth History (3)
11043 Earth History Laboratory (1)
21062 Environmental Geology (3)
21080 Oceanography (3)
PHY 11030 Seven Ideas that Shook the Universe (3)
11660 Physical Science (3)
13001 General College Physics I (5)
13002 General College Physics II (5)
13011 College Physics I (3)
13012 College Physics II (3)
21040 Physics in Entertainment and the Arts (3)
21041 Physics in Entertainment and the Arts Laboratory (1)
21430 Frontiers in Astronomy (3) or 24001 Astronomy (3)

VII. Additional **6**

Must be selected from two categories. Select from any course remaining in categories III-VI, above, and from the following list:

CLAS**21201 English Words from Classical Elements (3)
COMM 15000 Introduction to Human Communication (3)
CS ** 10051 Introduction to Computer Science (3)

GEOG 166

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 8/7/2006

Purpose of Proposal: Revise Course
Subject Area: GEOG
Course Number: 32061
Course Title: CULTURAL GEOGRAPHY
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
◉ Crs Number		○	Cross-Listed/Slash
◉ Title		○	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
○ Prerequisite	If applicable	○	Course Fee
○ Credit Hours	If applicable	○	LER Status (G)
◉ Description	If applicable	○	WIC (W)
○ CIP/HEGIS	If applicable	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: None

Units Consulted (See guidelines for Instructions): None

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: [signature] 8 / 15 / 2006

College/School Dean: Mary Ann Haley 9 / 26 / 2006

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

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GEOG 95

Basic Data Sheet - Page 1

Preparation Date 8/8/2006 **Requested Effective Year** 2007F

Course Title HUMAN GEOGRAPHY

Subject Area GEOG **Course Number** 22061 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev HUMAN GEOGRAPHY **Cross-listed with**

KSU Type F

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level 3

CIP Code 450701

Prerequisite (limit text to two lines) None

Catalog Description (limit text to five lines) Introduction to the field of human geography. Topics include population, migration, folk and popular culture, language, religion, ethnicity, political geography, development, agriculture, industry, services, urban patterns, and resource problems. Emphasis is placed on historic and current spatial patterns and reasons for their change.

For course revision, enter previous course title, number and credit.

Previous Course Title CULTURAL GEOGRAPHY

Previous Subject Area and Course Number GEOG 32061 **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations Written responses to exam essay questions; reaction papers

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GEOG 96

Basic Data Sheet - Page 2

Subject Area GEOG **Course Number** 22061

Instructor(s) Contributing to preparation Haley

Instructor(s) Expected to teach this course Haley, Kaplan, Tyner, Banasick

Content Outline

Total Hours 45

Introduction to human geography	3
Population	3
Migration	3
Folk and Popular Culture	3
Language	3
Religion	3
Ethnicity	3
Political Geography	3
Development	3
Agriculture	3
Industry	3
Services	3
Urban Patterns	3
Resource Problems	3
Examinations	3

Textbooks(s) used in this course

The Cultural Landscape: An Introduction to Human Geography by James M. Rubenstein

Chair, Director, School Dean or Campus Dean

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GEOG 77

LER COURSE PROPOSAL QUESTIONNAIRE

Date: 8-9-2006

Department: **Geography** Course Number: **22061**

Course Title: **Human Geography**

Credit Hours: 3 LER Category: **IV**

Prerequisite: None

1. **Explain how the course emphasizes concepts central to the subject area, ethical views and moral dilemmas central to the subject area, important alternative perspectives employed by scholars in the field, and the contributions of the subject area to an understanding of diversity issues (including such factors as race, nationality, gender, and social class).**

   Human/Cultural Geography is another critical component of the discipline. As noted in the earlier LER Proposal for Physical Geography, geographers recognize four major traditions: the earth science tradition, the culture-environment tradition, the locational (or spatial) tradition, and the area analysis (or regional) tradition.

   The topics typically covered in any Human/Cultural course fall into two of these traditions. Topics in the cultural-environment tradition include population, cultural attributes (religion, language, and folk and popular cultures), spatial behavior (interaction, mobility, and diffusion), and political geography. Within the locational (or spatial) tradition topics include economic development (agriculture, industry, service, and administrative functions) and urban geography.

   In presenting the geographic components of these topics, Human Geography notes the global patterns of inequity and conflict that have resulted from the uneven distribution of resources, wealth, and opportunity. The impacts of diversity issues are an intrinsic part of geography. The different approaches to these problems are noted and different perspectives within the field are presented. Students receive an well-rounded introduction to the current condition of the world. As such, this course is an appropriate addition to the Social Sciences LER selections

GEOG 98

available to students.

2. **If this course is being proposed for Category I or Category II, indicate the essential skills which the course is intended to teach, sharpen, or strengthen. (If the proposed course is intended for other categories, skip this section.)**

   This course is proposed for Category IV.

3. **State how the course is representative of a field which has attained maturity and substance with a critical mass of its own scholarly literature, methodology, community of specialists, and conceptual framework.**

   The understanding of human and cultural variation around the world is at the heart of Geography as noted above. Numerous associations, journals, and texts connect the community of human geographers. Various subject areas have developed methodologies and conceptual frameworks that are rigorously employed in scholarly research.

4. **Are adequate resources available for this course (faculty, classroom space, equipment, library holdings)?**

   At this time, we have the faculty, classroom space, and equipment for this course. Current library holdings are sufficient to support this course.

5. **How will teaching and learning be evaluated? How will the effectiveness of the course be assessed?**

   The teaching of this course will be evaluated by student questionnaire and peer review. Learning and the effectiveness of this course will be assessed by a variety of examination instruments.

6. **Has this course been offered previously?**

   Prior to the Geography Department's revision of its program (effective Fall 2000) this course was offered every semester and during most summer sessions. Over the past several years it has been offered (as the junior-level) Cultural Geography during the summer and fall terms.

32061 CULTURAL GEOGRAPHY
Section 001 Fall 2005

Instructor: Dr. Mary Ann Haley (mhaley@kent.edu)
Office: 435 McGilvrey Hall Phone: 23223
Office Hours: Monday & Wednesday 10:45 - 11:30 a.m.
Thursday 9:00 - 11:00 a.m.

COURSE OBJECTIVE
This course emphasizes the geographic patterns and processes of the world's diverse cultures. It is a study of how people interact with and change their surroundings and way of life. The increasing influence of globalization is stressed.

REQUIRED TEXT: Places and Regions in a Global Context: Human Geography, 3rd ed. by Paul L. Knox and Sallie Marston. (ISBN: 0-13-101518-4)
People in Places: A Documentary Case Study Workbook, 1st ed. by Philip E. Steinberg and Kathleen A. Sherman-Morris. (ISBN: 0-13-142780-6)

ATTENDANCE
University policy 3342-3-06 states that regular attendance in class is expected. Attendance will be taken randomly throughout the semester. You must inform me as soon as possible if you believe your absence from class is excused (e.g., illness, death in the immediate family, religious observance, academic field trip, approved concert or athletic event) and provide documentation. If there is any question, ask.

Students are responsible for both the material presented in class and the required textbook readings. Lecture notes from missed classes should be obtained from a classmate as soon as possible. I do not provide copies of my classroom materials.

COURSE SECTIONS AND EXAMS
The semester is divided into four sections. Each section ends with a 90 point exam that includes short answers and essays.

The exams are non-comprehensive and will given as scheduled. Make-ups will not be given without a documented medical excuse or arrangements having been made before the exam.

The topics, required readings, and exam dates for each section follow.

Participation in the discussion will be part of the grade. Late work will only be accepted the next class meeting and will have points deducted.

GRADING
There is a total of 500 possible points. The exams account for 360 points (or 72%) and the case studies account for 100 points (or 20%). The final 40 points (or 8%) are for attendance.

Throughout the semester grades will be posted on WebCT (**http://class.kent.edu**). Final grades will be assigned using the following scale:

A	87 - 100 %	435 - 500 points
A-	85 - 86 %	425 - 434 points
B+	83 - 84 %	415 - 424 points
B	77 - 82 %	385 - 414 points
B-	75 - 76 %	375 - 384 points
C+	73 - 74 %	365 - 374 points
C	67 - 72 %	335 - 364 points
C-	65 - 66 %	325 - 334 points
D+	63 - 64 %	315 - 324 points
D	55 - 62	275 - 314 Points
F	54 % and below	0 - 274 points

EXTRA CREDIT
There is no individual extra credit. Extra credit may be offered to the entire class towards the end of the semester. Due dates will be strictly enforced.

ACADEMIC INTEGRITY
University policy 3342-3-07 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided in this policy will be used to deal with any violations. If you have any questions, please read the policy at http://imagine.kent.edu/policyreg/search.asp and/or ask.

STUDENTS WITH DISABILITIES
University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Disability Services (contact 330-672-3391 or visit www.kent.edu/sds for more information on registration procedures).

KENT STATE
UNIVERSITY

To: Mary Ann Haley, Interim Assistant Dean of Curriculum, College of Arts and Sciences
From: Feodor F. Dragan, Curriculum Coordinator, Department of Computer Science
Date: September 27, 2006
Re: Computer Science New Courses and Course Revisions

The enclosed documentation is in support of a proposal to create new computer science courses and make some changes to old computer science courses.

The documentation includes:

- **LER status for CS 10051** *(included: CCP and BDS for the course, LER Course Proposal Questionnaire and a course syllabus sample)*
  This course is proposed for Category II (Mathematics & Logic)

The course has been an LER under the Basic Science category since 1999 and was offered, in one form or another, for many years previous to that date. The laboratory component was added in 1998. Throughout the years, the course has been regularly updated to reflect the rapidly changing needs and priorities of the field. The course lost LER status in 2006 due to the re-organization of LERs dictated by the State mandated transfer module. The transfer module excludes Computer Science as a Basic Science but rather includes the topic under Mathematics and Logic. Computer Science is a combination of mathematics, logic, engineering, and science. As such it falls under both of these LER categories. The College of Arts & Sciences currently allows CS 10051 to count for LER credit in the Elective category. This was put in place as a temporary solution until this application could be developed to switch the course to the Mathematics & Logic category.

- **New *Elective* Undergraduate Courses** *(included: CCP and BDS for courses)*

CS 33223 Unix Tools: The variants of the Unix operating system, including Linux, are widely used. The variants have much in common. Understanding the Unix operating system environment and the skilful use of the tools commonly available with Unix can greatly enhance the productivity and the value of an individual. Unix is big and there is much software available for it so a wise selection of tool choice and guidance in their use is very beneficial. This course has been offered two times as a ST and will be offered again as an ST next year.

CS 4/57205 Information Security: Computer and Information Security have always been a matter of concern in the industry, concern which rose to the forefront with President Clinton's "National Plan for Information Systems Protection" (FN245) issued in January 2000, and emphasized by the events of 9/11, which pointed out serious flaws in the disaster recovery planning of many companies. As of this writing, Wright State University and Ohio State have solid programs in Information Security; however there is no permanent course available for students in Northeast Ohio. This course is an attempt to fill this gap. It has been offered two times as a ST and will be offered again as an ST next year.

Department of Computer Science
254 MSB Summit Street • P.O. Box 5190 • Kent, OH 44242-0001
Phone (330) 672-9058 • Fax (330) 672-7824 • http://www.cs.kent.edu/~dragan/ • dragan@cs.kent.edu

CS 42

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 9/27/06

Purpose of Proposal: Revise Course

Subject Area: CS

Course Number: 10051

Course Title: INTRODUCTION TO COMPUTER SCIENCE

Minimum Credit: 4 Maximum Credit: 4

Selected items are new

○ Subject Area		◉	Activity Type
○ Crs Number		○	Cross-Listed/Slash
○ Title		○	Grade Rule
○ Title Abbreviatio		○	Credit By Exam
○ Prerequisite	If applicable	○	Course Fee
○ Credit Hours	If applicable	◉	LER Status (G)
◉ Description	If applicable	○	WIC (W)
○ CIP/HEGIS	If applicable	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: none

Units Consulted (See guidelines for Instructions): none

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: _____ 9 / 27 / 06

College/School Dean: Mary Ann Haley 10 / 6 / 2006

Vice Provost for Regional Campuses: _____ / /

Provost: _____ / /

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CS45

Basic Data Sheet - Page 1

Preparation Date 9/27/06 11:43:32 AM **Requested Effective Year** 2007F

Course Title Introduction to Computer Science

Subject Area CS **Course Number** 10051 **Course Fee** 5

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Intro to Computer Science **Cross-listed with**

KSU Type N

Credit Connector F **Minimum Credit** 4 **Maximum Credit** 4

Credit By Exam CBE-N **Activity Type** LLB

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level 1

CIP Code

Prerequisite (limit text to two lines) MATH 11011 OR 12001, OR 2YRS. OF HIGH SCHOOL ALGEBRA

Catalog Description (limit text to five lines) An Introductory, high-level, and hands-on coverage of aspects of computer science including: algorithms, problem solving, operating systems concepts, computer architecture and programming languages. Three credit lecture with one credit lab.

For course revision, enter previous course title, number and credit.

Previous Course Title INTRO TO COMPUTER SCIENCE

Previous Subject Area and Course Number 10051 **Prev Min Hrs** 4 **Prev Max Hrs** 4

Writing Expectations Exams, programming assignments and homework

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Basic Data Sheet - Page 2

Subject Area CS **Course Number** 10051

Instructor(s) Contributing to preparation J. Baker, H. Peyravi, R. Walker, D. Haverstock, J. Maletic, F.Dragan

Instructor(s) Expected to teach this course K. Batcher, W. Pechenuk, H. Peyravi, D. Haverstock, J. Maletic, G. Volkert

Content Outline

Total Hours 90

	(3) Lecture Hours	(1) Lab Hours
Introduction	2	1
Algorithmic foundations:		
Discovery and design	10	2
Efficiency and analysis	4	3
Hardware:		
Data representation and binary numbers	3	1
Boolean logic and gates	3	2
Basic Circuits	3	1
Computer systems organizations	2	2
The virtual machine	2	2
Operating systems	2	3
The software:		
High-level language programming	4	4
Compilers and language translation	2	2
Networking	2	2
Internet	2	2
Fundamental applications	2	3
Social issues	2	0
	Total: 45	Total: 30
		+ 15 out of class

Total Lecture + Lab + out of class = 90

Textbooks(s) used in this course

G. Michael Schneider and Judith L. Gersting, Invitation to Computer Science, 3rd Edition, C++ Version, 2004, Thomson/Course Technology. ISBN 0-534-39097-8.

Stephen S. Carey, A Beginner's Guide to Scientific Method, 2004, Thomson Wadsworth. ISBN 0-534-58450-0.

Daniel D. Chiras, Essential Study Skills for Science Students, 2000, Brooks/Cole. ISBN 0-534-37595-2.

Chair, Director, School Dean or Campus Dean

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LER Course Proposal Questionnaire

Date: September 27, 2006
Department: Computer Science
Course Number: CS 10051
Course Title: Introduction to Computer Science
Credit hours: 4 (3 lecture, 1 lab)
LER Category: Mathematics & Logic (Category II)
Prerequisite: Math 11011 or 12001 or Two Years of High School Algebra

Catalog Description: An Introductory, high-level, and hands-on coverage of aspects of computer science including: algorithms, problem solving, operating systems concepts, computer architecture and programming languages. Three credit lecture with one credit lab.

Course Objective: The object of the course is to instill the student with an understanding of the fundamentals of the two major concepts underlying computer science, namely 1) the basics of algorithm design and analysis and; 2) the mathematics and logic upon which computer hardware is based.

1. Explain how the course emphasizes:

a. Concepts central to the subject area

Two basic concepts are fundamental in computer science: 1) that of the algorithm to describe a constructive solution to a problem and; 2) that of using Boolean logic to design hardware. This course emphasizes both of these fundamental concepts and shows how other important concepts in computer science are built upon these.

Algorithms are a detailed set of instructions that can be carried out to solve a problem. The design and analysis of algorithms leads to the realization and implementation of programs written in a computer programming language. Hardware is designed so that it can be used to execute algorithm. Programming languages are simply a means to realize algorithms in a notation that can be understood by both the computer hardware and the programmer. The complex details of the hardware are hidden from us (programmer and user) by multiple layers of software that realized high-level abstract features. These high-level features are used to solve complex problems quickly whereas the low-level features of the hardware must be combined in lengthy and complex ways to solve problems. This understanding of algorithms is central to all aspects of computing and computer science including: programming languages, operating systems, databases, networking, software engineering, etc.

Students learn how the capabilities of this rapidly expanding discipline and the issues they raise impact almost every aspect of our lives. Also, the students will learn about the inherent limitations of computers.

b. Ethical views and moral dilemmas central to the subject area

There is a broad range of social and ethical issues in computing that effect everyone. In order to understand how these issues compare to other ethical issues and to understand the limits of proposed solutions, knowledge of computer science is a necessity. Some of the issues to be

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discussed include: downloading music, film, and software files without authorization; privacy issues with respect to e-mail and visited websites; and effects of hacking on society. Social issues to be discussed include the role computer technology is playing in reshaping our society and economy. Topics such as outsourcing, rapid creation and obsolescence of computer and information technology, telecommuting, and revitalization of a post-retirement workforce for a technology-based economy are also discussed.

c. Important alternative perspectives employed by scholars in the field

The basic concepts of both algorithms and basic logic design are fundamental in computer science and, therefore, can be used to explain almost all other concepts in computer science. This course emphasizes algorithms throughout the course and students learn what algorithms are, how to understand them, how to analyze them, how to create them, and how to cope with the problems that relate to use of algorithms. By starting with algorithms as a base, the software aspects of computer science can be put into their proper perspective. Software is the expression of an algorithm in a language. Likewise, logic design is introduced as a fundamental concept needed to understand the design of hardware, i.e., equipment used to execute the software. An alternative approach to presenting this material is to introduce basic programming concepts first and then develop the skills for algorithm design and problem solving. While a programming-first approach

Information will be presented in two distinct ways in this class. Students will be introduced to the topics in a standard lecture environment. Additionally, many of these topics will be investigated further in a two hour laboratory each week. In the laboratory projects the students will be able to experiment and learn more about many of the topics introduced during their class periods in a hands-on interactive manner. The student will prepare and submit reports for their laboratory projects, covering both the results they obtained and their explanations for these results.

In addition, the uses of scientific methods are emphasized in this course. Students are taught how to analyze algorithms using the abstract concept of a model of computation. The usefulness and accuracy of the performance predicted by this model is tested experimentally in their laboratory projects. Students also do laboratory projects that focus on how the computer can be used to investigate computational questions experimentally and to arrive at possible hypotheses which can then be tested experimentally.

d. The contributions of the subject area to an understanding of diversity issues (including such factors as race nationality, gender, and social class)

While the course does not directly address the issues of diversity it does empower the student with knowledge and technologies that impact the factors of race, nationality, gender, and social class. Computers and the Internet have the ability to connect diverse peoples across national and ethnic boundaries. This extends our perspective and allows direct interaction with other people at a global level. The technology has the potential to help level the playing field across social-ethic boundaries and facilitate a more diverse interconnected community.

2. If this course is being proposed for Category I and Category II, indicate the essential skills which the course is intended to teach, sharpen, or strengthen. (If the proposed course is intended for other categories, please skip this section.)

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This course is proposed for Category II (Mathematics & Logic). The course provides the student with a fundamental understanding of computing and computer science. Foremost, this includes basic computer programming skills, including the abilities of problem solving, algorithm development, Boolean logic, and procedural abstraction. Programming skills are essential for using the advanced features of many of the ubiquitous software tools found today in our classrooms, offices, and homes. Programming skills are required for such things as: writing macros for spreadsheets and word processors; writing queries to access information from a data base; using mathematical and scientific software; and building, anything but the simplest, web pages. Additionally, the course provides the student with a basic understanding of computer hardware and how programs (software applications) execute on a computer. The fundamentals of computer networking, the infrastructure of the Internet, are also presented. A basic understanding of computing is essential for our students to interact in today's global information age.

College-preparatory high school classes in computers tend to teach skills in using particular software packages. Examples include high school courses whose primary focus is to teach students how to use software packages such as word processing and spreadsheets. In contrast, this course gives a broad overview of the field of computer science and will correct many misconceptions students have about computer science as a discipline and lead them to understand that it is more than just using spreadsheets. The understanding that the student gains in this class will allow him/her to better understand any previous knowledge about computers and computing that they may have.

3. State how the course is representative of a field which has attained maturity and substance, with a critical mass of its own scholarly literature, methodology, community of specialists, and conceptual framework.

Despite its relatively short history as a formal academic discipline, computer science has made a number of fundamental contributions to science and society. These include: a formal definition of computation and computability, and proof that there are computationally unsolvable and intractable problems; the concept of a programming language, a tool for the precise expression of methodological information at various levels of abstraction; the theory and practice of compilers for translating between programming languages; practical applications such as the PC, the internet, search engines, scientific computing; etc. During the last four decades computer science has matured from a young research field to a well established academic discipline with a critical mass of its own scholarly literature, methodology, community of specialists, and conceptual framework and with many branches addressing different aspects of computer science.

Computer science is the study of the theoretical foundations of information and computation and their implementation and application in computer systems. Computer science has many sub-fields; some emphasize the computation of specific results (such as computer graphics), while others (such as computational complexity theory) relate to properties of computational problems. Still others focus on the challenges in implementing computations. For example, programming language theory studies approaches to describing computations, while computer programming applies specific programming languages to solve specific computational problems.

There are a number of well established computer science societies (ACM, IEEE-CS, SIAM, etc.) with different branches coordinating the development and evolution of this rapidly changing discipline. Each year thousands conferences, symposia and workshop are organized on different aspects of computer science world wide. Massive impact of computer science as a discipline on other disciplines and more generally, the world at large is undeniable. Computer science is considered by some to have a much closer relationship with mathematics than many scientific disciplines. Early computer science was strongly influenced by the work of mathematicians such as Kurt Gödel and Alan Turing, and there

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continues to be a useful interchange of ideas between the two fields in areas such as mathematical logic, category theory, domain theory, and algebra.

This course provides the students with a broad but scientifically sound introduction to computer science as a discipline and to the major concepts, areas, and issues in computer science. The students are able to test and further develop their understanding of computer science concepts in the laboratory portion of this course. For example, students develop the ability to understand, design, and evaluate algorithms and in the laboratory, students use software that implements the algorithms to develop a better understanding of these algorithms and to compare their performances. This understanding of algorithms is central to all aspects of computing and computer science including: programming languages, operating systems, databases, networking, software engineering, etc.

4. Are adequate resources available for this course (faculty, classroom space, equipment, library holdings)?

Adequate resources are available for CS 10051. In recent years the department has typically offered eight or more sections during the Fall, six or more sections during the Spring, and one section during the Summer. Additionally, during the Fall we offer one Honors section of CS 10051.

The CS 10051 lecture has been, and will continue to be, taught entirely by experienced instructors, non-tenure track faculty, and tenure-track faculty. Qualified graduate assistants and part-time instructors assist the students in the lab portion of the course.

The course has a coordinator who is responsible for oversight which includes assisting the lecture instructors, managing the lab material and the lab software, and arranging for any needed laboratory systems support or additional software.

There is a departmental laboratory with 20 PCs that is devoted almost entirely to servicing this course. Additionally, the department has another 20 PC lab that can partially be used for this course. The departmental systems staff provides software and hardware support for the laboratory.

The primary textual material for this course is provided by the textbook and the lab instructional material created by the department.

5. How will teaching and learning be evaluated; how will the effectiveness of the course be assessed?

The course is delivered as a lecture and laboratory. Concepts covered in lecture will be reinforced through application in the laboratory in a hands-on manner. In the two-hour lab the students will carry out experiments to clarify and further their understanding of the material covered in lecture. Laboratory reports will be required from the students so that instructors can make sure the students carried out the work required by each project and that they understood the important points of their projects. In lecture, written homework assignments will be given to ensure that the students understand the material discussed in class and covered in the textbook and to prepare the students for their laboratory projects and exams. This course typically has two exams during the term and a final exam to judge knowledge of the material. The tests include short answers, essays, and small problems to solve.

Since this course is the first required course for computer science majors, the effectiveness of this course is a critical factor in the success in the program. Major are required to receive a C or better in the course to continue on in the program.

This course will have a coordinator who is responsible for managing the various sections and assignments, projects, and tests used by the instructors. The coordinator will gather statistics related to this course and make recommendations for improvements.

6. Has this course been offered previously?

The course has been an LER under the Basic Science category since 1999 and was offered, in one form or another, for many years previous to that date. The laboratory component was added in 1998. Throughout the years, the course has been regularly updated to reflect the rapidly changing needs and priorities of the field.

The course lost LER status in 2006 due to the re-organization of LER's dictated by the State mandated transfer module. The transfer module excludes Computer Science as a Basic Science but rather includes the topic under Mathematics and Logic. Computer Science is a combination of mathematics, logic, engineering, and science. As such it falls under both of these LER categories.

The College of Arts & Sciences currently allows CS 10051 to count for LER credit in the Elective category. This was put in place as a temporary solution until this application could be developed to switch the course to the Mathematics & Logic category.

Course Outline

	Lecture Hours	Lab Hours
Introduction	2	1
Algorithmic foundations:		
Discovery and design	10	2
Efficiency and analysis	4	3
Hardware:		
Data representation and binary numbers	3	1
Boolean logic and gates	3	2
Basic Circuits	3	1
Computer systems organizations	2	2
The virtual machine	2	2
Operating systems	2	3
The software:		
High-level language programming	4	4
Compilers and language translation	2	2
Networking	2	2
Internet	2	2
Fundamental applications	2	3
Social issues	2	0
	Total: 45	Total: 30
		+ 15 out of class
	Total Lecture + Lab + out of class = 90	

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Sample Syllabus

CS 10051 Introduction to Computer Science

Fall 2004

Section 011 (Honors section): Tues. and Thurs. 12:15 – 1:30 pm, MSB 228 (lecture)
Lab, Section 011: Wed. 12:00 noon – 2:00 pm, MSB 162 (lab)

Instructor Walter Pechenuk

Office 272 MSB, Telephone: 330 672 9102

E-mail wpechenu@cs.kent.edu

Office hours TR, 8:00 – 9:30 am

Course Description

A broad introduction to the discipline of computer science. A high-level coverage of various aspects of computers, including algorithm design, problem solving, operating system concepts, architecture and programming languages.

Texts

G. Michael Schneider and Judith L. Gersting, ***Invitation to Computer Science, 3rd Edition, C++ Version,*** 2004, Thomson/Course Technology. ISBN 0-534-39097-8.

Stephen S. Carey, ***A Beginner's Guide to Scientific Method,*** 2004, Thomson Wadsworth. ISBN 0-534-58450-0.

Daniel D. Chiras, ***Essential Study Skills for Science Students***, 2000, Brooks/Cole. ISBN 0-534-37595-2.

Prerequisites MATH 11011 or 12001, or two years of high school algebra.

Credits 4

Homework

Homework will include both written assignments and hands-on computer exercises. It will be assigned periodically throughout the semester. Failure to do these assignments may have an effect on your final grade. You will also be assigned to write a paper on a topic to be determined later. This paper will be worth 15% of your semester grade.

Tests and Lab Assignments

There will be two mid-term tests each worth 15% of your cumulative grade. The first mid-term will be on September 30, and the second mid-term will be on November 4.

All tests include material covered in the classroom, homework, and lab assignments. Questions can be asked in all forms: true/false, multiple choice, fill in the blank, and essay.

Lab assignments will be worth 25% of your cumulative grade. Each lab assignment's grade will be based on both your report and your lab notes. Lab notes are to be recorded neatly and in a scientific manner.

Final Exam

The final exam is comprehensive and is worth 30% of your overall grade. It will include material from the first two tests. The exam will be on Wednesday, December 15, 2004 from 12:45 – 3:00 pm.

Coursework

In order that work can be graded and returned promptly, late assignments will not be accepted without a valid excuse.

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Any work that you do for this class is to be your own. Any violation means that the work will not be accepted and further action will be taken.

It is up to the student to make up any missed material. Make-ups will only be given in the case of an excused absence or a documented, valid emergency. This includes tests and homework. I encourage you to contact me if an emergency arises.

If you have any problems with the class please talk to me first. If you do not feel comfortable talking to me, or if you are unsatisfied after having talked to me, then you can speak with the course coordinator, Mr. Paul Durand (durand@cs.kent.edu). His office is MSB 220.

Students with Disabilities

University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Disability Services (contact 330 672 3391 or visit www.kent.edu/sds for more information on registration procedures).

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CURRENT

Center for Applied Conflict Management
* 11001, Introduction to Conflict Management
21010, Cross-Cultural Conflict Management
Classical Studies
21404, The Greek Achievement (LER)
21405, The Roman Achievement (LER)
Communication Studies
* 26000, Criticism of Public Discourse (LER)
35852, Intercultural Communication
* 35912, Gender and Communication
Dance
27076, Dance as an Art Form (LER)
Economics
* 32083, Economics of Poverty
English
* 21001, Introduction to Ethnic Literature of the U.S.
* 21002, Introduction to Women's Literature
* 33011, African-American Literature
* 34021, Women's Literature
Geography
17063, World Geography (LER)
* 17064, Geography of the United States and Canada
32061, Cultural Geography
32080, Politics and Place
36065, Cities and Urbanization
37040, Geography of Africa
37050, Geography of Russia & the Commonwealth of Independent States
37066, Geography of Europe
37070, Geography of East and Southeast Asia
37079, Geography of South Asia
37084, Geography of South America
37085, Geography of Central America & Mexico
History
11050, History of Civilization I (LER)
11051, History of Civilization II (LER)
* 12070, History of the United States: the Formative Period (LER)
* 12071, History of the United States: the Modern Period (LER)
31140, Modern Latin America
31143, The African-Brazilian Experience in Culture and Literature
* 41056, History of Colonial America, 1492-1714
* 41057, Eighteenth-Century America, 1714-1789
* 41070, American Social and Intellectual History, 1790-1876
* 41071, American Social and Intellectual History, 1876-Present
42397, Colloquium: Women in Europe from Antiquity to Renaissance
42497, Colloquium: Women in Modern Europe
Honors
13197, Colloquium: History of Civilization I (LER)
13297, Colloquium: History of Civilization II (LER)
* 13397, Colloquium: U.S. History I (LER)
* 13497, Colloquium: U.S. History II (LER)
* 15297, Colloquium: American Politics (LER)
15397, Colloquium: World Politics (LER)
15497, Colloquium: Comparative Politics (LER)
Human Development and Family Studies
* 24011, The Family
Journalism and Mass Communication
* 20001, Media, Power and Culture (LER)
Justice Studies
* 37311, Minorities in Crime and Justice
* 37411, Women in Crime and Justice
Leisure Studies
* 36040, Inclusion of People with Disabilities in Leisure Services
Modern and Classical Language Studies
21417, Multiculturalism in Today's Germany
22217, Diversity in Today's Russia
23217, The Francophone Experience
28404, The Latin American Experience
28405, The Spanish Experience
30376, Novels of Pierre Loti
37143, The African-Brazilian Experience in Culture and Literature
Music
22121, Music as a World Phenomenon (LER)
Pan-African Studies
23001, Black Experience I: Beginnings to 1865 (LER)
* 23002, Black Experience II: 1865 to Present (LER)
* 23171, The African American Community
24407, Caribbean Studies
* 30010, African and African-American Philosophies
* 33100, African American Family in Historical Perspectives
* 33110, The Black Woman: Historical Perspectives
* 33310, Latinos, the African Diaspora and American Society
34000, Introduction to African World View
37143, The African-Brazilian Experience in Culture and Literature
Philosophy
11001, Introduction to Philosophy (LER)
21001, Introduction to Ethics (LER)
21020, Comparative Religious Thought I (LER)
21021, Comparative Religious Thought II (LER)
* 31035, Philosophy and Justice
* 31040, Women and Philosophy
* 31070, African and African-American Philosophies
* 31072, American Indian Philosophies
31075, Philosophy and Multiculturalism
Physical Education Professional
* 25059, Sport in Society
Political Science
10004, Comparative Politics (LER)
* 10100, American Politics (LER)
* 10301, Diversity in American Public Policy (LER)

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PROPOSED

Center for Applied Conflict Management
* 11001, Introduction to Conflict Management
21010, Cross-Cultural Conflict Management
Classical Studies
21404, The Greek Achievement (LER)
21405, The Roman Achievement (LER)
Communication Studies
* 26000, Criticism of Public Discourse (LER)
35852, Intercultural Communication
* 35912, Gender and Communication
Dance
27076, Dance as an Art Form (LER)
Economics
* 32083, Economics of Poverty
English 21003 Introduction to LGBT Literature
* 21001, Introduction to Ethnic Literature of the U.S.
* 21002, Introduction to Women's Literature
* 33011, African-American Literature
* 34021, Women's Literature
35301 LGBT: Critical Perspectives
Geography
17063, World Geography (LER)
* 17064, Geography of the United States and Canada
32061, Cultural Geography
32080, Politics and Place
36065, Cities and Urbanization
37040, Geography of Africa
37050, Geography of Russia & the Commonwealth of Independent States
37066, Geography of Europe
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Physical Education Professional
* 25059, Sport in Society
Political Science
10004, Comparative Politics (LER)
* 10100, American Politics (LER)
* 10301, Diversity in American Public Policy (LER)

ENG 63

KENT STATE
UNIVERSITY

Attachment 4

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Dr. Larry Andrews
Chair, URCC

From: Dr. Mary Ann Haley
Interim Assistant Dean of Curriculum
College of Arts and Sciences

Date: September 11, 2006

Subject: Diversity Status Requests

The following curricular changes were approved at the September 7, 2006 meeting of the College of Arts and Sciences Curriculum Committee:

DEPARTMENT OF ENGLISH
Request Diversity Status

1. ENG 21003 Introduction to LGBT Literature
   Request Domestic Diversity status.
2. ENG 35301 LGBT: Critical Perspectives
   Request Global Diversity status.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 9/11/2006

Purpose of Proposal: Revise Course
Subject Area: ENG
Course Number: 21003
Course Title: INTRODUCTION TO LGBT LITERATURE
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
○ Title		○	Grade Rule
○ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable	○	Course Fee
○ Credit Hours	If applicable	○	LER Status (G)
○ Description	If applicable	○	WIC (W)
○ CIP/HEGIS	If applicable	◉	Diversity

Describe Impact on Other Programs, Policies or Procedures: DOMESTIC DIVERSITY COURSE

Units Consulted (See guidelines for Instructions): LGBT MINOR

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: R M Coates
09 / 11 / 06

College/School Dean: Mary Ann Haley
9 / 11 / 06

Vice Provost for Regional Campuses: _____
/ /

Provost: _____
/ /

Please print before leaving page

Main Menu

ENG 15

All data entered below should reflect revised information

Basic Data Sheet

Preparation Date	10/25/05 **Requested Effective Year** 2007F
Course Title	Introduction to LGBT Literature
Department	ENG
Course Number	21003
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Cross-listed with	
Course Title Abbreviation	Intro to LGBT Lit
KSU Type	D
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	UC
Credit By Exam	CBE-N
Activity Type	LEC
Course Fee	0 **Per Credit Hour**
Following four fields completed by the Provost's Office.	
OBR Program Code	
OBR Course Level	
CIP Code	
Prerequisite	English 11011,11002 or permission.
Catalog Description	Introduction to lesbian, gay, bisexual, & transgendered literature in English & to issues of gender, sexuality, and culture raised by this literature.

For course revision, enter previous title, abbr, number, and credit.

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Previous Course Title

Previous Department & Course Number **Prev Min Hrs** 0 **Prev Max Hrs** 0

Chair, Director, School Dean, or Campus Dean

Writing Expectations: Short papers, quizzes, examinations.

Instructor(s) expected to teach this course: Anderson, Sloan, Swartz

Instructor(s) Contributing to Content: Schwarzbach, Sloan

Content Outline **Hrs**

Readings will cover a range of topics, including sexual orientation, homophobia, private and public representations of identity, and LGBT issues. Course will usually include poetry, fiction, drama, and non-fiction, though instructors may choose to limit generic coverage in order to achieve a particular topic or thematic focus. Writers typically studied may include the following among others, arranged in terms of genres:

Poetry: Berry, Doty, Lorde, Hacker, O'Hara, Monette, Rich, Whitman 12

Drama: Elyot, Kushner, McNally, Wilde 12

Fiction: Baldwin, Browne, Forster, Hall, Halloran, Kramer, Leavitt, White, Winterson 15

Non-fiction: Bauer, Crisp, Doty, Duberman, Monette, Rich, Vaid 06

Total 45

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Textbook(s) used in this course

PENGUIN ANTHOLOGY OF GAY LITERATURE; PENGUIN ANTHOLOGY OF LESBIAN LITERATURE; LESBIAN AND GAY STUDIES READER; works by individual writers.

UPDATE RESET

Back Main Menu

All data entered below should reflect revised information

Basic Data Sheet

Preparation Date	10/25/05 **Requested Effective Year** 2007F
Course Title	Introduction to LGBT Literature
Department	ENG
Course Number	21003
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Cross-listed with	
Course Title Abbreviation	Intro to LGBT Lit
KSU Type	D
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	UC
Credit By Exam	CBE-N
Activity Type	LEC
Course Fee	0 **Per Credit Hour**

Following four fields completed by the Provost's Office.

OBR Program Code	
OBR Course Level	

ENG 18

Diversity Course Proposal Questionnaire

Department/School____English_____

Course Number___21003_____ Credit Hours_____3_____

Course Title__Introduction to LGBT Literature_____ _____

Prerequisite___Completion of or concurrent enrollment in first year composition, or permission

1. Explain how the courses addresses specific diversity requirement Objectives and Criteria as a primary purpose. Please be explicit be explicit and concrete; this is the heart of the proposal.

   Introduction to Lesbian/Gay/Bisexual/Transgender (LGBT) Literature examines literature created in a variety of cultures from ancient Greek to the present day. The course allows students to understand varying cultural constructions and perspectives that affect the range of lesbian, gay, bisexual, transgender and queer/questioning and intersex (LGBTQI) people through literature and film read in cultural and political contexts. [The labels used in this context have been expanded to reflect the range of self-identifications of LGBTQI people: for example, in many definitions woman-centered relationships are often self-identified as lesbian; male-male relationships often as gay; bisexual, between and among sexualities defined through binary oppositions; transgender often also incorporates transsexual, and is based on chosen or identified behaviors that vary from presumed boundaries and binaries of male and female and "assigned" birth biological sex based on binary oppositions and social constructions of sexuality that are based on such oppositions; questioning as a time of attempted self-discovery, or queer as a specific break from the binary oppositions implied by lesbian, gay, heterosexual, or bisexual labels, implying the wide range of sexuality possible both biologically and socially, and forming the basis for both theory and literature that examines these expanded definitions; and intersex as the preferred term of persons who have biological characteristics of more than one sex (the older term for this was hermaphrodite). All of these categories are social and political statements of identity for those who choose them, and current literature and theory respond to wider interpretations of sexuality, hence expansion in this discussion. For greater convenience, however, LGBT literature will remain the identifier for the course.] The readings demonstrate degrees of acceptance of a range of sexual and gender constructions in various time periods and differing cultures as well as the heterosexist assumptions and homophobia that create inequalities among people, to greater and lesser degrees, in a number of other cultures, including present-day Western European and U.S. cultures. It interrogates the naturalization of heterosexuality, and the homophobic social and political constructions that rise from such essentialism and heterosexism. This literature and film allows students to examine the nature of sexuality, the

construction of both heterosexual and homosexual identity, the "naturalization" of heterosexuality in contemporary U. S. culture, and the ways that sexually is more broadly accepted in a number of cultures and nations, particularly in some present-day Western European cultures. Readings, films, and discussions broaden students' perceptions of who is included in LGBTQI identities and communities, dispelling the idea that all LGBTQI people are white and upper-middle class, or that only LGBTQI people are interested in social and political equity for all, or in the issues that pertain to these communities. This course examines the ways in which literature and film respond to crisis through the literature of AIDS, and it interrogates the nature of LGBTQI identity. Reading this literature that interrogates cultural constructions and the ways that dominant power structures intersect to create both overlapping oppressions and opportunities for coalition forming and greater equity allows students to think critically about the ways in which their own and other cultures shape their perceptions, ideology, and values. It allows a critique of heterosexuality as the "norm," allows for critical thinking and problem solving in both local and global contexts, and increases students' ability to imagine other social and political structures that are more accepting of racial, sexual, class, and gender diversity.

The course includes an issues perspective as well as historical and aesthetic perspectives. For example, literature of ancient Greece which has survived includes such works as "On Love" from *Plato's Symposium* and fragments from the works of Sappho, demonstrating widespread acceptance of a range of sexual and gender behaviors in past civilizations, and allowing critical thinking about why such diversity is not permitted and valued currently as well. This tradition, particularly Aristotle's description of creation of men and women, enters contemporary culture not only through readings of "On Love," but also through Aristotle's story's inclusion in the play and video, *Hedwig and the Angry Inch.* Study of Shakespeare's sonnets and examination of gender-bending and cross-dressing in Shakespeare's plays allows students to think critically about differences in the ways in which gender and sexuality have been seen over time. Inclusion of previous cultural constructions in contemporary work allows students, both heterosexual and LGBTQI students, to examine the nature of sexuality and gender, the ways in which attitudes have fluctuated over time, and the nature of homophobia. Such examination allows students to think critically about the nature of sexuality and gender and about the contemporary social and political constraints placed on those who do not practice what poet/theorist Adrienne Rich calls "compulsory heterosexuality." Of particular importance is a critique of the ways that the literature of AIDS demonstrates the often deadly consequences of homophobia and the difficulties that affect the lives of transgender persons.

LGBTQI literature allows interrogation of parochial attitudes toward LGBTQI people, xenophobic attitudes present in homophobic and heterosexist societies, and it allows students to imagine possibilities for change. This literature allows students to think critically about and to challenge ethnocentric perspectives of the

heterosexist dominant culture toward LGBTQI people. This literature allows students to think critically about and interrogate stereotypes about LGBTQI people and cultures. For example, the inclusion of literature of people of color from varying cultures, class structures, races, and countries disrupts the stereotype that LGBTQI people in the U.S. and the world are white and upwardly mobile. The study of this literature allows students to develop empathy for and understanding and acceptance of the differing ways that gender and sexuality are demonstrated in Western and world culture. The use of literature from a number of cultures allows discussion of cultural constructions that are more "gay friendly" and accepting than those parochial attitudes often present in the United States. Aidan Chamber's *Postcards from No Man's Land,* for example, examines the kind of equality that is possible through its examination of attitudes toward bisexuality and homosexuality in the Netherlands. Discussion of Gerd Brantenberg's books and attitudes toward homosexuality in Norway also allow students to critique differing perspectives.

LGBTQI literature allows students to examine patterns and trends of diversity in the United States, England, France, the Netherlands, Sweden and Norway (and other countries) through examination of patterns of coded language and the degree of explicit statement of an LGBTQI identity over time and in a specific place. It allows students to realize and critique how the degree of "outness" demonstrated in a culture is often directly dependent on the degree of homophobia in the culture. For example, through reading and discussion the students realize the ways in which the obscenity trials of Oscar Wilde affected such writers as Virginia Woolf, D. H. Lawrence, E. M. Forster and others, encouraging a return to the kind of coded writing present in much Nineteenth Century writing that is demonstrated in the work of such writers as Henry James, Constance Fenimore Woolson, and Sarah Orne Jewett. Examining encoding in writing allows students to become what lesbian theorist Judith Fetterley has called "resistant readers" who are able to read the lesbian or gay subtext that is a part of the overtly heterosexual plot. Inclusion of literature from and about varying time periods also demonstrates the ways in which homophobia has been employed to destroy populations. Martin Sherman's *Bent*, for example, portrays homosexuals in Hitler's concentration camps, and, when read with the introduction to Heinz Heger's *The Men with the Pink Triangle,* examined in conjunction with viewing sections of the film *Out of the Past,* and with information about the book and viewing of the film *Aimee and Jaguar*, *Bent* provides understanding of the increasing social and political acceptability of homosexuality present in Germany before Hitler's rise to power that is then contrasted with the rise in homophobia during Hitler's reign, a situation that was particularly deadly to gay men. Examining this literature and film side by side with social and political responses to AIDS and the literature of AIDS [for example, Tony Kushner's *Angels in America*, Berryman's, Lassel's (and others) poetry of AIDS, and Rebecca Brown's *The Gifts of the Body]* allows students to examine and critique differing forms of physical and cultural genocide related to homophobia.

LGBTQI literature allows students to examine techniques for dealing constructively with problems rising out of cultural differences. For example, African American writer Audre Lorde's essays and poetry, Chinese American writer Kitty Tsui's poetry, Chicano writer Gloria Anzaldua's essays and poetry, and Native American Chrystos' poetry allow students to examine homophobia and its affects on LGBTQI people in communities of people of color. Leslie Feinberg's *Stone Butch Blues* and Dorothy Allison's essays examine homosexuality in varying class settings, and the work of both writers examines the importance of forming coalitions and of being out and politically involved so that stereotypes are challenged, changing cultural constructions to include increasing equality.

The literature and film in this class stimulates critical thinking about diverse populations and the issues that face them. It allows students to gain insights that help them to imagine change, a necessary step to change occurring.

2. Describe the history of previous course offerings. Attach a summary of student course evaluations. To what extent, if any, has this course been modified to the Objectives and Criteria of the diversity requirement?

   This course was offered for the first time in Fall 2005 with a student composition that included LGBTQI students and heterosexual students. Some students participated in an honors section of this class, offered at the same time and in the same room as the regularly offered course section. Honors students provided presentations that enriched the background and concepts of LGBTQI literature and art. The course consisted of a combination of literature, film, limited critical theory, and essays in a discussion format that focused on critical thinking about the context for writing and the time period in which the literature was written and films made. The course provided an introduction to literature over time from the Greeks to the present day, and readings and films were in a variety of genres including drama, poetry, fiction, non-fiction, detective fiction, literature of AIDS, transgender literature, working class literature, literature of persons of color, and it included literature and film written for adult audiences, young adult audiences, and children's literature.

   Students responded well to the content and the format. Some of the earlier literature, coded writing, was more difficult for the students to enjoy or to see as LGBTQI literature, but by the end of the course, most students appreciated learning about writing—and reading—in this context. Overwhelmingly, both LGBTIQ and heterosexual students said that they wished that discussion of the literature and film, and availability or knowledge of works had been a part of their educational experience earlier. Students expressed that they felt cheated by the omission of identification of works and writers as LGBTQI, and, particularly, about the lack of information about children's and young adult books earlier in their school experiences. Students said they became more aware of the diversity

of LGBTQI populations: that the "white, wealthy" stereotype was dispelled. LGBTQI students particularly felt great satisfaction in learning about a tradition in literature, and in reading literature that had direct relevance to their own lives. Heterosexual students expressed similar concerns: many students felt they would have had greater understanding of themselves, friends, and family members if they had known earlier about this tradition in literature and about the current literature available for young adults and children. Of particular importance to students were insights gained by reading transgender/transsexual literature: *Stone Butch Blues, Luna,* the film, *Hedwig and the Angry Inch,* and essays from Kate Bornstein, Minnie Bruce Pratt, and Leslie Feinberg.

As the course progressed, students could see the integration of LGBTQI identity as one facet of identity of characters in works as opposed to earlier writing that focused on the fact of LGBTQI characters and "lifestyles," which all saw as a hopeful sign that there is greater social and political acceptance for LGBTQI people. For example, the plot of Nancy Garden's young adult book *Annie on My Mind* focused on the issue of being gay, being discovered, and coming out, while Nina Revoyr's *Southland* is a mystery with a well-developed plot structure that focuses on social issues and questions of acceptance of racial difference in current and past constructions in Los Angeles in which the narrator happens to be lesbian.

No modifications were made to this course to meet the diversity objectives and criteria. The subject matter and approach in and of itself meets those objectives and criteria, so that no modifications are necessary.

3. For what audience would this be a particularly good diversity course? Explain.

   LGBT literature is a particularly good diversity course for all students. Heterosexual students are able to learn about diversity issues that examine varying races, nationalities, time periods, cultures, values, sexual orientations, gender constructions and the work of peoples of different ages, genders, social classes, and abilities. Through the literature, students gain opportunities to examine problems and issues, and they examine strategies to deal constructively with these issues in discussion. All of the same benefits accrue to LGBTQI students, with the additional benefit that LGBTQI students learn of the long and diverse literary heritage they can claim, a heritage that is often omitted when this literature is presented in survey classes and other coursework venues. LGBTQI students are able to find themselves on the page, realize the gains and struggles of the past, and examine possibilities for the future, both domestically and globally.

4. What faculty will teach this course? Have any special efforts have been made to prepare these faculty to deal with the diversity issues of this course? Explain.

   English faculty who are affiliates in the LGBTQI studies minor and other faculty who have, in their work, studied literature and writers within an LGBTQI context and theory. Faculty members qualified to teach this course through the nature of

their work and/or affiliation with the LGBTQI minor include Patti Swartz, Kevin Floyd, Carol Robinson, Pam Lieske, Kathe Davis, Laurie Delaney, Tammy Clewell and others.

5. What maximum student enrollment per section do you propose? How many sections per year do you anticipate offering with current resources? What additional resources, if any, will you need?

   Maximum enrollment of 35 students including an honors section of up to five students. We anticipate offering this class once a semester in a two year rotation, with an LGBTQI critical theory class offered in the opposite semester of an academic year, also in a two year rotation. No additional resources are needed for this class, although library acquisition of books and films would be desirable. However, many texts and some films are already in the library collection. Others are available through Ohiolink or through interlibrary loan, or at video stores. Gradual acquisition of films would be desirable, but not necessary.

6. How will the teaching and learning be evaluated? How about the effectiveness of the course, specifically its diversity aspect, be assessed?

   Teaching will be evaluated through student evaluations. Learning with be evaluated through student response papers, student documented papers and presentations, discussion within the classroom, and, possibly in future sections at the instructor's discretion, by quizzes or examinations. Response papers are particularly valuable in a course like this one as they allow the instructor to realize the ways in which students are thinking critically about the texts and about the ways the texts affect their own lives and experiences. Discussion is invaluable, for discussion allows the students to share ideas and perceptions, and it allows the instructor to evaluate student comprehension of materials and ideas. Discussion following presentations allows evaluation of the insights and enrichment gained from the additional material. Writing documented papers and presenting the content of those papers about a writer and his or her work in the social and political context in which it was created not only adds to student understanding, but it also allows another venue for evaluation of student learning. Feedback on all papers, particularly response papers, helps students to gain even further insights and think more deeply about the issues that the coursework exposes.

   The diversity question on the new evaluation forms will make evaluating the diversity content easier, but this is not the only means of determining diversity content. All of the above forms of assessment, but particularly the response papers, speak to student learning and to student understanding of the diversity issues intrinsic in the class.

   The effectiveness of the course will be evaluated through student evaluations, examinations of copies of the syllabi, and through peer observation, if deemed necessary.

This effectiveness and learning in this class could also be evaluated through the quality of discussion, the willingness of students to complete difficult work, and the commitment to the coursework itself. For instance, because we failed to have one class meeting, we would have run out of time to discuss all of the works on the syllabus. However, students asked to meet during finals week for both presentation of their final work and to complete reading and discussion of the books for the class as they wanted to complete the readings and discussion of the books on the syllabus. This kind of dedication to the work for the course speaks volumes to both student learning and evaluation of teaching, I believe. The materials are vital to students' lives.

7. Does this course address primarily domestic U.S. diversity issues or global diversity issues or both? Explain

   This course addresses primarily domestic diversity issues because the predominant literature examined is American and British. Although the course examines the tradition of LGBTQI literature from ancient Greece forward, and includes literature of various countries, and although, particularly, American literature of the United States includes writers from many cultural traditions, including Asian, African, and Native American, this work is written from a multicultural and diverse context within the Western European tradition, particularly American and British. We are, therefore, asking for domestic diversity status for this course.

Person Preparing Form__Patti Capel Swartz, PhD_ Submission Date_3/13/2006_____

Chair/Director Signature verifying Curriculum Committee approval_____

Please attach a copy of the Basic Data Sheet and a typical course syllabus.

ENGLISH - Fall 2005

INSTRUCTOR REPORT

01-13-2006

INSTRUCTOR	CALL#	DEPT	COURSE TITLE	TIME	DAYS	ENROLLED	SURVEYS	NORMING GROUP
SWARTZ P	19159	ENG	21003 INTRO TO LGBT LITERATURE	0700PM	R	11	7	Not Normed

STUDENT ITEMS	MAJOR	MINOR	LER	ELECTIVE	OTHER	OMITTED
1 I am taking this course for:		42.9%	14.3%	42.9%		
	0	1-2	3-5	6-8	9+	
2 How many classes did you miss?	42.9%	42.9%	14.3%			
	A	B	C	D	F	
3 The grade I expect to receive in this course	42.9%	57.1%				
	0.0-1.9	2.0-2.5	2.6-3.0	3.1-3.6	3.7-4.0	
4 What is your current KSU Grade Point Average?		14.3%	28.6%	42.9%	14.3%	

	STRONGLY AGREE	AGREE	NEITHER A/D	DISAGREE	STRONGLY DISAGREE	OMITTED	SECTION MEAN	SECTION SD	NORMS MEAN	NORMS SD
STUDENT COMMITMENT AND LEARNING										
5 I did the required preparations for each class.	14.3%	71.4%	14.3%				4.00	0.53		
6 I learned valuable information/skills from this course.	28.6%	57.1%	14.3%				4.14	0.64		
INSTRUCTOR ITEMS										
COURSE ORGANIZATION										
7 Expectations were clear to me throughout the course.	42.9%	57.1%					4.43	0.49		
8 The structure/organization of the course helped me learn.	28.6%	57.1%		14.3%			4.00	0.93		
9 The course materials/activities helped me learn.	42.9%	42.9%		14.3%			4.14	0.99		
EVALUATION PRACTICES										
10 The assignments and tests allowed me to demonstrate what I learned.	14.3%	85.7%					4.14	0.35		
11 I received feedback about my progress throughout the course.		57.1%	28.6%	14.3%			3.43	0.73		
INSTRUCTOR CHARACTERISTICS										
12 The instructor gave clear written/oral explanations.	42.9%	42.9%		14.3%			4.14	0.99		
13 The instructor motivated me to think about the subject.	71.4%	14.3%		14.3%			4.43	1.05		
14 The instructor demonstrated knowledge of the subject matter.	85.7%		14.3%				4.71	0.70		
15 The instructor showed respect for students.	100.0%						5.00	0.00		
16 The instructor was available for individual consultation.	14.3%	57.1%	28.6%				3.86	0.64		
**Total of Instructor Items 7-16	44.3%	41.4%	7.1%	7.1%			4.23	0.86		

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CONTINUATION: CALL# 19159

	STRONGLY AGREE	AGREE	NEITHER A/D	DISAGREE	STRONGLY DISAGREE	OMITTED	SECTION MEAN	SECTION SD	NORMS MEAN	NORMS SD
PHYSICAL FACILITIES, EQUIPMENT AND TECHNOLOGY										
17 The classroom and physical facilities support the learning activities in this course.	28.6%	57.1%	14.3%				4.14	0.64		
18 Equipment and technology used supported the learning activities in this course.	28.6%	71.4%					4.29	0.45		

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR					
SUMMARY QUESTION										
19 Overall, how would you rate your learning experience in this course?	57.1%	28.6%	14.3%				4.43	0.73		

ENG 27

Introduction to LGBT Literature

Fall, 2005

Instructor: Dr. Patti Capel Swartz
Email: pswartz@eliv.kent.edu (preferred) or pswartz@kent.edu
Phone: (5 digit dial) 77450 or 330-382-7450 home: 330-382-9574

Course Requirements

Lesbian, gay, bisexual and transgender literature has a long history in Western culture. From *Plato's Symposium* and the poetry of Sappho to the present, lgbt literature has been present, whether or not hidden to greater or lesser degrees. Because the terms homosexual and heterosexual are fairly recent inventions, coined only in the late 19th century, and because writers in some eras would not have referred to themselves as lesbian or gay, nor would the culture be the same in those times as it is today, it is important that we look at the works we will be reading and the films we will be viewing in a cultural context. It is also important to realize that some of the writers considered most experimental and influential were involved in same sex relationships. Again, because prohibitions against same sex relationships have varied over time and according to place, what was simply considered unexceptional and a part of life for the writers in their time was considered "socially deviant" in other times. Therefore, writers' work was sometimes truncated in so far as publication was concerned, as in the case of Emily Dickinson, or critics applied their own social mandates to writers' work, ignoring the fact that what we could now consider homosexuality was part of that work. Often in classes, although Greek philosophy might be studied, *Plato's Symposium* would not be read. For many years critics ignored what was evident in Shakespeare's sonnets: that many of the love sonnets were written to a man. In some time periods, some work, like *Maurice,* remained unpublished and was passed from hand to hand: circulated among friends. Some teachers and critics still refuse to admit the homosexuality present in Melville's *Moby Dick, Billy Budd,* or *Pierre of the Ambiguities.* And although some late 19th century writers were out of the closet and onto the page, the sodomy trial that ruined Oscar Wilde's life and the early 20th century obscenity trial of Radcliffe Hall which forbade publication of her *Well of Lonliness* created tremendous fear on the part of other writers, writers like Virginia Wolfe, for instance, who worried that the sexual content of some of her writing would be too explicit. Because much writing was not identified as lgbt writing, lgbt readers developed a particular sensitivity for reading the relationships in books available. This phenomenon is identified by critics Judith Fetterley and Bonnie Zimmerman as becoming a "resistant reader" who finds evidence in the text of lgbtq relationships and sensibilities. Being and becoming such a reader is a part of the "outsider" status that lgbtq people have experienced in this culture, and it allows us to be excellent cultural and literary critics.

Because of the long and productive history of lgbt writing, there is no way that we can more than scratch the surface in this class. We will do our best to look at representative work from a number of periods, discussing the cultural constructions of the time in which the writing was produced. Some critics believe that a "golden age" of lgbt publishing has occurred since the mid-1980s, extending to the present time. Because this is so, we will look at a number of current texts in varying genres.

Because this class relies heavily on discussion, you will need to have completed the readings for the class to be able to discuss them. Class attendance is also important to discussion, and to your progress in the work for this class. I expect that you will read carefully and think critically about what these readings mean to your life, and that you will bring this critical thinking to your discussion of the materials. I am asking that you complete eight short response papers to readings or films, and that you expand on these responses in five more papers. This is the best way I have of getting to know you individually, to know what you think and what readings are important to you. You will also select a writer and discuss his or her work in the context of the time in which that work was written. This paper will serve as the

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basis for an in-class presentation. This will be the one documented paper due in the class. I will be glad to look at drafts so that I can provide suggestions and help with documentation, if necessary. Doing a presentation and speaking out in class discussion implies some risk on your part, and on mine, and so we all need to work together to make this a comfortable environment for risk-taking. So, the requirements are fairly simple: read, write, discuss, present, and respect the views and opinions of your classmates.

I look forward to a wonderful semester exploring these works with you!

Evaluation
8 short response papers, 1-3 pages; 5 response papers, 3-5 pages, and one documented paper and presentation examining a writer and work within a cultural context. Your response papers and your presentation/paper will comprise 85% of your grade. Your participation in class discussion comprises the other 15%. All written work for the class will be gathered into a portfolio and submitted at the end of the semester. This does not mean that you can wait to write everything until the last minute. You'll find yourself in a bind if you try. Please submit your short response papers and the expansions of those papers in a timely manner. We will have presentations of research toward the end of the course. If you are in an honors section, please meet with me to discuss your class project. This project can be creative or academic, and it can take a number of forms. I am interested in having you complete a project that you are interested in, so all kinds of ideas are welcomed. You could also work with other class members for this project. I cannot read all of your responses and your documented papers at one time at finals, and I get VERY cross if someone has not submitted their work in a timely manner.

You can expect honesty from me. In turn, I expect you to be honest with me.

All work submitted must be word processed. This will save you time and hassles later. It will save me hassles, too, for my eyes are old and it becomes more difficult to read handwriting every year.

Conferences
Conference time is available before or after class on Thursdays, or we can arrange a time to meet for a conference. If you are having problems with the work or problems that fall outside of the class, please contact me and talk about these. Unless you tell me, I have no way of knowing that you are having difficulties. If you know you have to miss a class for some reason, please email me to let me know the reason, using my Kent East Liverpool email address: pswartz@eliv.kent.edu. You can email me at any time with questions or problems.

Students with Disabilities
In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Student Disability Services (SDS) in the Michael Schwartz Student Services Center (672-3391). I will do whatever I can to accommodate you in this class, but I must have verification from the Student Services Center, and a letter that sets out what accommodations are necessary.

Texts
Mrs. Dalloway, Passing, Bent, Giovanni's Room, Rubyfruit Jungle, Stone Butch Blues, The Gifts of the Body, Postcards from No Man's Land, Luna, Annie on my Mind, Southland, The Death of Friends, The Fairy Tales of Oscar Wilde, From the Notebooks of Melanin Sun, Asha's Mums. We will also read poetry, short prose, and essays available in class. Several films will also be texts in the class. These include: *Hedwig and the Angry Inch, Billy Budd, The Importance of Being Earnest, Paris Was a Woman, The Hours, Looking for Langston, Angels in America (sections), Oranges Are Not the Only Fruit,* and *Oliver Button Is a Star.*

Schedule of Readings

(Note that a few weeks have choices for readings. Required: Novels and handouts. Reasonable changes may be made in the order of readings.)

Week One
Poems of Sappho (in class), From *Plato's Symposium* (Aristotle "On Love."), Video: *Hedwig and the Angry Inch*

Week Two
Shakespeare's sonnets (in class), Poetry by early women writers. Video: Herman Melville's *Billy Budd,* poetry by Whitman and Dickinson.

Week Three
Video: *The Importance of Being Earnest,* Oscar Wilde: Selected readings and fairy tales.

Week Four Film: *Paris Was a Woman,* Short fiction and poetry: Gertrude Stein, Radclyffe Hall, Djuna Barnes, Renee Vivien, HD and others.

Week Five
Short fiction: Sarah Orne Jewett, Constance Fenimore Woolson, Henry James, Thomas Mann and others. Film: section (Boston Marriages: Sarah Orne Jewett and Annie Fields) of *Out of the Past.*

Week Six
Virginia Woolf: essays and *Mrs. Dalloway.* Video: *The Hours.*

Week Seven
Aidan Chambers' *Postcards from No Man's Land.* Video: *Orlando,* Short fiction and poetry. Virginia Woolf, Vita Sackville-West, and Violet Trefusis (handout) Discussion of Tiresius figure, Freud's theories.

Week Eight
Martin Sherman's *Bent,* Video: *Aimee and Jaguar*

Week Nine
Harlem Renaissance: Nella Larsen, *Passing,* Blues lyrics and Blues singers (Gladys Bentley, Alberta Hunter, Ma Rainey, Bessie Smith, Ethel Waters), Langston Hughes, Countee Cullen, James Weldon Johnson, Claude McKay, Angelina Weld Grimke. Video: *Looking for Langston*

Week Ten
Jeanette Winterson, *Oranges Are Not the Only Fruit (Video)* Julie Anne Peters' *Luna* or Nancy Garden's *Annie on My Mind* (Choose either *Luna* or *Annie on My Mind.)*

Week Eleven
James Baldwin, Giovanni's Room. *Poetry and essays: Audre Lorde, Pat Parker, Muriel Rukeyser, John Berryman, Adrienne Rich, Kitty Tsui, Crystos, Dwight Okita, Dionne Brand, Michelle Cliff, Jeff Mann.* Judy Grahn's "Boys at the Rodeo."

Week Twelve
Rita Mae Brown, *Rubyfruit Jungle.* From Edmund White: *A Boy's Own Story.* Video, *If These Walls Could Talk II*

Week Thirteen
Thanksgiving holiday.

Week Fourteen
Leslie Feinberg, *Stone Butch Blues.*
Video: from *Angels in America.* Poetry, John Berryman, Paul Monette, Terry Wolverton and others. Rebecca Brown's *The Gifts of the Body*

Week Fifteen
Nina Revoyr's *Southland* and/or Michael Nava's *The Death of Friends* (Choose one)

Week Sixteen
Jacqueline Woodson's *From the Notebooks of Melanin Sun* and Rosamund Elwin and Michele Paulse's *Asha's Mums.*
In class: Tomie dePaola's *Oliver Button Is a Sissy* . Video: *Oliver Button Is a Star*

From dnadon@kent.edu
Sent Friday, August 18, 2006 10:22 am
To snewman@kent.edu
Cc rberrong@kent.edu
Bcc
Subject Re: LGBT Diversity Approval

Sara Newman
Chair
Department of English
Kent State University

Daniel-Raymond Nadon
Co-coordinator
LGBT Studies
Kent State University
5-8925

August 18, 2006

Sara,

On behalf of my co-coordinator, Richard Berrong, and myself, I would like to officially support your request to grant diversity status on the following courses:

ENG 21003: Introduction to LGBT Literature
ENG 35301: LGBT: Critical Perspectives

These courses have already been added to our curriculum by Professor Berrong and we are pleased to see them being taught.

With appreciation,

Daniel-Raymond Nadon, Ph.D
Associate Professor
Co-ordinator of Theatre - Trumbull Campus
Co-coordinator of LGBT Studies
Kent State University

ENG 31

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: 5 / 22 / 06
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall 2007

DATE OF PREPARATION: 10/6/05

Purpose of Proposal Course Change

Current Course Title World Englishes

Department ENG - English

Course Number 31006

Minimum Credit 3 **Maximum Credit** 3

Checked items are new or revised

- ☐ **Prefix**
- ☐ **Title**
- ☐ **Title Abbreviation**
- ☐ **Number/Slash**
- ☑ **Prerequisite**
- ☐ **Credit Hours**
- ☑ **Description**
- ☐ **CIP/HEGIS**
- ☐ **Activity Type**
- ☐ **Cross-Listed/Slashed**
- ☐ **Grade Rule**
- ☐ **Credit By Exam**

---If applicable---

- ☐ **Course Fee**
- ☐ **LER Status (G)**
- **WIC (W)**
- ☐ **Diversity (D)**

Describe Impact on Other Programs, Policies, or Procedures

Will allow students to take this lower division course in their sophomore year.

Units Consulted (See Guidelines For Instructions)

TESL/TEFL Program

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	[illegible]	03 / 14 / 06
College/School Dean	Linda Williams	4 / 24 / 06
Vice Provost for Regional Campuses		/ /
Provost		/ /

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

ENG 123

All data entered below should reflect revised information

Basic Data Sheet

Preparation Date	10/10/05 **Requested Effective Year** 2007F
Course Title	World Englishes
Department	ENG
Course Number	31006
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Cross-listed with	
Course Title Abbreviation	
KSU Type	~~D~~ W
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	~~UC~~ US
Credit By Exam	CBE-N
Activity Type	LEC
Course Fee	0 **Per Credit Hour**
Following four fields completed by the Provost's Office.	
OBR Program Code	14
OBR Course Level	3
CIP Code	
Prerequisite	Eng 11011 or equivalent 11002,
Catalog Description	Explores English varieties in the context of World Languages, examining language politics with a focus on first/second language education and literacy in an electronic age. ~~THIS COURSE MAY BE USED TO SATISFY THE WRITING-INTENSIVE COURSE REQUIREMENT WITH APPROVAL OF MAJOR DEPARTMENT.~~

ENG 124

==========

For course revision, enter previous title, abbr, number, and credit.

Previous Course Title

Previous Department & Course Number **Prev Min Hrs** 0 **Prev Max Hrs** 0

Chair, Director, School Dean, or Campus Dean

Writing Expectations Students write several lengthy essays exploring course topics and readings.

Instructor(s) expected to teach this course Precht, Rilling

Instructor(s) Contributing to Content Rilling

Content Outline **Hrs**

ENG 125

Language Beliefs	3
Consequences of Literacy	3
Language Learning and Loss	3
Bilingual Language Teaching/Learning	6
Language Variation: Dialect, Language, Accent	3
Language Politics: Ideology, Policy and Planning	6
Exclusionary Practices, e.g.,English-Only Movements	3
Linguistic Imperialism	9
Language Knowledge in an Electronic Age	3
Communications in a Global Village	3
Project Presentations	3

Total 45

Textbook(s) used in this course

Crawford, J. (2000). At War with Diversity: US Language Politics in an Age of Anxiety. Clevedon, UK: Multilingual Matters.

Ricento, T. (Ed.) (2000) Ideology, Politics, and Language Policies: Focus on English. Amsterdam: John Benjamins.

Wardhaugh, R. (1999). Proper English: Myths and

UPDATE RESET

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/_____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____
DATE OF PREPARATION: 06/07/2006

Purpose of Proposal Course Change

Current Course Title Juvenile Delinquency

Department JUS - Justice Studies

Course Number 36703

Minimum Credit 03 **Maximum Credit** 03

Checked items are new or revised

- ☐ **Prefix**
- ☐ **Title**
- ☐ **Title Abbreviation**
- ☐ **Number/Slash**
- ☑ **Prerequisite**
- ☐ **Credit Hours**
- ☐ **Description**
- ☐ **CIP/HEGIS**
- ☐ **Activity Type**
- ☐ **Cross-Listed/Slashed**
- ☐ **Grade Rule**
- ☐ **Credit By Exam**

---If applicable---

- ☐ **Course Fee**
- ☐ **LER Status (G)**
- ☐ **WIC (W)**
- ☐ **Diversity (D)**

Describe Impact on Other Programs, Policies, or Procedures

None

Units Consulted (See Guidelines For Instructions)

NA

REQUIRED ENDORSEMENTS:

JUS 56

Chair/Director/Campus Dean	Mark Gelli	6/7/2006
College/School Dean	Mary Ann Haley	9/26/2006
Vice Provost for Regional Campuses		/ /
Provost		/ /

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

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Basic Data Sheet - Page 1

Preparation Date 9/7/2006 **Requested Effective Year** 2007F

Course Title JUVENILE DELINQUENCY

Subject Area JUS **Course Number** 36703 **Course Fee** 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev JUVENILE DELINQUENCY **Cross-listed with**

KSU Type W

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule UC

Following three fields completed by the Provost's Office

OBR Program Code 09

OBR Course Level 3

CIP Code

Prerequisite (limit text to two lines)

Nine hours of JUS including 12000 and 36702, or permission.

Catalog Description (limit text to five lines)

Social and personal factors in juvenile delinquency; operation of juvenile justice system; prevention and control of delinquency. This course may be used to satisfy the writing-intensive course graduation requirement with approval of major department.

For course revision, enter previous course title, number and credit.

Previous Course Title Juvenile Delinquency

Previous Subject Area and Course Number 36703 **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations

Essay Exams. Writing projects/research paper with instructor critique and student revisions, 10-12 pages

Next Page

JUS 58

Basic Data Sheet - Page 2

Subject Area JUS **Course Number** 36703

Instructor(s) Contributing to preparation Drs. Tontodonato, Colvin

Instructor(s) Expected to teach this course Drs. Tontodonato, Colvin, Ms. Mary Wilson, Ms. Shelly Marsh

Content Outline

Total Hours 45

1. Definitions, Scope and Trends in Delinquency 3 hrs
2. Writing a Research Paper and Doing Research on Juvenile Delinquency 3 hrs
3. Historical Overview of Delinquency and Juvenile Justice 3 hrs
4. Psychological Perspectives on Childhood, Adolescence and Delinquency 3 hrs
5. Sociological Perspectives on Childhood, Adolescence and Delinquency 3 hrs
6. The Family and Delinquency 3 hrs
7. Gender and Delinquency 3 hrs
8. Peers and Delinquency 3 hrs
9. Gangs and Delinquency 3 hrs
10. Drugs and Delinquency 3 hrs
11. Schools and Delinquency 3 hrs
12. Police and Delinquency 3 hrs
13. Courts and Delinquency 3 hrs
14. Corrections and Delinquency 3 hrs
15. Delinquency Prevention Programs 3 hrs

Textbooks(s) used in this course

Larry Siegel, Juvenile Delinquency: Theory, Practice and Law.

Robert Agnew, Juvenile Delinquency

Peter Kratcoski, Juvenile Delinquency

Chair, Director, School Dean or Campus Dean

Main Menu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____
DATE OF PREPARATION: 10/12/2006

Purpose of Proposal: New Program

Department: ARCH

Requested Effective Term: 2007F

SIS Code or Brief ID of Program Affected by Action: ARCH
(e.g. A BS CHEM, WMST MNR, DTP CERT, etc.)

Establish

Description of Proposal (please use upper case):
NEW BACHELOR OF ARTS DEGREE IN ARCHITECTURAL STUDIES: INTENDED TO PROVIDE A WIDE-RANGING AND FLEXIBLE ALTERNATIVE TO THE HIGHLY STRUCTURED PROFESSIONAL CURRICULUM IN ARCHITECTURE

Total program hours are 125.

Describe Impact on Other Programs:
New degree complements College's existing professional degree offerings, assists in retention of students who now leave the college. Potential encroachment issues with Colleges of Technology, Communication and Information and Arts and Science being resolved through consultation.

Units Consulted (See guidelines for Instructions):
College of Technology, CCI, Honors College, College of Arts, College of Arts and Sciences

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean _____ / / _____

College/School Dean _____ 10/12/06 / / _____

Vice Provost for Regional Campuses _____ / / _____

Provost _____ / / _____

Please print before leaving pag Main Menu

Bachelor of Arts in Architectural Studies

Proposal for a New Major in Architectural Studies
Kent State University - College of Architecture and Environmental Design

1. Description of Purpose

The College of Architecture and Environmental Design at Kent State University requests permission to offer a new non-professional degree, **Bachelor of Arts in Architectural Studies**.

The College currently offers the following degree programs: Bachelor of Science (pre-professional), Bachelor of Architecture (professional, not to be offered after 2006-07), Bachelor of Arts in Interior Design (professional), Master of Architecture (professional), Master of Urban Design, Master of Architecture & MBA dual degree (with the College of Business Administration), and Master of Architecture & Master of Urban Design dual degree.

The proposed non-professional **Bachelor of Arts in Architectural Studies** degree is meant to provide a broad based introduction to the many roles professionals can play within the design profession. This alternative to the highly structured professional curriculum is directed at three populations:

- Students interested in the field of architecture who want a basis for further study and eventual employment in cultural theory and criticism, urban planning and design, studio art and other fields where an architectural sensibility may provide strategic advantage.
- Students who plan to complete a terminal professional architectural degree in a second entry master degree level program and seek the broadly based education valued by such programs.
- Students who seek an alternative option to a full studio- and technically-based professional program but who nonetheless could be excellent candidates for careers in the rapidly evolving design professions by combining architectural education with studies in other disciplines (e.g. journalism, geography, information technology, graphic design, library science, marketing, management, technology).

The Architecture Program attracts highly talented and motivated students, who have a wide range of aptitudes and modes of learning for problem-solving and design-related studies. The current pre-professional and professional curriculum, established to meet accreditation guidelines, is in many ways too concentrated to engage the exploratory possibilities of this exceptional cohort of students. The core motivation for this degree program is to retain as many of these exceptional students as possible within the College and provide them with an excellent basis in architecture for the exercise of their creativity and intelligence.

Moreover, we believe that this proposed new degree would increase the intellectual range of the Architecture Program, adding significantly to the depth and vibrancy of its culture as it seeks to make significant gains in national reputation.

ENROLLMENT RETENTION

The proposed degree would significantly help the CAED retain students who, due to changes in career goals, would normally not continue in the professional B.Sc./M.Arch program. These students may be currently estimated at 30 per year (see Section 2 "Need"), over a normal freshmen intake of 90. In addition, there are about 80 "AED general" students, 40 of which enter the second year of the professional curriculum through the "Summer Program". That gives a normal 59 % retention rate between first and second year.

If the new major could retain 50 of the 70 students who would normally leave the program (since there is no "fall back" alternative to the professional degree), the new major would help raise the **retention rate between first and second year to 88%.**

ALIGNMENT WITH KSU MISSION

Architecture relates to a wide variety of disciplines and professions, and it is most fully realized when it is profoundly linked to the wide variety of human purposes it houses. As such, the **Bachelor of Arts in Architectural Studies** is an excellent basis for an education that would fulfill Kent State's mission "to prepare students for responsible citizenship and productive careers, broaden intellectual perspectives and foster ethical and humanitarian values." Increasingly, architectural training does not lead exclusively to a career as a practicing architect, and this degree would allow students to prepare for the wide variety of design-related careers—both established and emerging—in which they could contribute to prosperity and quality of life.

PROPOSED CURRICULUM

The program will be four years in length, and will include elective offerings from the colleges of Architecture and Environmental Design, Arts, Arts & Sciences, Business, and Technology.

The **Bachelor of Arts in Architectural Studies** curriculum is influenced by current trends linking contemporary architecture practice to knowledge of urbanism, environmentalism, literature, media, cultural theory, art, science, and technology, as well as philosophy, economics, and political science.

In preparing this proposal, we have looked at course offerings throughout the university in order to identify electives that would be well suited to students in the architectural studies. Kent State's strong offerings in art history, literature, geography, studio art, philosophy, journalism and mass communication and other fields will allow students to develop well-rounded programs with varied emphases.

The curriculum (see Appendix C, p. 27 for full curriculum chart.) begins with a foundation year of basic design theory, leading into a sequence of courses in architectural design, history, theory, and technology, as well as a writing-intensive course tailored to students in the program.

The foundation, two semesters of "Representation of Design," serves as an introduction to the discipline of architecture, focusing on principles of two-dimensional and digital design of the built environment, with additional treatment of the role of the media in design culture. Since the rest of the first year includes basic art history, math and foreign

language courses taken outside the college, the foundation course is also geared toward making students part of the college "design culture" through involvement in issues related to the College's program of lectures, events, and exhibitions.

During the second and third years, lecture/studio courses provide opportunities to explore a range of form-making possibilities, interrogate institutional assumptions through readings in cultural theory, and understand the relationship between cultural values and the physical world. These can be augmented either by advanced courses in allied design arts, such as digital fabrication and furniture and graphic design, or by courses in an additional major. Other courses provide literacy in the technical aspects of architecture. These are supplemented by a writing intensive course on cities and urban design. (Basic Data Sheets for new courses are in Appendix D, beginning p. 39.)

In the fourth year students select electives both from within and without the College in order to pursue one of four concentrations: **Architectural Design and Theory** (for students planning to apply to professional M.Arch. programs), **Architectural History and Criticism** (for students considering graduate work in art history, architectural history or journalism), **Urban Design Infrastructure and Environmental Design** (for students headed toward urban design or landscape architecture), and **Allied Professions** (for students pursuing an additional major or qualification). In the first semester of the fourth year of the program, students have the option of studying at Kent State's facility in Florence, Italy, to pursue a concentration in Urban Studies.

The proposed new degree would require a minimum cumulative GPA of 2.50 for graduation, with a minimum 2.25 GPA for courses in the major.

Upon completion of the four-year bachelors degree, students who are qualified may seek employment careers related to the built environment or design criticism, or pursue a first professional degree in architecture or landscape architecture, or even in other professional fields.

ADMISSION OF HIGH SCHOOL STUDENTS
Application deadline is Jan. 31. All applications must include the $30 application fee, official American College Test (ACT)/Scholastic Aptitude Test (SAT) scores and an official high school transcript which shows class rank and coursework in 9th, 10th, and 11th grades, as well as the courses that are being taken or will be taken in the senior year. Transcripts that do not show class rank and senior courses cannot be considered. All completed applications received by the deadline will be reviewed.

Applicants will be considered based on the following criteria:

- high school GPA
- high school class rank
- ACT/SAT scores.

Applicants will be notified of their admission status by March 1. Those offered admission must notify the college of their acceptance by April 1.

High School students who have applied to the Architecture Professional Program (B.Sc. in Arch.), and have not been accepted may qualify for admission into the Bachelor of Arts in Architectural Studies non-professional program.

TRANSFER STUDENTS FROM WITHIN THE COLLEGE
Additionally, students who did not gain acceptance into the professional Bachelor of Science in Architecture after the summer program, may be offered admission to the proposed non-professional Bachelor of Arts degree program. Transfer into the Bachelor of Arts program will also be an option for students who opt out of the professional program in mid-course.

ADMINISTRATIVE ARRANGEMENTS FOR THE PROPOSED MAJOR
The College of Architecture and Environmental Design does not have departments, as defined by the University. The Architecture & Urban Design programs have a Coordinator, who is responsible for coordinating teaching assignments, advising and curricular issues. The Coordinator reports to the Dean of the College.

As part of the Architecture Program, the Bachelor of Arts degree has been developed under the purview of the Architecture Program Coordinator. However, the key goal of retention (and advising duties required to realize it) will require a part time faculty coordinator, as well as part time administrative support. These are included in the budget below.

2. Need

The existing professional degree program in architecture—like comparable programs nationwide—is required to meet increasingly complex accreditation requirements to insure that graduates have the knowledge and skills necessary for professional practice. In recent years, a number of schools have introduced non-professional alternatives to their professional degree programs. These programs offer enterprising faculty and students enhanced opportunities for advancing the discipline, redefining its scope and exploring allied activities for which an architectural background is increasingly considered excellent preparation. (See Appendix E, p. 57 for a comparison of the proposed major with those offered at other universities.)

Against the background of these larger disciplinary and interdisciplinary trends, the proposed program is a response to Kent State's institutional priority of improving student retention rates. The professional degree programs currently available in the CAED offer limited flexibility to students who seek an alternative that better suits their circumstances, interests or intellectual aspirations.

At present a substantial number of students declare an interest in the College, but don't ultimately enter one of the professional programs. We believe that a many of these students could be retained within the College, if there was a program that better met their needs.

The CAED currently has 80 admitted first-year students ("AED General" major) who are not part of the Architecture or Interior Design professional programs. In most years about 40 of them enter the professional program through the summer studio program. There is an additional attrition of about 30 students between the first and second years of the program, adding up to a potential core enrollment of 70 from within the current student body.

It is likely that the Bachelor of Arts major would attract some students who chose not to major in the College because of the highly structured professional degree programs. At one of the other schools consulted in preparing this proposal, this population proved to be so large that is was necessary to cap enrollments in the program. For the purposes of this proposal, a much more modest response is assumed—perhaps 10 students per year—giving a total prospective enrollment pool of 80. With a conservative 60% enrollment/pool rate, the estimated enrollment is about 50.

Current 1st Yr ARCH majors	*90, of which:*	*60 continue into 2nd Year prof. progam*
		30 drop out
Current AED Generals	*80, of which:*	*40 enter 2nd Year through summer program*
		40 drop out
Additional pool		10
Total Potential Enrollment Pool		80
Estimated Enrollment		**50**

In case of additional demand, an enrollment cap of 50 will be put in place and more students will be admitted after a careful review and planning of physical and human resources.

The emergence of analogous programs at a number of schools nationally, including several of Kent State's competitors in the Great Lakes region, suggests that there is a demand for students with this type of training. It is particularly striking that two very successful programs are in cities (Toronto and Chicago) where architectural firms have been particularly aggressive in seeking work globally. For design firms to succeed in a global environment, they need to operate in a vibrant local design culture that will attract top-notch staff. Such a design culture must be rich in people skilled at communications, passionate about design, and up-to-date on global trends. While many of these people find work with design firms (particularly in communications and marketing), others contribute from positions in journalism, information technology and other arts. There are hopeful trends in Greater Cleveland and elsewhere in Ohio, suggesting that firms here can compete in national and international markets. The long-term growth of these efforts, however, will depend importantly on the ability of Kent State (as the region's only architecture school) to foster a vibrant and innovative design culture. The proposed Bachelor of Arts program will help CAED achieve this goal. (Appendix A, page 10 includes letters from several local professionals who believe that graduates of the proposed program would be able to play significant roles in their firms.)

3. Academic Quality and Assessment

While professional programs emphasize developing the repertory of technical skills essential to production work in a design practice, the emerging non-professional programs enjoy the flexibility to explore contemporary theoretical and critical paradigms for the interrogation and re-interpretation of the discipline as it has been conventionally understood. There is a limited studio component of the program, but it is directed toward design literacy and toward using design as a mode of inquiry into the contemporary built environment, a mode complementary to written criticism and research. Similarly, courses in environmental and structural technologies are geared, not to detailed knowledge of specific technical solutions, but toward a critical awareness of the transformational role

of technology in the development of architectural practice and the importance of technological solutions given the general social imperative toward sustainability. (See Appendix D, p. 39 for Basic Data Sheets on new required courses.)

The non-professional program is structured to provide a well-rounded and personalized background, including a large number of electives. Students will develop a substantial literacy concerning architecture and architectural criticism, and this will make them strong candidates for professional study at the graduate level or for programs like the Ohio State University's recently established Master of Architectural Studies in Criticism.

As students progress through the Bachelor of Arts in Architectural Studies program, they will begin to focus on specific career goals, and it will be crucial to the long-term success of the program that the electives that comprise much of the students' third and fourth years are well chosen to form a coherent, personalized program. This means that high quality advising is essential. The proposed budget includes six hours of course release time for a Program Coordinator, with advising as a major responsibility. There is also provision for additional advising and recruitment staffing.

Several of the CAED's current tenure-track faculty are enthusiastic about the possibility of teaching the non-professional studios (and offering electives appropriate to the program) in order to explore research interests and interdisciplinary initiatives that don't fit well with the curricular requirements of the accredited program. For adjunct staffing, we have identified several excellent local practitioners with strong theoretical and interdisciplinary backgrounds. (See Appendix F, p. 59 for qualifications of likely program faculty.)

While the accreditation procedures for the College's professional programs are the primary assessment of their quality, the College has developed procedures to evaluate academic quality internally and measure how well individual courses are achieving their stated educational objectives. These procedures will be extended to the new program. In addition, we propose several further evaluation procedures to measure the program's success as it is implemented. (See Appendix G, p. 121 for complete Assessment Plan.)

4. Minority Access and Retention

Both minority and female students are under-represented in the B.Sc./M.Arch. professional program. While the curricular content of the new program is not specifically directed towards recruitment of these groups, the Bachelor of Arts program would offer greater flexibility for students who need to work to make ends meet and to non-traditional students. Both of these groups find the schedule of the professional program extremely difficult to manage, and creating new options for them should also help present the College as a viable option to more minority and women students.

The chart below summarizes CAED enrollment of minority and women students and compares CAED with the university as a whole, as well as architecture programs nationwide. While these data are from 2002-2003, we don't believe that the situation for undergraduate enrollments has changed substantially.

	CAED	KSU	National Architecture Norms-ACSA (*)
A) ENROLLMENT (headcount)	**(2002-03)**	**(2001-02)**	**(2002-03)**
Total Enrollment	428	22,828	36,605
Total Minority	141(33%)	14,714 (64%)	24,738 (68%)
Graduate Enrollment	43	4,446	7,026
Graduate Minority Enrollment	18 (42%)	3,135 (70%)	4,198 (60%)
B) Minority Degree Recipients	**(2002-03)**	**(2001-02)**	**(2002-03)**
B. 1) Total Undergraduate	115	3,243	4,992
Women	29 (25%)	1,951 (60%)	1,714 (34%)
African American	3 (3%)	196 (6%)	1,037 (21%)
Native American	0	7	39 (1%)
Asian	0	55 (2%)	409 (8%)
Hispanic	1 (1%)	34 (1%)	416 (8%)
Foreign Students	0	28 (1%)	na
Others	0	30 (1%)	na
B.2) Total Graduate	15	1,210	2,159
Women	7 (46%)	828 (68%)	803 (37%)
African American	1	49 (4%)	40 (2%)
Native American	0	1	8 (0.4%)
Asian	0	17 (1%)	214 (10%)
Hispanic	0	9	157 (7%)
Foreign Students	1	131 (11%)	Na

(*) American Collegiate Schools of Architecture

5. Statewide Alternatives

As mentioned above, the Ohio State University has just a launched a graduate level program in criticism based on recognition of the same trends to which we are responding. However, there is no comparable undergraduate program offered in Ohio. While Bowling Green offers a non-professional program in architecture, its focus is on technical and problem-solving issues.

The nearest program similar to the proposed one is at the University of Pittsburgh. Other programs are offered in the Great Lakes region by the University of Illinois, Chicago and the University of Toronto.

6. Institutional Priority and Costs

Kent State President Lester Lefton has made improving undergraduate retention rates the University's highest priority. The proposed major should lead to improvement in CAED's (already strong) retention rates, and it therefore enjoys strong support from the University's central administration and Deans of other colleges within the University. (See Appendix B, p. 21 for attached letters of internal support.)

The CAED only formally became a College two years ago, and a clear priority of the administration is to raise the College's profile nationally. We believe this program will offer new opportunities for faculty and students to develop the intellectual and research culture of the CAED and contribute to an enhanced reputation.

COSTS and RESOURCES SUMMARY
Several of the courses included in the major are already taught in the professional curriculum. These would not require the addition of new sections (though some might require the addition of teaching assistants). The existing architecture elective courses may accommodate a portion of the new majors, but we anticipate adding several electives as the new program matures. We estimate that about 46 credit hours of new adjunct faculty instruction would be required. The enlargement of architecture history lecture courses would require an additional 7 tutor/teaching assistants.

The "Representation of Design" and "Studio for Architectural Studies" would not require that permanent work stations are assigned to students, as is the case for the professional curriculum.

The College will be occupying newly remodeled studio space in Tri-Tower in October, 2006, and this new facility will include additional seminar and computer lab space. In addition a large and well-equipped new computer lab is being planned for space in Taylor Hall that will be vacated by the Journalism program. These, along with existing facilities, should be more than adequate to the technical needs of the new major. Office space needs for the Program Coordinator, PT secretary and the PT faculty will be met by restructuring the existing facilities.

Existing library resources are largely adequate to the needs of the new program. The Fiscal Impact Statement below includes a small budget line to support acquisitions of new reserve readings and background texts, as required by instructors in the new program.

The proposed program will require immediate start-up resources to provide for a dedicated system of advising. The intention of an advising initiative for B.A. students is to provide timely access to information about program paths and career outcomes. The program should have a faculty coordinator (9 credit hour, or 50% release time), provision for advising designated support personnel (900 hours/year), along with special website presence and literature ($6,000 development cost).

In order to make fuller use of existing Kent State facilities, the study abroad option for students in the new major is placed so that they would use Kent State's Florence facility in the fall when it is not fully occupied. No new courses would be required in Florence, and eventual new sections of courses already offered would be paid for by student fees for the Study Abroad Program.

The additional costs summarized below can be met through the subsidy retained by keeping students who might otherwise leave the college.

The following additional costs are anticipated when the program is fully implemented:

Operating	20,000
Additional library resources	5,000
Program Coordinator (9 cr/hrs release time)	13, 500
Advising and recruitment	10,000
PT Faculty (46 cr/hrs)	69,000
Tutors (No. 7)	9,450
PT Secretary	14,000
Benefits	4,200
Web site and recruitment maintenance	1,500
Total	**146,650**

PHASING

Assuming:

- a conservative 70% retention rate (graduates/1st Years) for the new program
- progressively rising operational & library costs, starting with 50 % in the first year
- advising costs at 50% for the first year and 100% thereafter
- a one-time charge of 6,000 for startup of web site and recruitment in the first year, with annual maintenance and updating costs of 1,500

we can estimate the following implementation phasing budget:

Year of implementation	Costs $	Students No.	Cost/student ($/stu)
1st Year	66,900	50	1,338
2nd Year	101,800	95	1,072
3rd Year	125,150	135	927
4th Year & typical	146,650	170	863

7. External Support

In developing the program, we have consulted administrators at several universities that have first-rate second entry M.Arch. programs. These programs accept many students from liberal arts colleges, as well as undergraduate architecture programs, and they would consider graduates of the proposed non-professional program as strong candidates for admission to their schools. (See Appendix A, p. 11 for letters of support.)

We have also investigated the demand for graduates of the proposed program among Northeast Ohio architectural firms. Attached are letters expressing interest in employing graduates of the program in public relations and communications functions at four leading area firms. (See Appendix A)

Appendix A – External Letters of Support

Mr. Steven Fong, Dean of Architecture
Kent State University
School of Architecture and
Environmental Design
P.O. Box 5190
Kent, Ohio 44242-0001

Dear Mr. Fong,

I was delighted to hear about your College's proposed addition of a non-professional B.A. in Architectural Studies.

In the last decade, the practice of the profession of architecture has changed dramatically, and increasingly firms such as mine are competing for projects based on sophisticated presentations to client groups. My firm is not alone in requiring personnel who are well-read, articulate and able to write and develop sophisticated promotional materials.

The graduates of your proposed non-professional B.A. in Architectural Studies would be sought after as employees capable of addressing this need.

Sincerely,

Richard Fleischman, FAIA
12 October 2006

RF/nm

Richard Fleischman
Arthur Blonneman

Emeritus Partner
Clyde Horn

Richard Fleischman + Partners Architects, Inc. 1025 Huron Rd. Cleveland, Ohio 44115 1705 Telephone 216 771 0690 Facsimile 216 771 8687 office@StudioRFA.com

robert maschke ARCHITECTS inc.
Architecture • Interiors • Planning • Graphics
T 216.281.6421
F 216.281.9200
www.robertmaschke.com

6 October 2006

Mr. Steven Fong, Dean, College of Architecture and Environmental Design, Kent State University, P. O. Box 5190, Kent, Ohio 44242.0001

Letter of Support
B.A. in Architectural Studies

Dear Dean Fong, Robert Maschke Architects Inc. is pleased that Kent State University's College of Architecture is proposing the addition of a non-professional B.A. in Architectural Studies.

Since the inception of RMA in 1997, the profession of architecture has considerably changed. To stay current in the market, Robert Maschke Architects, Inc. and other similar firms are now being required by current and prospective clients to prepare more sophisticated and finessed presentations. These clients needs make it increasingly necessary to employ staff who are well-read, articulate and are able to write and develop complicated promotional materials.

The College's graduates of the proposed non-professional B.A. in Architectural Studies would be highly desired as employees capable of addressing this need within the profession.

Sincerely,

Robert Maschke, AIA
Principal

Six.Four.Two.One Detroit Avenue • Cleveland, Ohio • 44102.3011

October 10, 2006

To whom it may concern,

I am writing in support of your proposal to the Educational Policy Committee (EPC) at Kent State University for the proposed B.A. in Architectural Studies. For the reasons outlined in your proposal, and for many other reasons, more than apparent to me. A greater accessibility to architectural studies and all its many related topics and fields for university students is central to growing our common design cultures and their potentials.

A greater awareness for architecture, the built environment, and modes of learning surrounding problem-solving, cultural theory and design-related studies should be the aim of every progressive university design faculty.

As a graduate of both professional and post graduate degrees in architecture, and as a Graduate Fellow at Syracuse University, I understand the value and need for a general B.A. in Architectural Studies in all schools. I have worked in architectural practice, as an architect, as an educator having taught in undergraduate and graduate architecture programs, and am involved in various fields of design in my current capacity as a principal in our multidisciplinary design studio, WONDER inc., whom I share with my wife and partner Anita Matusevics, another multi award winning graduate of a professional undergraduate architecture education.

Our belief that a degree such as you are proposing would heighten basic design awareness among a new generation of designers, artists, architects, and simply design enthusiasts, which is at the core of any burgeoning society. We all, designers in title, or not, take part in design every day, all the time, in all the myriad decisions that allow us to navigate our worlds, and determine the outcome of all of our aesthetic decisions. We all make them, and are affected by them, with rapid constancy, increasingly.

As such, and in an environment such as our small design culture at WONDER inc., I would be delighted to know that there is a new generation of students who would be well prepared to work in a multi disciplinary firm such as ours. We believe that your B.A. in Architectural Studies would, as your proposal suggests, establish complementary paths for as many of these exceptional students as possible.

Thank you.

Best,

Jason Halter

WONDER inc.
372 Richmond Street West Suite 212
Toronto M5V 1X6 Canada CANADA
tel 416 583 7911 fax 416 583 9171
there are always possibilities of wonder

URS

October 5, 2006

Mr. Steven Fong
Dean
College of Architecture and Environmental Design
Kent State University
PO Box 5190
Kent, Ohio 44242

Dear Mr. Fong,

Your College's proposed addition of a non-professional B.A. in Architectural Studies represents an important opportunity for growth in the design professions in the Cleveland area.

In a rapidly changing marketplace, firms such as URS find themselves competing for a wide range of projects that require complex and highly polished presentations to clients. This requires staff members who are literate, savvy, and skilled in writing and communication.

I believe the graduates of your proposed non-professional B.A. in Architectural Studies would be excellent candidates for positions of this sort, which are becoming an integral part of the design teams that succeed in today's environment.

Sincerely,

URS Corporation

Christopher Diehl, AIA
Vice President
Director of Design

URS Corporation
1375 Euclid Ave., Suite 600
Cleveland, OH 44115-1808
Tel: 216.622.2400
Fax: 216.622.2428

Cornell University
College of Architecture,
Art, and Planning

Department of Architecture
139 East Sibley Hall
Ithaca, New York 14853-2801
(607)255-5236 telephone
(607)255-0291 facsimile

The College of Architecture and Environmental Design
Kent State University
Kent, Ohio 44242

October 11, 2006

To Whom It May Concern,

The graduates receiving their degree from the Bachelor of Arts in Architectural Studies program that is currently being submitted to the Educational Policy Committee (EPC) at Kent State University would most certainly be interesting candidates for consideration of admission to the newly accredited Master of Architecture program within the Department of Architecture at Cornell University. It is my opinion, in reviewing the goals and intentions of such a program, that its graduates would not only be well prepared to apply for our professional architectural program, but would if admitted undoubtedly make substantial contribution to the intellectual and cultural depth to which our program is committed.

Sincerely,

Andrea Simitch
Associate Professor,
Architecture Department

UNIVERSITY OF
MARYLAND

College Park, Maryland 20742-1411
301.405. 8000 TEL 301.314.9583 FAX
http://www.arch.umd.edu

School of Architecture, Planning & Preservation
Architecture · Historic Preservation · Urban Studies and Planning

October 12, 2006

Steve Fong
Professor and Dean
College of Architecture and Environmental Design
Kent State University

Dear Steve:

I am in receipt of your proposed Bachelor of Arts in Architectural Studies degree program and believe it to be a terrific new program for you. It achieves the similar aims our own program seeks to serve (students interested in architecture but who may wish to pursue a broader more liberal arts foundation before pursuing either a career path or find parallel or tangential careers). It is very well conceived with the right balance of flexibility and focus, and appears to fit nicely into the broader University vision and mission. As this national trend by students to want to be exposed more broadly to related career options grows, your preparation to provide more curricular flexibility and a broader foundation to students I believe will prove itself to be wise. Hybrid and less traditional career choices are expanding in the filed so your BAAS will find itself supporting these changes.

Sincerely,

Garth Rockcastle, FAIA, Professor & Dean

faculty of architecture landscape and design university of toronto

T 416 978 5038 F 416 971 2094
www.ald.utoronto.ca
Faculty of Architecture, Landscape, and Design
University of Toronto
230 College Street, Toronto ON Canada M5T 1R2

October 12, 2006

Steven Fong
Dean, College of Architecture and Environmental Design
Kent State University

Re: Proposal for a New Major in Architectural Studies

Dear Dean Fong:

It is great to hear that The College of Architecture and Environmental Design at Kent State University will offer a new non-professional degree—Bachelor of Arts in Architectural Studies This new degree appears similar to the Bachelor of Arts, Architectural Studies offered here at the University of Toronto Our program serves as an introduction to the discipline of architecture, focusing on the state of the art, current issues and emerging practices, all considered from critical, theoretical and historical perspectives.

While our first professional Master of Architecture program is specifically designed for individuals who have completed a four-year bachelor's degree in any discipline, preference is given to applicants who have completed a balanced undergraduate education that includes studies in the arts, sciences, and humanities, and who demonstrate leadership potential in the field If your new program is approved, the graduates will be strong candidates for our first professional Master of Architecture Program. In fact, applicants from the new Kent State University program may qualify for advanced placement into the second year of our program based upon their overall academic background and strength of their design portfolio

Sincerely,

Yvonne Hilder
Recruitment and Admissions Officer

October 11, 2006

Steven Fong, Dean
Kent State University
College of Architecture and
Environmental Design
P. O. Box 5190
Kent, OH 44242

Dear Dean Fong:

I have reviewed the description and the preliminary curriculum goals of your proposed 4-year, non-professional Bachelor of Arts in Architectural Studies Program. This kind of program is similar to ours at the University of Virginia where we emphasize design as a thinking methodology and offer students a wide range of liberal arts related courses.

We would welcome other graduates in similar programs, such as the one that you propose, to be considered for admission into our Master's level Graduate Professional Program.

Good luck in developing this program.

Sincerely,

Karen Van Lengen
Dean and Edward E. Elson Professor

Appendix B – Internal Letters of Support

Larry Andrews <landrews@kent.edu>
Thursday, October 12, 2006 10:13 am
sfong@kent.edu

Re: BA in Architectural Studies

Steven, you have my enthusiastic support for your proposed **Bachelor of Arts in Architectural Studies**. It will provide an attractive alternative for those students whose interests and/or abilities lie beyond the technical professional track available now.

From the perspective of liberal education and the growing need for students who can make connections among disciplines, the flexibility and breadth of this curriculum are highly desirable. Options such as this or the existing B.A. in biology, the Educational Studies major, the B.A. in dance, or the Bachelor of General Studies encourage a broader education than the more focused professional alternative designed for accreditation and a specialized career track.

From the Honors perspective, we have known high-ability architecture students whose interests take them beyond the professional program (e.g., one who picked up a second major in psychology, another who prefers theory and criticism to architectural design practice) and who have not easily found curricular support for their interests. Another current student majoring in English and sociology and completing a thesis in urban geography in preparation for a master's in urban planning or urban studies might well have found a home in this new program if it had existed. Under this new program, we also think that more Honors architecture students will have time to undertake a senior thesis, fulfilling one of our strategic priorities.

From the perspective of university retention, if this program not only reduces attrition from CAED but also attrition from the university, it will perform a signal service.

Your program seems to be well thought out, emphasizing careful advising and flexibility of focus, as well as modified design courses, a Florence experience (for which we offer some financial support to Honors students), and an appropriate Writing-Intensive Course (proposal to follow in good time). The requirement of two years of language is laudable, and stands out in the chart comparing curricula across similar programs offered by neighboring institutions.

Larry Andrews, Dean
Honors College

To : Dean Steven Fong
College of Architecture and Environmental Design
Kent State University, Kent, OHIO 44242-0001

From: Dr. A. R. (Raj) Chowdhury
Professor and Dean : College of Technology
202 Van Deusen Hall, Kent State University, Kent, OHIO 44242-0001

REF. : ***Bachelor of Arts in Architectural Studies***
(Proposal for a new major in Architectural Studies)

Dear Dean Fong:

The **College of Technology** strongly endorses and supports the proposed non-professional
Bachelor of Arts in Architectural Studies degree program from the College of Architecture and Environmental Design.

The proposed program has no encroachment issues with the College of Technology degree programs. The College of Technology faculties are also pleased that some of the ***"TECH-courses"*** may also be considered as part of elective courses that the Architectural students may select and choose as part of the degree completion.

Your ***Bachelor of Arts in Architectural Studies program*** will contribute to Kent State University "Student Enrollment Retention", and will provide an alternative option to students who may seek career opportunities in the field of Architecture and Environmental Design.

I support your proposal. Thank you.

Sincerely Yours:

Dr. A.R. (Raj) Chowdhury
Dean: College of Technology
October 11, 2006

KENT STATE®
UNIVERSITY

Interdepartmental Correspondence
College of Communication and Information
Office of the Dean

TO: Steven Fong, Dean, CAED
FROM: James Gaudino, Dean, CCI
DATE: October 13, 2006
SUBJECT: Response to BAAS

I am supportive of the concept and purpose of the proposed B.A. in Architectural Studies as you proposed in your October 5, 2006 email attachment. I must, however, qualify my support by noting that time did not permit me to submit the proposal for review by the appropriate faculty governance bodies in the college or the related schools.

This is a potentially important caveat given the potential overlap of some content areas within the proposed degree program and course offerings in the Schools of Visual Communication Design, Journalism and Mass Communication, and Communication Studies. In particular, there appears to an emphasis within the proposal on topics such as "Representation of Design," "two-dimensional and digital design," and "media literacy in communication." My reading of the proposal suggests you plan to develop courses within your college to address these topics. I believe the appropriate CCI schools would be willing to work with you in use of existing courses or in the development of cross-listed courses as appropriate.

KENT STATE
UNIVERSITY

College of the Arts
Dean's Administrative Office
Room 204 Taylor Hall
(330) 672-2760
FAX: (330) 672-4706

INTER-DEPARTMENTAL CORRESPONDENCE

TO: Steven Fong, Dean
College of Architecture and Environmental Design

FROM: Nancy E. Mitchell, Associate Dean
College of the Arts

DATE: October 13, 2006

SUBJ: Bachelor of Arts in Architectural Studies Proposal

Thank you for the opportunity to review the proposal for a Bachelor of Arts degree in Architectural Studies.

Based on the information you have shared concerning the potential employment opportunities for graduates from this degree program and the potential acceptance of these students in master's degree programs in Architecture at other institutions, the College of the Arts supports this proposal.

In addition, we believe that students enrolled in this program could be accommodated in our LER courses required by the major (ARTH 22006 and ARTH 22007). We should also be able to accommodate the predicted numbers (4 or 5 students per year) who might wish to take some additional Art History courses as part of their program of study.

KENT STATE
UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE

DEPARTMENT OF PHILOSOPHY
Phone: 672-2315 – FAX: 672-4867

TO: Maurizio Sabini, Coordinator, Architecture & Urban Design Progra, College of Architecture & Environmental Design

FROM: David Odell-Scott, Professor & Chair, Department of Philosophy

DATE: 12 October 2006

SUBJECT: Support for the proposal for the BA in Architectural Studies

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The Department of Philosophy is pleased to support the proposal for the BA in Architectural Studies. If the proposal is supported, we will explore options for adding an extra section of Philosophy 31060 "Aesthetics" each Academic Year as demand increases.

Appendix C – Curriculum

BACHELOR OF ARTS CURRICULUM (compared to professional program)

Bold = ARCH courses
Bold with Border = new ARCH course

BA in Architectural Studies

1	1st Year - Fall	
	Representation of Design 1	3
	ENG 11011 LER	3
	Math LER	3
	Elementary Foreign Language 1	3
	Humanities LER	3
	US 10001	1
	Total	16
2	1st Year - Spring	
	Representation of Design 2	3
	Arch. History I	3
	ARTH 22006	3
	Elementary Foreign Language 2	3
	Basic Science LER	3
	Total	15
3	2nd Year - Fall	
	Studio for Arch Studies Majors 1	4
	Arch. History II	3
	ARTH 22007	3
	Intermediate Foreign Language 1	3
	ENG 21011 LER	3
	Total	16
4	2nd Year - Spring	
	Studio for Arch Studies Majors 2	4
	Arch. History III	3
	Humanities LER (diversity)	3
	Basic Science LER	3
	PHIL 11009 Principles of Thinking*	3
	Total	16
5	3rd Year - Fall	
	Non-Western Arch History**	3
	The Environmental Imperative	3
	PHIL 31060 Aesthetics	3
	Social Science LER	3
	Humanities LER	3
	Total	15
6	3rd Year - Spring	
	Structural Typology	3
	Urban Design (WIC)**	3
	ARCH Elective	3
	Social Science LER	3
	Additional LER course* (diversity)	3
	Total	15
7	4th Year - Fall	
	ARCH Elective	3
	ARCH Elective	3
	Elective	3
	Elective	3
	Elective	3
	Total	15

B. Sci. in Architecture

1	1st Year - Fall	
	Design Studio 1	3
	ENG 110011	3
	Math	3
	Humanities LER	3
	ARTH 22006	3
	US 10001	1
	Total	16
2	1st Year - Spring	
	Design Studio 2	3
	Arch. History I	3
	Math	3
	Humanities LER	3
	Social Science LER	3
	Total	15
3	2nd Year - Fall	
	Design Studio 3	3
	Arch. History II	3
	Computers	2
	Physics I	3
	ENG 21011 LER	3
	Total	14
4	2nd Year - Spring	
	Design Studio 4	3
	Arch. History III	3
	Intro to Structures	3
	Physics II	3
	Social Science LER	3
	Computers	1
	Total	16
5	3rd Year - Fall	
	Design Studio 5	5
	Site	1
	Structures I	3
	Methods and Materials I	3
	Environmental Tech I	3
	Total	15
6	3rd Year - Spring	
	Design Studio 6	5
	Urban Design	1
	ARCH Elective	3
	Elective	3
	Elective	3
	Elective	3
	Total	18
6	*Study Abroad Option (Florence)*	
7	4th Year - Fall	
	Design Studio 7	5
	Sustainability	1
	ARCH Elective	3
	Methods and Materials II	3
	Environmental Tech II	3
	Total	15

7	*Study Abroad Option (Florence)*					
8	4th Year - Spring			7	4th Year - Fall	
	ARCH Elective	3			**Design Studio 8**	5
	ARCH Elective	3			**Systems**	1
	Elective	3			**ARCH Elective**	3
	Elective	3			**Structures II**	3
	Elective	3			Social Science LER	3
	Total	15			Total	15
	Total Credit Hours	123			**Total Credit Hours**	124

** altered or enlarged from existing course

LER Requirements	
Composition	6
Math	3
Humanities	9
Social Science	6
Basic Science	6
Additional Courses (*)	6
	36

Appendix D – CCP and PPD Sheets

KENT STATE
UNIVERSITY

COLLEGE OF ARCHITECTURE & ENVIRONMENTAL DESIGN

Establishment of

a New Undergraduate Degree

Bachelor of Arts in Architectural Studies

GRADUATION REQUIREMENT SHEET

To: Student Services Office – College of Fine & Professional Arts

From: CAED Advisor: _____ Date _____

Re.: Student _____ SID# _____

Required Coursework		Y/N	Grade
Architecture Courses			
ARCH 10121 (3)	Representation of Design I	____	____
ARCH 10122 (3)	Representation of Design II	____	____
ARCH 20121 (4)	Studio for Arch. Studies I	____	____
ARCH 20122 (4)	Studio for Arch. Studies II	____	____
ARCH 30421 (3)	The Environmental Imperative	____	____
ARCH 30321 (3)	Structural Typology	____	____
ARCH 30022 (3)	Urban Design & Urban Writing	____	____
ARCH 45201 (3)	History of Architecture I	____	____
ARCH 45202 (3)	History of Architecture II	____	____
ARCH 45203 (3)	History of Architecture III	____	____
ARCH 45204 (3)	Beyond Western Traditions	____	____
ARCH _____ (3)		____	____
ARCH _____ (3)		____	____
ARCH _____ (3)		____	____
ARCH _____ (3)		____	____
ARCH _____ (3)		____	____

University Requirements

US 10001 (1)		University Orientation	____	____
ENG 11011 (3)		College Writing I	____	____
ENG 21011 (3)		College Writing II	____	____
_____	(3)	Math LER	____	____
_____	(3)	Basic Science LER	____	____
_____	(3)	Basic Science LER	____	____
_____	(3)	Humanities LER	____	____
_____	(3)	Humanities LER	____	____
_____	(3)	Humanities LER (diversity)	____	____
_____	(3)	Social Science LER	____	____
_____	(3)	Social Science LER	____	____
_____	(3)	Diversity LER	____	____

Other Required Courses

ARTH 22006 (3)		Art History I	____	____
ARTH 22007 (3)		Art History II	____	____
PHIL 11009 (3)		Principles of Thinking	____	____
PHIL 31060 (3)		Aesthetics	____	____
_____	(4)	Elementary Language I	____	____
_____	(4)	Elementary Language II	____	____
_____	(3)	Intermediate Language I	____	____

Electives

_____	(3)	Elective	____	____
_____	(3)	Elective	____	____
_____	(3)	Elective	____	____
_____	(3)	Elective	____	____
_____	(3)	Elective	____	____
_____	(3)	Elective	____	____

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KENT STATE
UNIVERSITY

COLLEGE OF ARCHITECTURE & ENVIRONMENTAL DESIGN

Establishment of

a New Undergraduate Degree

Bachelor of Arts in Architectural Studies

NEW CATALOG COPY

IN UNDERGRADUATE CATALOG LOCATION 1 (p. 109, right, before "Interior Design")

Bachelor of Arts in Architectural Studies (B.A.)—Non-professional, four years

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IN UNDERGRADUATE CATALOG LOCATION 2 (p. 109, right, "Study Abroad Programs")
The college offers qualified third-year students (fourth-year architectural studies majors) full-semester...

IN UNDERGRADUATE CATALOG LOCATION 3 (p. 111, right, "Natural Sciences/Math, Logic and Foreign Languages")
Change first sentence to read:
"Students in the professional programs (architecture and interior design) may not use the following combinations for credit toward fulfilling the natural science, math, logic and foreign language requirements:"

IN UNDERGRADUATE CATALOG LOCATION 4 (p. 114, right, before heading for "Interior Design Program")

BACHELOR OF ARTS IN ARCHITECTURAL STUDIES DEGREE
The **Bachelor of Arts in Architectural Studies** curriculum is influenced by current

trends linking contemporary architecture practice to knowledge of urbanism, environmentalism, literature, media, cultural theory, art, science, and technology, as well as philosophy, economics, and political science.

The curriculum begins with a foundation year of basic design theory, leading into a sequence of courses in architectural design, history, theory, and technology, as well as a writing-intensive course tailored to students in the program.

During the second and third years, lecture/studio courses provide opportunities to explore a range of form-making possibilities, interrogate institutional assumptions through readings in cultural theory, and understand the relationship between cultural values and the physical world. Other courses provide a grounding in the technical aspects of architecture. These are supplemented by a writing intensive course on cities and urban design.

In the fourth year students select electives both from within and without the College in order to pursue one of four concentrations:

- Architectural Design and Theory (for students planning to apply to professional M.Arch. programs)
- Architectural History and Criticism (for students considering graduate work in art history, architectural history or journalism)
- Urban Design Infrastructure and Environmental Design (for students headed toward urban planning or landscape architecture)
- Allied Professions (for students pursuing an additional major or qualification).

In the first semester of the fourth year , students have the option of studying at Kent State's facility in Florence, Italy.

The proposed new degree would require a minimum cumulative GPA of 2.00 for graduation.

Upon completion of the four-year bachelors degree, students who are qualified may seek employment in the construction and development industries, develop careers in cultural theory, or pursue a variety of professional graduate programs including law, architecture and business.

Admission of High School Students
Application deadline is Jan. 31. All applications must include the $30 application fee, official American College Test (ACT)/Scholastic Aptitude Test (SAT) scores and an official high school transcript which shows class rank and coursework in 9th, 10th, and 11th grades, as well as the courses that are being taken or will be taken in the senior year. Transcripts that do not show class rank and senior courses cannot be considered. All completed applications received by the deadline will be reviewed.

Applicants will be considered based on the following criteria:

- high school GPA
- high school class rank
- ACT/SAT scores.

Applicants will be notified of their admission status by March 1. Those offered admission must notify the college of their acceptance by April 1.

High School students who have applied to the Architecture Professional Program (B.Sc. in Arch.), and have not been accepted may qualify for admission into the Bachelor of Arts in Architectural Studies non-professional program.

Transfer Students from Within the College
Additionally, students who did not gain acceptance into the professional Bachelor of Science in Architecture after the summer program, may be offered admission to the proposed non-professional Bachelor of Arts degree program. Transfer into the Bachelor of Arts program will also be an option for students who opt out of the professional program in mid-course.

B.A. in ARCHITECTURAL STUDIES

I. General College or University Requirements 1
US 10001 University Orientation..... 1
II. Liberal Education Requirements 36
A complete list of Liberal Education Requirements (LER) courses is on Pages 83-85.
Composition
ENG 11011 College Writing I..... 3
21011 College Writing II..... 3
Mathematics and Critical Reasoning 3
Humanities and Fine Arts..... 9
Must include one course from Arts and Sciences humanities category and one from the fine arts category
These courses are in addition to ARTH 22006 and ARTH 22007
Social Sciences..... 6
Must be selected from two curricular areas.
Basic Sciences..... 6
Additional LER Courses..... 6
Must include one diversity course and:
PHIL 11009 Principles of Thinking..... 3
Diversity Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic focus and one with a global focus. One course must come from the Humanities and Fine Arts LER list; the second may be taken from any of the LER lists.
III. Writing-Intensive Requirement
Students must complete a one-course writing-intensive requirement and earn a minimum C (2.0) grade. This requirement is fulfilled with the three-credit ARCH xxxx Urban Design. A complete list of writing-intensive courses is on Pages 91-93.
IV. Foreign Language Requirement..... 11
Minimum of two semesters elementary language and one semester intermediate language.
V. Major Requirements 35
ARCH 10121 Representation of Design I 3
ARCH 10122 Representation of Design II..... 3
ARCH 20121 Studio for Architectural Studies I..... 4
ARCH 20122 Studio for Architectural Studies II..... 4
ARCH 30421 The Environmental Imperative 3
ARCH 30321 Structural Typology..... 3
ARCH 30022 Urban Design and Urban Writing..... 3
ARCH 45201 History of Architecture I..... 3
ARCH 45202 History of Architecture II..... 3
ARCH 45203 History of Architecture III..... 3
ARCH 45204 Beyond Western Traditions..... 3
VI. Other Required Courses 9

ARTH 22006 Art History I: Ancient and Medieval Art 3
ARTH 22007 Art History II: Renaissance to Modern Art 3
PHIL 31060 Aesthetics 3
VI. Architecture Electives 15
VI. Non-Architecture Electives 18
TOTAL 125

Requirements for Graduation in the Bachelor of Science Program

1. Complete minimum 125 credit hours, including all required coursework.
2. Earn minimum 2.25 GPA in architecture courses.
3. Earn minimum 2.00 GPA overall cumulative average.

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

The programs represented within the College of Architecture and Environmental Design focus on disciplines within the building profession that impact the built environment. They are linked by a common studio pedagogy that ensures that each student participates in an intensive, creative and interactive learning experience.

The college brings together students and faculty who share a common interest in making our natural, built and social-political environment meaningful, sustainable and accessible to everyone. Degrees are offered in architecture and interior design. The college encourages cross-disciplinary study and collaborative relationships both inside and outside the profession. International learning and community outreach opportunities are offered through the Florence Program and the Cleveland Urban Design Collaborative (CUDC).

- The architecture program stresses design innovation and excellence through a combination of theoretical explorations, practical applications and comprehensive consideration of programmatic requirements, aesthetics and technical concerns.
- The interior design program emphasizes the quality of interior spaces through the inquiry and synthesis of design theory and the application of functional and aesthetic requirements of the built environment while stressing the health, safety and welfare of the public.
- The urban design program emphasizes the relationship between buildings and the urban landscape as fundamental to the enhancement of neighborhoods, districts, recreational areas and the development of the public realm. Collaborative learning and design activities among students, faculty members and practitioners are promoted through frequent studio-based community and neighborhood outreach efforts organized by the Urban Design Center of Northeast Ohio located in Cleveland, Ohio.

MISSION

The College of Architecture and Environmental Design at Kent State University is dedicated to the education of responsible professionals who are committed to the improvement of the quality of life, enhancement of the physical environment and the protection of the public welfare. The college also promotes research in the various fields of environmental design, development of faculty scholarship, broadening of students' exposure to advanced theory and techniques and dissemination of knowledge and contributes to the public welfare through its outreach programs to assist communities in their effort of improving the physical environment.

DEGREES

Kent State University's College of Architecture and Environmental Design offers a two-degree program for students who plan to become registered architects. When earned sequentially, both the Bachelor of Science and Master of Architecture comprise an accredited professional education. Refer to the *Graduate Catalog* for details regarding the Master of Architecture program.

The College of Architecture and Environmental Design offers the following degree programs:

Architecture
Bachelor of Science (B.S.)—Preprofessional, four years
Master of Architecture (M.Arch.)—Professional, one-and-a-half years
Master of Architecture(M.Arch.)—Postprofessional, one year
Master of Architecture and Master of Business Administration (M.Arch./M.B.A.),two-and-a-half years

1

Interior Design
Bachelor of Arts (B.A.)—Professional, four years

ACCREDITATION

The Master of Architecture professional program is accredited by the National Architectural Accrediting Board (NAAB). The Bachelor of Arts in Interior Design is accredited by the Foundation for Interior Design Education Research (FIDER).

STUDY ABROAD PROGRAMS

2 The college offers qualified third-year students full-semester programs in architecture and interior design. The study abroad program is located in Florence, Italy, and is housed in the 13th-century Palazzo dei Cerchi, which is located in the heart of historic Florence. The program is open to all students who have made satisfactory progress toward completion of their undergraduate program.

THE CLEVELAND URBAN DESIGN COLLABORATIVE (CUDC)

The CUDC is comprised of the Urban Design Center (UDC) of Northeast Ohio plus the college's graduate program in urban design. The CUDC is located in downtown Cleveland in the Pointe Building at 820 Prospect Avenue. The UDC assists communities and neighborhoods in their planning and design efforts, sponsors educational forums and disseminates information on urban design. Students in the architecture program and urban design programs at Kent State University may participate in appropriate aspects of the work of the UDC as a way of gaining experience in urban design problem solving.

Students are *required* to change catalogs after failing to complete minimum 12 semester hours in two calendar years and when returning to the university after dismissal. The catalog to be followed will be the one in force the semester the appropriate change goes into effect.

Pass-Fail Option
Courses used to meet the university's Liberal Education Requirements (LER) are excluded from the pass-fail option. Courses taken within the major, minor or in completion of certificate programs are also excluded. Only free electives—courses not used to satisfy any specific requirement—*may* be taken on a pass-fail basis. See pass-fail policy on Page 77 of this *Catalog*.

Graduation Procedures
The application for graduation must be submitted to the Office of Academic Services in 202-C Taylor Hall according to the deadlines published in this *Catalog* (see Page 74) and in the *Schedule of Classes*. The deadline for application is generally two full semesters before graduation. Students who either change catalogs or change any major, minor, concentration, option or emphasis after their graduation audit has been completed are moved to the next graduation date.

Prerequisites
In areas where learning is sequential, courses often have required prerequisites. These prerequisites exist to protect students from attempting coursework for which they are not properly prepared. ***Students are not permitted to enroll in courses for which they have not met the prerequisites.***

No-Credit Courses
Three of the courses that may be prescribed or recommended through placement testing, MATH 10004, US 10003 and US 10006, do not generate credit toward graduation. Although these courses count toward the course load for financial aid and other purposes, hours taken in these courses are subtracted from the students' credit-hour total before graduation.

Other basic skills courses, including ENG 11001 and MATH 10005 do count but toward general elective hours only.

Only architecture majors may not use the following courses to satisfy either the liberal education requirement (LER) or architectural elective requirements: ARCH 10001 Understanding Architecture, ARCH 10011 Survey of Architectural History I and ARCH 10012 Survey of Architectural History II.

Residence
Kent State University residence requirements for an undergraduate degree may be met at the Kent Campus and/or Regional Campuses through the final 30 credit hours. Under unusual circumstances students may request a minor modification of this requirement by contacting the assistant dean of the college prior to registration elsewhere.

Course Substitutions
Students who desire to substitute a course for one required in their program must secure written approval from the Office of Academic Services *prior* to enrolling in the substitute course.

Physical Education Basic (PEB)—ROTC
No more than 4 credit hours of PEB activities courses or the first 16 credit hours of ROTC courses may apply to the 121 semester hours required for graduation.

Veterans who have completed a minimum one year of active duty may receive PEB credit for military basic training according to branch of service, as follows: Army and Marine Corps, 3 credit hours; Navy and Coast Guard, 2 credit hours; Air Force, 1 credit hour.

Natural Sciences/Math, Logic and Foreign Languages
3 Credit toward fulfilling the natural sciences and math, logic and foreign languages requirements are not given for the following combinations:

- PHY 11660 and the CHEM 10060 series, the CHEM 10060 series and/or the PHY 13001 series;
- both the CHEM 10060 series and the CHEM 10060 series;
- both the PHY 13001 series and the PHY 23101 series;
- both MATH 11011 and MATH 12001.

THE ARCHITECTURE PROGRAM
The four-year B.S. in architecture plus the M.Arch. professional program comprise an accredited professional education. The first two years of the B.S. emphasize liberal arts studies, architectural design fundamentals, spatial composition and planning, history and theory of architecture, CAD and an introduction to structures. The third and fourth years emphasize integration of architectural design and the technologies of building structures, methods and materials, environmental control systems and life safety systems. The B.S. requires a minimum of 121 credit hours. Students must attain minimum 2.00 GPA overall and a cumulative 2.25 GPA in all architecture coursework.

Social Sciences 6
Must be selected from two curricular areas.
Recommended: ECON 22060 Principles of Microeconomics
Basic Sciences
Choose one series: 8-10
PHY 13011 College Physics I (3)
13012 College Physics II (3)
or
13001 General College Physics I (5)
13002 General College Physics II (5)
Additional LER Courses
Must be selected from two categories.
Choose from the following: 3-5
MATH* 12002 Analytic Geometry and Calculus I (5)
12012 Calculus with Precalculus II (3)
Course from the following: 3
LER course from above categories (3)
COMM 16000 Introduction to Human Communication and PHIL 11009 Principles of Thinking may also be taken within this category. Recommended: ECON 22060 Principles of Microeconomics.
Diversity Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic focus and one with a global focus. One course must come from the LER list; the second course may be taken as a second LER, in the major area, in a minor as a general elective or by completing the Italy program. A complete list of diversity courses is on Pages 87-89.

III. Writing-Intensive Requirement
Students must complete a one-course writing-intensive requirement and earn minimum C (2.0) grade. This requirement is fulfilled in this major with ARCH 30001 or 40001. A complete list of writing-intensive courses is on Pages 91-93.

IV. Major Requirements 69
ARCH 10101 First-Year Design Studio I 3
10102 First-Year Design Studio II 3
20101 Second-Year Design Studio I 3
20102 Second-Year Design Studio II 3
20301 Introduction to Building Structures 3
** 20693 Workshop: Computer Applications 3
*** 30001 Site Design 1
30002 Urban Design 1
30101 Third-Year Design Studio I 5
30102 3rd Year Design Studio II 5
30301 Structural Systems I 3
30401 Methods and Materials I 3
30501 Environmental Technology I 3
*** 40001 Sustainable Design 1
40002 Systems Design 1
40101 Fourth-Year Design Studio I 5
40102 Fourth-Year Design Studio II 5
40302 Structural Systems II 3
40402 Methods and Materials II 3
40502 Environmental Technology II 3
45201 History of Architecture I 3
45202 History of Architecture II 3
45203 History of Architecture III 3

V. Architecture Electives 9
VI. Non-Architecture Electives 9
TOTAL 124-130

**Students who select MATH 11010 and 12002 must also take MATH 11022 Trigonometry (2), which earns them minimum 126 credit hours total for the program.*
***3 x 1 credit computer fundamentals workshops taken during the second year (form Z, modeling and rendering, two- and three-dimensional representation, Photoshop, etc.).*
****Course fulfills writing-intensive requirement.*

Requirements for Graduation in the Bachelor of Science Program
1. Complete minimum 127 credit hours, including all required coursework.
2. Earn minimum 2.25 GPA in architecture courses.
3. Earn minimum 2.00 GPA overall cumulative average.

For admission requirements to Master of Architecture Program, see the Kent State University Graduate Schools Catalog.

4 INTERIOR DESIGN PROGRAM

Human needs that can be fulfilled by the design of one's surroundings are stressed in a program that educates interior designers to identify, research and creatively solve problems relative to the function and quality of one's near environment. Competencies achieved in the program include: fundamental design; design analysis; space planning and programming; and the design of all interior spaces, with an understanding of health, safety and welfare of the public as they relate to all aspects of environmental design. This program leads to a Bachelor of Arts degree.

There are several ways potential students may enter this FIDER-accredited program. Students may enter as beginning freshmen if they meet entrance requirements, and must declare pre-interior design as their major until they have met the specific requirements outlined below and have been accepted into the interior design major—usually at the end of the freshman year. Below are the routes to the interior design major.

1. Pre-Interior Design:
Freshmen entering as pre-interior design majors must have a minimum composite ACT score of 22 and a high school GPA of 2.75 in order to be considered for admission as a pre-interior

Appendix E – Comparison with Programs at Other Universities

	Kent State University	University of Toronto	University of Pittsburgh	University of Virginia	University of Kansas
Degree	BA in Arch. Studies	BA in Arch. Studies	BA in Arch. Studies	BS in Arch. (Arch. Studies concentration)	BA in Arch. Studies
Major Hours	50	63	24	71	39
Studio Hours	14	12	12 (art studio)	24	0
History/Theory Hours	15	24	15	19	6
Foundation Course	Representation of Design (6)	Intro to Arch. (3) Contemporary Arch (3)	History of Arch. Theory (3)	Lessons of the Lawn (4) Lessons of Making (4)	Introduction to Arch. (3)
Concentrations	Design, History & Crit, Urban Design, Technology, Business, Journalism	Elective options in: criticism, history, graphic design, furniture	12 credit related areas (e.g. arch history, urban history, design)	Minor within school	none
Other	Foreign Language required	Strong emphasis on theory with wide range of electives	Not associated with a professional arch. Program	Same as professional program through 3rd year	No studio mostly electives

Appendix F – Selected Faculty Qualifications

CHARLES L. HARKER

DATE OF HIRE August 1986 (Visiting Faculty)
August 1987 (Full-Time Faculty)

RANK Associate Professor, Tenured
Graduate Faculty, Full member

EDUCATION Bachelor of Arts, (Art, English), Texas Tech University, 1969
Bachelor of Architecture, Texas Tech University, 1969
Master of Architecture, University of Texas at Austin, 1971

REGISTRATION State of Texas (original registration 1975, #5483)
State of Ohio (current registration #10340)

PROFESSIONAL AFFILIATIONS

NCARB National Council of Architectural Registration Boards
NAFSA National Association for Study Abroad (2001- 2003)
ACCUPI American Council of College & University Programs in Italy
FESAE Far East Society of Architects & Engineers (Honorary 1993-94)
AIA Ohio American Institute of Architects, Akron Chapter (1986-99)
AIA Texas American Institute of Architects, Austin Chapter (1978-89)

PROFESSIONAL EXPERIENCE

Administrative
1999-pres., Coordinator, CAED International & Study Abroad Programs
2000-2003, CICP New Programs Development, Palazzo dei Cerchi

Academic:
1992 - pres., Associate Professor, Kent State University
1987 - 1992, Assistant Professor, Kent State University
1986 - 1987, Visiting Assistant Professor, Kent State University

Taught: Architectural Theory I, II
Architectural Design I, II
Architectural Design III, IV
Architectural Design V, VI
Graduate Studio I
Architectural Design II (Florence)
Interior Design Studio (Florence)
Methods & Materials (Florence)
Urban Theory (Florence)
Understanding Architecture
Sketching & Watercolor Workshop
The Cleveland Summer Studio
Graduate Thesis & Capstone Advisor
Shelter Workshop (Istanbul)
The Orchestration of Space (Dresden)
Enhancing the Silhouette (Dresden)
Excursion to Florence (Dresden)

1973 - 1974, Instructor, Part-time, Dept. of Art, University of Texas at Austin.
Taught: Introduction to Design II.
1972 - 1975, Adjunct Instructor, School of Architecture, University of Texas at Austin.
Taught: Workshops in Experimental Materials Applications.
1971 - 1973, Instructor, Life drawing and sculpture, Elizabet Ney Museum, Austin, Texas.
1970 - 1971, Graduate Assistant, School of Architecture, University of Texas at Austin.
Taught: Freehand Drawing and Introduction to Design Principles.

Professional:
1986 - 1999, Principal, Charles L. Harker, AIA, Kent, Ohio
1987 – 1988, Design Consultant, The Wilson Group, Canton, Ohio
1984 - 1986, Vice President, Harker -Medley Associates Inc., Austin, Texas
1977 - 1984, Vice President, Tao/Ono, Inc., Austin, Texas
1971 - 1976, President, Tao Design Group, Inc., Austin, Texas
1970 - 1973, Research Associate, Tao Associates, Inc., Austin, Texas

TIONS

Proceedings of the International Symposium Aesthetics & Architectural Composition, Dresden, Germany, 2004, "The Third Skin,"

Proceedings of the Symposium on Ethics and Creativity, Editor, 1991.
"From Dumb Machines to Smart Buildings,"

Proceedings of the 1990 Annual Meeting ACSA, San Francisco, California. 1990. "Experiences in the Development of a Polymeric Morphology,"

Proceedings of the 6th ACSA Technology Conference, San Francisco, California. 1988.

"Beyond a Specified Form." Masters Thesis, University of Texas at Austin, 1971.

"International Center for World Unity Through Communication." Undergraduate Thesis, Texas Tech University, Lubbock Texas, 1969.

Design Work Published:

"Announcement of 1985 Awards," Texas Architect, 1985.

"A Harmony of Design," Marsia Hart Reese, Austin Homes and Gardens, 1985.

"Casa Madrone: Harker Medley Associates, Inc.," A + U, No. 178, 1985.

"Splendid Interplay in Austin," Designers West, Vol. 32, No. 8, 1985.

"Spatial Excitement from an Eclectic Classic," Professional Builder, 1985.

"Parade of Homes," Lisa Germany, Third Coast, 1984.

Alternative Architektur, Horst Schmidt-Brummer Dumont Buchveriag, Koln p. 20-24, 1983.

"To the Barricades in Austin," Texas Architect, 1980.

"Razing the Roof," Gene Lyons, Texas Monthly, 1980.

Transformations in Modern Architecture, Arthur Drexler, The Museum of Modern Art, New York, p. 56, 1979.

"Habitable Sculpture," Amarillo Art Center, Amarillo, Texas, 1980.

"Habitable Sculpture," Dawn De Boer, Images, 1978.

"Habitable Sculpture," Michael McBrearty, Texas Architect, 1977.

Alternative Architecture in the United States, Georges Pompidou Centre, Paris, France, 1976.

"Two Works of Charles Harker," Yuichiro Kodama, A + U, Tokyo, Japan, 1976.

The Owner Built Home, Ken Kern, Owner-Builder Publishers, 1974.

"Von Wohnholn en Texas," *Deutsche Brauzeitung*, Germany, p. 630-1, 1973.

AD Great Britain, 1973.

Shelter, Lloyd Kahn, Random House, p. 123, 1973.
Alcade, University of Texas, Vol LX:6, p 10, 1971.

EXHIBITS

Akron Art Museum, "An Arts District for Akron," (studio work), 2002
Cleveland State University, "A Century of Planning in Cleveland", 1998
Gallery One, Kent State University School of Architecture and Environmental Design, Faculty Show, 1993.
Amarillo Art Center, Amarillo, Texas "Habitable Sculpture", 1980.
Museum of Modern Art, New York, N.Y. "Transformations in Modern Architecture", 1979.
Laguna Gloria Art Museum, Austin, Texas, "Tao Design Group", 1976.
Georges Pompidou Centre, Paris, France, "Alternative Architecture in the United States", 1976.
University of Texas at Austin. School of Architecture, "Tao Design Group", 1975.
University of Texas at Austin. Art Faculty Show, "The Earth House", 1974.
University of Texas at Austin. School of Architecture, "Sprayed Technologies", 1971.
Elisabet Ney Museum, Austin Texas. Faculty Show, "Drawings and Sculpture", 1971.

MEDIA

"Alternative Architektur - USA," German Television documentary directed by Dr. Wolfgang Von Ebert, 1983.
"New Horizons," German documentary film directed by Ray Mueller, 1982.
"Good Morning America" CBS interview by Candace Hasey, 1981.
"PM Magazine" interview by Candace Hasey, Dallas, Texas, 1979.
"Voices in the Wind" National Public Radio interview by Oscar Brand, New York, 1979.
"This Week" KLRN-TV radio interview by Terry Likona, Austin, Texas, 1976.
Festival du Film d'Architecure et d'Urbanisme, Nancy, France airing of documentary film TAO, with subsequent showings on Paris television, 1975.
Columbia Architectural Film Festival Documentary film

TAO, produced by Tao Design Group, Inc. Directed by Wayne Ewing. Honorable Mention, 1972.

CREATIVE ACTIVITY
(Selected):

Palazzo dei Cerchi, Florence, Italy, 2002-03, KSU Architectural Representative;

selection of architects, project administration, budget development, architectural design and coordination, interior space planning, furniture selection

ITA Corporate Headquarters, Youngstown, Ohio, 1992, Program development, feasibility studies, space planning.

Dlabal Residence, Austin, Texas, 1988-1992, Residence, architectural and interior design, furnishing selections, decks, pool, and landscape design, 5,000 sq. ft.

Skaaren Addition, Austin, Texas, 1988, Pool, terraces, landscaping, 1,500 sq. ft. (project)

South Main Retail Center, Akron, Ohio, 1987, 30,000 sq. ft. (Design Consultant) The Wilson Architectural Group.

Howington Industries Corporate Headquarters, Canton, Ohio, 1987, Corporate offices and research labs, 12,000 sq. ft. (Design Consultant) The Wilson Architectural Group

Custom House, Bath, Ohio, 1987, 12,000 sq. ft. (Design Consultant) The Wilson Architectural Group

Casa Madrone – Pool & Bathhouse Addition, Austin, Texas, 1986, Pool, gazebo, spa, decks, 2,000 sq.ft.

"Villa Valmarana" The Skaaren Residence, Austin, Texas, 1986, Custom house, 5,600 sq. ft.

Kern House, Austin, Texas, 1986, Custom house, 3,900 sq. ft.

"Bloomhouse," Austin, Texas, 1973-1984

"Crysalis," (project), Austin, Texas, 1975

"Earth House" Austin, Texas, 1971-1975

PRESENTATIONS

"The Third Skin," Aesthetics and Architectural Composition,: Dresden International Symposium of Architecture, Dresden, Germany, 2004

"A Perceptual Methodology," Seminar and Workshop , Enhancing the Silhouette,Technical University of Dresden, Germany 2004

"Beyond the Specified Form," Keynote Address, International Student Conference, Technical University of Dresden 2004

"Scientific Revolutions and Paradigm Shifts in Twentieth Century Architecture," School of Architecture, Bahcesehir University, Istanbul, 2004

"Shelter," Shelter Workshop, Bahcesehir University, Istanbul, 2004

"Hybrid Structures" Arc-Tera Conference, Istanbul, Turkey, 2003

"On the Waterfront," Cleveland Waterfront Coalition Forum, Cleveland, Ohio, 1998

"A-morphous Materials and Pre-Cultural Forms" Far East Society of Architects and Engineers, Tokyo, Japan, 1993.

"The Polymer Question" Far East Society of Architects and Engineers, A+E FORUM, Osaka, Japan, 1993.

"From Dumb Machines to Smart Buildings,"1990 Annual Meeting ACSA, San Francisco, California, 1990.

"Falling Through the Cracks." Symposium: Public Art, Kent State University, Kent, Ohio, 1990.

"What is the Perfect Architecture?" ACSA Regional Conference, University of Kentucky, Lexington, Kentucky, 1989.

"Experiences in the Development of a Polymeric Morphology" 6th Annual ACSA Technologies Conference, San Francisco, California, 1988.

"Gaudi and the Surrealists," Surrealism Revisited, An Interdisciplinary Symposium. College of Fine and Professional Arts, Kent State University, 1988.

"The Search for a New Order," Futurism Revisited, An Interdisciplinary Symposium. College of Fine and Professional Arts, Kent State University, 1987.

"Habitable Sculpture: From Thesis to Reality" School of Architecture, Texas Tech University, Lubbock, Texas, 1983

"Theory and Works," American Institute of Architects, Austin Chapter, 1982.

"Living in Art - Habitable Sculpture," Amarillo Art Center, 1980.

"Potential Effects of a Visually Enriched Environment," Spectrum - Focus on Deaf Artists, Laos House, Jonestown, Texas, 1976.

"Supramorphics: the Search for a Plastic Morphology," Ecofair, School of Architecture and Environmental Design, Texas A & M University, 1975.

"Psychosynergetic Space: Effects of Form on Human Perception," Environmental Evolution and Technologies Conference, University of Texas at Austin 1975.

"Research in the Application of Sprayed Systems in Architecture", Synfoam II, School of Architecture, Virginia Polytechnic Institute & State University. and Co-Conference: EDRA Conference, School of Architecture, Virginia Polytechnic Institute & State University, 1973.

"Sculptural Habitat," Synfoam Conference, Oklahoma State University, Stillwater, Oklahoma, 1972.

Invited Lectures:

Technical University of Dresden
- Faculty of Architecture (2004)
- "Quo Vadis" English Language Conference (2004)

Bahcesehir University
- School of Architecture (2002, 2003, 2004)

Kent State University
- CUDC "Getting the Point" (2004)
- AIAS (2004)
- School of Business (1997)
- Philosophy Department (1991)
- School of Architecture (1986, 1989, 2004)
- Honors College (1987)

A+E FORUM (1993)
- University of Osaka

Oberlin College
- Art Department (1993)

MENSA, Austin Chapter (1983)

Texas Tech University (Texas Technological College)
- College of Architecture, Visiting Critic (1983)
- Division of Architecture (1972, 1979)

University of Texas at Austin
- School of Architecture (1972, 1975, 1981)
- Education Department (1971)
- English Department (1971)
- Speech Department (1971)
- Art Department (1972, 1974)
- Philosophy Department (1974)

St. Edwards University
- School of Continuing Education (1978)
- Department of Art (1971, 1975)

Austin Community College
- Science & Technology (1975, 1976, 1977)

Texas A & M University
School of Architecture (1974)
University of New Mexico
Architecture Department (1972, 1974)

GRANTS

2003 Visiting Professor to the Chair of Spatial Design, German Academic Exchange Commission (DAAD), Technical University of Dresden, Germany, Euro 8,900

2001 "The School of Architecture and Environmental Design," SAED CD-ROM Development grant, Kent State University, Co-Director Bill Lucak, $4,000

2000 "The Graduate Program in Urban Design," SAED CD-ROM Development grant, $5,000 (Co-Directors, Cynthia Beckes, Bill Lucak)

1997 Cleveland Studio Grant, The City of Cleveland, $1,200

1996 City of Youngstown, "The Bicentennial Park and Mahoning Greenway Project, Phase 2. $2,500. Co-Director with Foster Armstrong

1995 Research Challenge Grant, with Bill Lucak, $100,000 (Proposal)

1995 An SGI Computer Visualization Laboratory with Bill Lucak, $180,000 (Proposal)

1994 City of Youngstown, "The Bicentennial Park and Mahoning Greenway Project, Phase 1. Co-Director withMichael Robinson, $7,500.

1994 Urban Design Center of Northeast Ohio, Travel grant, $300

1993 Office of Research and Sponsored Programs - Faculty Development Travel Grant, Japan, $1,000.

1989 Office of Research and Sponsored Programs, Kent State University. Computer hardware forgraphics applications, $5,800.

1989 Honors College, Office of the Provost, and Urban Design Center, Symposium: "On Ethics and Creativity," $11,000.

1989 General Electric Plastics and GE Techno-Materials. Development of concepts for "Laminated Plastics Applications for Modular Housing." Research Director. Professional report, models,conceptual drawings, computer modeling. $30,000.

1988 General Electric Plastics,. "Investigation of the Potential of Proprietary Plastics Products in the Industrialized

Housing Market. Research Director. Preliminary report. , $10,000

1987 The Cleveland Warehouse District, Urban Design Center of Northeastern Ohio. $1,250. Publication, and preliminary Development.

1986 The Cleveland Warehouse District. Urban Design Center of Northeastern Ohio, $500.

1980, The Amarillo Art Center. Funding for exhibit: "Habitable Sculpture," $3,000.

1974, Tao Design Group, Inc., Extended development of sprayed systems applications in architecture, $5,750.

1973, Tao Design Group, Inc., Extended development of sprayed systems applications in architecture, $2,500.

1972, Tao Design Group, Inc., Development of prototype structure using sprayed systems, $15,000.

1971, Tao Design Group, Inc., Development of a polymeric morphology, $10,000.

1970, Tao Associates, Inc., Materials Research and Applications of sprayed systems in architecture, $2,500.

HONORS

2004, DAAD Visiting Professor to the Chair for Spacial Analysis,
Technical University of Dresden, Germany

2004, Visiting Professor, Bahcesehir University, Istanbul, Turkey

2002, Faculty Award, International Culture, Phi Kappa Delta, Kent State University

2002, Phi Kappa Delta, International Honor Society, Member

2001, Grand Gold Award in Integrated Marketing, "Circle of Excellence Awards Program," Council for Advancement and Support of Education, (CASE), CD-ROM " The Graduate Program in Urban Design,"

1999, Chris Waldeck, American Institute of Architects, Cleveland Chapter, Student Category, "A Traveling Theater," Chris Waldeck, Faculty Advisor

1998, AIA/National Association of Steel Building, Student Design Competition, Sara Cagna, Honorable Mention, Faculty Advisor

1997, Chrysler Award, "Unbuilt Category," Chris Smith, Faculty Advisor

1996, College Design Charrette Program, AIA Ohio, Dayton, Ohio.
1993, Who's Who in Education
1993, AIAS Outstanding Chapter Honor Award, Faculty Advisor
1992, Who's Who in the Midwest
1992, Design Awards Committee, Member, Youngstown Chapter AIA
1991, KSU Alumni Association Distinguished Teaching Award, Finalist
1991, AIAS Professor of the Year
1991-92, AIAS "Outstanding Chapter" National Honor Award, Faculty Advisor
1990-91, AIAS "Outstanding Chapter" National Honor Award, Faculty Advisor
1990-91, AIAS "Career Day" Special Accomplishment Award, Faculty Advisor
1990, AIA/ACSA Research Council - Otis Elevator International Student Design Competition: "Paris - La Defense: Framing the Axis for the 21st Century." *Faculty Co-Advisor, Second Place, Kent State University*
1989-90, AIAS "Outstanding Chapter" National Honor Award, Faculty Advisor
1988, American Institute of Architects Honor Award, Student Project, Ronn Yong, "The Influences of Fumihiko Maki," Master's Thesis Committee Member
1987, Mortar Board, Kent State University
1984, Citation of Merit, Austin Chapter AIA, "The Bloomhouse," Austin, Texas
1982, Who's Who in the South and Southwest
1979, Nomination, Dean of Illinois Institute of Technology
1967, Tau Sigma Delta, Texas Tech University
1967, Reynolds Aluminum Competition, 3rd Place, Texas Tech University

SUMMARY OF OTHER ACTIVITIES

College and University Committees:
2004 University International Studies Committee, CAED representative
2004 Outreach Committee, Member
2003, KSU Architectural Representative, Palazzo dei Cerchi, Florence
2002, The Florence Program, On-site Director (with Diane Davis)

2002, Interior Design Faculty Search Committee, Member
2001, On Site Director, The Florence Program, (with Charles Graves)
2001, Director Search Committee, Member
2000-pres., Graduate Curriculum Committee, Member
2000-2003, CICP Laison for New Program Development
2000, Director Search Committee, Member
1999-2000, Faculty Advisory Committee, Member
1999, The Florence Program, On-site Director (with David Hughes)
1998, Architecture in Italy, On-site Director (with Charles Graves)
1999-pres., International Studies Committee, Coordinator
1997-1998, Urban Design Center Director Selection Committee
1997-1998, Graduate Program Committee, Member
1996-1998, Theory 1 & II Design Studio, Coordinator
1996-1997, Faculty Advisory Committee, Member
1996-1997, Community Service Committee, member
1996-97, Lecture Committee, Chair
1995-99, Undergraduate Program Committee, Member (new curriculum)
1995-96, Lecture Committee, Chair
1994-95, Lecture Committee, Chair
1993-1994, Graduate Program Committee, Member
1993, Urban Design Center Director Search Committee
1992-93, Faculty Advisory Committee, Member
1992, Architecture in Italy, On-site Director (with Joe Schidlowski)
1992-93, Lecture Committee, Chair
1990-1991, Lecture Committee, Member
1990-1991, Architecture in Italy Program, Co-director
1990, Symposium: "Ethics and Creativity," Symposium Coordinator
1989- 1996, AIA/AIAS Mentor Program, Coordinator
1989-1990, Undergraduate Curriculum Committee, Member
1988-1991, Honors College, DSA/CAA Program Coordinator
1987-pres., American Institute of Architecture Students, Faculty Advisor
1987-1991, Architectural Research Committee, Member
1987, ACSA Conference Planning Committee, Member
1987, Faculty Advisory Committee, Member
1986-1990, Lecture Committee, Chair
1986-1990, Computer Committee, Member
1986-1989, Gallery/Exhibition Committee, Chair

Public Service:

2004 "Enhancing the Silhouette: A Pedestrian Plan for linking the Elba and Bahnhof Neustadt," Dresden, Germany

2003 "The Waterfront to Riverfront Master Plan," Forest City Development Co., Cleveland, Ohio

2002 "A New Honors College for Kent State University," Honors College, Kent State University

2001 "Stimulus and Effect: A New Museum Generates an Arts District for Akron,"

1998 "The Warehouse District: Creating Urban Places within the Downtown," The Cleveland Summer Studio, Cleveland, Ohio

1996-97 " Burnham's Mall and A New Urban Convention Center Facility," Cleveland, Ohio

1996 "From Public Square to the Waterfront: Analysis and Concept Development Strategies for Daniel Burnham's Historic Mall," Cleveland, Ohio

1995 "The Mahoning Greenway Corridor Study," ," Youngstown, Ohio

1994 "Creating a Shared Vision for the City of Youngstown," Youngstown, Ohio

1993-94 "The Mid-Town Corridor Study," Cleveland, Ohio

1989, "Creating a Foundation: A Master Plan Revision for Kent State University."

1989, Case Western Reserve University, Analysis and Evaluation of the Campus Master Plan by Sasaki Associates. Cleveland, Ohio

1988, University Circle, Inc., Urban Design Studies of extended uses of Wade Oval, University Circle, Cleveland, Ohio.

1987, University Circle, Inc., "Evaluation and Design Proposals for The Beach," University Circle, Cleveland, Ohio.

1987, Architectural Registration Exam Seminars, Site Planning, Cleveland/Akron Chapters/AIA, Monitor

1987, Coordinator, Cleveland Chapter AIA, Exhibition "The Cleveland Warehouse District," (Student Work0

1987, Civic Vision Downtown Planning Workshop, Cleveland, Ohio.

1986, Live Oak Productions, Building Committee. Architectural Advisor

1985, Five River Neighborhood Plan, Advisor.

1984, Cherrywood Neighborhood Plan, Advisor.

1982-1983, Hancock Recreation Center Advisory Board, Member.
1982, Hancock Neighborhood Plan, Chairman.
1981-1983, Hancock Neighborhood Association, President.
1979-1981, Texas Arts Commission, "Artists-in-Schools," Advisory Board, Member.
1978-1983, Professional Residency Program, School of Architecture, University of Texas at Austin.

Curriculum Vitae

Elwin C. Robison
7358 Sylvan Drive
Kent, Ohio 44240
(330) 678-3674

Education
PhD, Cornell University, 1985; MA 1983
Major: Architecture History; dissertation topic, "Guarino Guarini's Church of San Lorenzo in Turin."
Dissertation advisor, Christian F. Otto
Minors:
Renaissance Art History, advisor, Esther Dotson
American City Planning History, advisor, John W. Reps
Structural Engineering. advisor, John Abel
additional committee member, Martin Kubelik

BSCE, Brigham Young University, 1978
Major: Civil Engineering, structures emphasis.

Employment

1985-present, Professor, School of Architecture and Environmental Design, Kent State University.

1992-present, Principal, Elwin C. Robison PE

1992, Partner, Robison and Shively, Consulting

1983, 1985 Fred H. Thomas, Assoc., Ithaca New York

1980, Morris Engineering, Salt Lake City, Utah

1978-79, Terracor, Inc., Salt Lake City, Utah

Registration
Professional Engineer: Ohio, Pennsylvania, Indiana, Michigan

Refereed Articles
"The Application of Infrared Thermography on Wood Framed North American Historic Buildings," Association for Preservation Technology Bulletin, Dec 2002, pp. 36-42.

"Heavenly Aspirations and Earthly Utopias: Four Northeast Ohio Religious Utopias," Timeline, v. 17, no. 6, Nov/Dec 2000, pp. 2-25.

"Structural Implications in Palladio's Use of Harmonic Proportions," Annali di architettura: Rivista del Centro Internazionale di Studi di Architettura Andrea Palladio, v. 10/11, 1998/1999, pp. 175- 182.

"Architecture, Graphics, and the Net: A Short History of Architronic, A Peer-Reviewed E-Journal." The Public-Access Computer Systems Review 7, no. 3 (1996): 4-11.

The St. James Press Dictionary of Artists and Architects, Nov 1992, entries on "Villa Barbaro in Maser," "Andrea Palladio," "Guarino Guarini," "San Lorenzo in Turin," "Palazzo Carignano," "Home Insurance Building in Chicago," "Reliance Building in Chicago," and "Monadnock Building in Chicago."

"A British Proposal for American Settlement: Granville Sharp's Plan for a Town and Township," Planning History: Bulletin of the Planning History Group, vol. 14, no. 3, pp. 23-27.

"Optics, Mathematics, and the Domed Churches of Guarino Guarini," Journal of the Society of Architectural Historians 50:384-401 (December 1991).

"The Society for Savings Building in Cleveland and the Development of Skyscraper Frames," published as chapter 23 in Architecture: Design Implementation (Association of Collegiate Schools of Architecture Press, 1991) pp. 126-28.

"Early Skyscrapers and Engineering Calculation Methods," published as chapter 23 of On Architecture: The City and Technology (Butterworth, March 1991) pp. 114-16.

Book Review of H.A. Meek, Guarino Guarini and His Architecture in Renaissance Quarterly, 42:868-71 (Winter 89).

"St. Peter's Dome: The Structural and Aesthetic Contribution of Giacomo Della Porta," Structural Studies, Repair, and Maintenance of Historic Structures, Southampton, England, 1989.

Book Review of Tom Peters, Transitions in Engineering: Guillaume Henri Dufour and 19th Century Cable Suspension Bridges in the Society of Architectural Historians Journal, 48:197-98 (June 1989).

"St. Peter's Dome: The Michelangelo and Della Porta Designs," Domes from Antiquity to the Present: Proceedings of the IASS-MSU International Symposium. Istanbul, 1988.

Book Review of John Fitchen, Building Construction Before Mechanization in the Applied Mechanics Reviews 40:1069-70 (August 1987).

Book Review of David Billington, The Tower and the Bridge in the Society of Architectural Historians Journal 45:307-309 (Sept 1986).

Book Review of Werner Blaser, Schweizer Holzbrücken in the Society of Architectural Historians Journal 45:309 (Sept 1986).

Film/Television Media
Consultant and Interviewee for Vatican Revealed, Jupiter Productions for the Arts and Entertainment Network, 1998.

Selected Professional Work
Author of HSR and engineer of record for the restoration of the Pennsylvania House, an 1838-40 National Road Tavern, Lagonda Chapter, Daughters of the American Revolution, Springfield, OH.

Engineer of record for the restoration of the Sherwood-Davidson House [c. 1825], Licking County Historical Society, Newark OH, in progress.

Affiliated Consultant with Wiss, Janney, Elstner, Inc., 2003-2004: projects include Terminal Tower [1929] terra cotta evaluation and emergency repairs and netting; E. J. Thomas Hall [1977] concrete repairs in lobby; Akron YMCA [1932] investigation of concrete deterioration and corrosion of steel frame; Cleveland Metroparks Chalet Pavilion [1976] investigation and repair documents for deteriorated wood structure; Case Western Reserve University facade evaluation and engineering support for adaptive reuse of the Mt. Sinai Hospital South Building [1914] and Nurses' Residence [1924].

Designer of roof truss repairs for restoration of the Eleutherian College Chapel, a noted Underground Railroad node, Lancaster, IN, 2002.

Engineering of record for the restoration of Frank Lloyd Wright's Burton J. Westcott House [1907/8], Springfield OH, 2001-2004.

Engineer of record for restoration of the Newel K. Whitney Home [c. 1826], Kirtland OH, Sep 2001.

Engineering design for adaptive reuse of the Robinson Music Store [1902], Steubenville OH, June 2001

Engineer of record and project manager for restoration of the John Johnson Home [c. 1827], Hiram OH, Nov 2000.

Transportation Impact Study of the RTA light rail system on behalf of St. Peters Parish [1854], Cleveland OH, with Connecticut Reserve Technologies, 2000.

Feasability analysis for adaptive reuse of Bissler Building [1926], Kent OH, with Connecticut Reserve Technologies, 2000

Engineering Design of Crooked River Inn Conference Center utilizing 7 historic barns in the Cuyahoga National Recreation Area (with Connecticut Reserve Technologies and Fuller Design Group), 1999.

Historic Structures Report of the John and Elsa Johnson Home, Hiram OH for the Church of Jesus Christ of Latter-day Saints, Oct 1999.

Design Master Plan fo the Kirtland Historic District, Kirtland OH for the Church of Jesus Christ of Latter-day Saints [with Chambers, Murphy & Burge, John A. Werne, and Behnke & Associates], May 1999.

Engineering analysis of Salmon Carter House [1836] (with Robert G. Shively), and research and writing of "Historic Structures Report: Salmon Carter House" and Master Plan for the Portage County Historical Society, 1998. Consulting Report on the ODOT Proposal for the Washington St/ Main St. Intersection, Chagrin Falls, OH, for Chagrin Falls Preservation, 1997.

Engineering analysis of the Kirtland Temple (with Robert G. Shively), and research and writing of "The Kirtland Temple, Kirtland, Ohio: an Historic Structures Report" for the Restoration Trail Foundation, Independence, MO, 1993.

Papers

April, 2001, Toronto, Canada, Society of Architectural Historians Annual Meeting, "The World's Tallest Concrete Skyscraper: Modernity, Setbacks and Technological Innovation in the Kavanaugh Building, Buenos Aires."

April 1997, Baltimore, Society of Architectural Historians Annual Meeting, "Engineering Analysis and It's Applicability to Historical Inquiry."

October 1996, Case Western Reserve University, Western Reserve Symposium, "Heavenly Aspirations and Earthly Realities: Three Religious Utopias in the Western Reserve."

April 1996, St. Louis, Missouri. Society of Architectural Historians Annual Meeting. "Aspects of Long Span Roman Truss Design."

August 1994, Karlovy-Vary, Czech Republic. International Conference on

Interdisciplinary Research and the 2nd Orwellian Symposium, sponsored by The International Institute for Advanced Studies and the United Nations Educational, Scientific, and Cultural Organization, "The Potential of Electronic Journals in Architecture: Kent State University's Architronic."

April 1993, Charleston, South Carolina. Society of Architectural Historians Annual Meeting. "Structural Analysis and the Study of Vernacular Buildings: The Mormon Temple in Kirtland, Ohio."

July 1991, Oxford, England. ACSP/AEOSP Joint International Conference on Planning. "A British Proposal for North American Development: Granville Sharp's Plan for Town and Township."

May 1991, Seville, Spain. STREMA 91 (Structural Studies, Repair, and Maintenance of Historic Structures, sponsored by the Computational Mechanics Institute). "The Development of Early American Skyscraper Frames."

April 1991, Cincinnati, Ohio. Society of Architectural Historians Annual Meeting. " Vernacular Building Tradition and the Mormon Temple in Kirtland, Ohio." (co-authored with Priscilla Graham).

February 1991, Cambridge, Mass. ACSA Technology Conference. "The Society for Savings Building in Cleveland and the Development of Skyscraper Frames."

March 1990, Boston, Mass. Society of Architectural Historians Annual Meeting. "American Skyscrapers and the Calculation of the Steel Frame."

February 1990, Los Angeles, Calif. Association of the Collegiate Schools of Architecture Technology Conference. "Calculation of Early Skyscraper Frames."

September 1989, Chicago, Ill. Association for Preservation Technology Seminar. "The Technological Development of the High-Rise."

April 1989, Montreal, Quebec. Society of Architectural Historian's Convention. "Theory and Practice in the Architecture of Andrea Palladio."
April 1989, Florence, Italy. STREMA 89 (Structural Studies, Repair, and Maintenance of Historic Structures, sponsored by the Computational Mechanics Institute), "St. Peter's Dome: The Structural and Aesthetic Contribution of Giacomo Della Porta."

May 1988, Istanbul, Turkey. International Association of Shell and Spatial Structures. "St. Peter's Dome, Vatican: The Michelangelo and Della Porta Designs."

April 1988, Chicago, Ill. Society of Architectural Historians Convention.

"Engineering and Aesthetics in the Architecture of Guarino Guarini."

November 1987, Raleigh, North Carolina. Society for the History of Technology. "Windbracing: The Portal Arch and Portal Analysis Method."

October 1987, Kent State University. ACSA East Central Regional Meeting. "Engineering and Architectural Aesthetics: The Memorial Bridge Competition, Washington D.C."

July 1987, Oxford England. Mormon History Association. "English Influence on the Architecture
of the Kirtland Temple."December 1986, Washington, D.C. ACSA Conference on
Technology. "Structural Model Analysis and Architectural Form."

August 1986, Princeton University. NEH Summer Institute on Engineering Analysis and Historical Methodology. "Guarini's Dome of San Lorenzo in Turin and the Implications of the Structural Form."

April 1986, Washington, D.C. Society of Architectural Historians Convention. "Andrea Palladio and Traditional Proportioning Techniques."

March 1986, Cornell University. Colloquium on the History of Science and Technology. "The Portal Method of Structural Analysis and High-Rise Form."

January 1986, Chicago. Council on Tall Buildings and Urban Habitat, a non-governmental agency of UNESCO. "Structural Calculations and the Development of American High-Rise Buildings from the Chicago Fire to the Development of High-Speed Computers."

Professional Societies
Society of Architectural Historians
1994-98, Chair, Ad-Hoc Committee on Electronic Resources in Architectural History
1995-7, Member of Sub-Committee on Electronic Data Bases, Buildings of the United States Monograph Series.
1995-7, Member of Publications Committee
Western Reserve Architectural Historians
1990-92 Board Member
1992-93, Member Awards Committee

Grants and Recognition

Gubernatorial appointment to the Ohio Historic Site Preservation Advisory Board, effective 30 April 2004.

2004 Preservation Award, Cleveland Restoration Society: Cultural Heritage Preservation, Historic Mormon Sites.

November 2002, AIA Akron Chapter Design Award, John and Elsa Johnson Home,
Hiram, OH, with Chambers, Murphy & Burge.

September 2002, 2002 Preservation Merit Award for the Robinson Music Company Building at 141 N. Fourth St. in Steubenville, Ohio, with Chambers, Murphy & Burge.

May 1999, Western Reserve Architectural Historians Annual Award for The First Mormon Temple: Design, Construction, and Historic Context of the Kirtland Temple, Brigham Young University Press: Provo, Utah, 1997.

May 1998, Special Citation from the Mormon History Association for The First Mormon Temple : Design, Construction, and Historic Context of the Kirtland Temple, Brigham Young University Press: Provo, Utah, 1997.

June 1995-May 1997, National Endowment for the Arts, Principle Investigator for $45,000 grant to develop Architronic: The Electronic Journal of Architecture.

1995, Summer Professional Development Award, College of Fine and Professional Arts, $1,000 to support writing of "Heavenly Aspirations and Earthly Realities: The Urban Plans of Tallmadge, Zoar, Shaker Heights, and Kirtland."

1995 University Major Research Collections Grant, $2,157 to purchase copper plate re-strikes of the 18th century map of the Chalcographie de Louvre (with Michael Robinson), and $1,000 for the purchase of 196 urban views and maps of American and European cities from the 15th through the 20th centuries to support coursework and research for the graduate program.

1994, Summer Research and Creative Activity Appointment, College of Fine and Professional Arts, Kent State University, $6,500 support for writing a monograph on Guarino Guarini's Church of San Lorenzo in Turin.

1994 $4,770 Major Research Collections Grant for purchase of The Mies Van der Rohe Archive and Frank Lloyd Wright, An Index to the Taliesin Correspondence for the Architecture Library.

1993, NEH Summer Seminar Fellowship, The American Academy in Rome.

$3,000
grant for seven week research project in Rome under the theme, "Spolia: The Reuse of Ancient Artifacts in the Medieval Period."

1993, Research and Sponsored Programs, $250 for travel from Rome to Messina
to investigate surviving remnants of the facade of Guarini's Santissima Annunziata in Messina.

1993, Research and Sponsored Programs, $499 for research travel to Salt Lake City to conduct archival research at the Archives of the Church of Jesus.Christ of Latter-day Saints.

1992, Summer Professional Development Award, College of Fine and Professional Arts, $1425 for research and photographic expenses for the manuscript "An Architectural History of the First Mormon Temple, Kirtland, Ohio."

1992, University Major Research Collections Grant, $2,500 for purchase of microfilm collection of architectural treatises from the 15th through 18th centuries for the University Libraries.

1991, University Research Council, Scholarly Activity Support, $1,690 in travel funds to conduct research in the Palladian drawing collection at the Royal Institute of British Architects, London.

1989, Summer Professional Development Award, College of Fine and Professional Arts, Kent State University.

1989, Visiting Fellow, Princeton University, A.P. Sloan Foundation Writing Project in the New Liberal Arts: Architectural Technology Before the Scientific Revolution

1988 Visiting Fellow, Princeton University, A.P. Sloan Foundation Research Program.

1987 Visiting Fellow, Princeton University, A.P. Sloan Foundation-sponsored Summer Seminar on "The Engineer's Experience and the New Liberal Arts," division of the Technology of Historic Buildings.

1986-87 Delmas Scholar. $2,250 grant by the Gladys Krieble Delmas Foundation for research on the architectural theory of Andrea Palladio.

1986 Special Fellowship, NEH Summer Institute on Engineering Analysis and Historical Methodology, Princeton University.

1984-85, 1983-84, 1981-82 Sage Fellowship in the Continuing Humanities, Cornell University

1984 Shreeve Endowment Award, Cornell University

1983 Summer Course Scholarship, Centro Internazionale di Studi di Architettura "Andrea Palladio," Vicenza, Italy

1983 Research Grant, Center for International Studies, Cornell University

1983 James F. Eidlitz Traveling Fellowship, Cornell University

Editorial Activity
1994, Referee for Arris: Journal of the Southeast Chapter of the Society of Architectural Historians

1994, Referee for Journal of the Society of Architectural Historians

Architronic: The Electronic Journal of Architecture,
Editor, 1995-98
Managing Editor, 1994
Reviews Editor, 1993
Board member, 1992

Teaching Awards
1994, Nomination for Distinguished Teaching Award, Kent State University Alumni Association

1992 Professional Development Award, Architects Society of Ohio/American Institute of Architects

1991-92, Teacher of the Year Award, American Institute of Architects Students, Kent State University Chapter.

Elwin C. Robison
Engineer and Architectural Historian

phone & fax 330-678-9441

Thom Stauffer, AIA

Architect / Professor

Education	Master of Architecture, University of Pennsylvania Master of City Planning, University of Pennsylvania Bachelor of Architecture, Kent State University Cum Laude Honors College Graduation with Honors
Registrations	Florida, 1999 Ohio, 1976
Professional Affiliations	American Institute of Architects National Council of Architectural Registration Board
Academic Affiliations	Kent State University Professor of Architecture
Awards	Cleveland AIA Honor Award 2004 Ceruti Residence Cleveland AIA Design Award 2004 Oakwood Residence AIA Ohio Design Award, 2003 Knutsen-Anderson Residence Chicago Athenaeum American Architecture Award, 2003 Knutsen-Anderson Residence Cleveland AIA Design Award 2002 Knutsen-Anderson Residence AIA Ohio Design Award, Wang Addition, 2002 Cleveland Arts Prize Recipient, 2002 for Architecture Distinguished Honors Alumnus 2002 Kent State University Honors College Cleveland AIA Design Award 2000 Tremont Housing Cleveland AIA Design Award 2000

Nestor Addition / Greenhouse

Cleveland AIA Honor Award 1999
Davenport Bluffs

Awards [con't]

Cleveland AIA Honorable Mention 1999
University Circle Model

Ohio AIA Design Award 1998
Dunn Residence Addition

Ohio AIA Design Award 1997
Karen Skunta & Company Corporate Headquarters

Cleveland AIA Design Award 1997
Dunn Residence Addition

Cleveland AIA Design Award 1996
Karen Skunta & Company Corporate Headquarters

Cleveland AIA Design Award 1994
H.C. Smith, Ltd. Corporate Headquarters

Akron AIA Design Award 1990
Atwood Lake Dockers Pavilion

Akron AIA Design Award 1990
Gallery Installation KSU School of Art

Akron AIA Design Award 1990
Smith Residence Addition

Akron AIA Design Award 1990
Goodyear Heights Residence Addition

Akron AIA Honor Award 1988
Furniture Annex Showroom

Akron AIA Design Award 1988
Master Plan for Asian Village

Akron AIA Design Award 1988
Harwood Residence I & II

Akron AIA Honor Award 1985
Tappan Pines Condominiums

Akron AIA Design Award 1985
Tallmadge Gazebo

Exhibitions

Spaces, House: Case Study Cleveland Spring 2002

KSU Gallery g201 Architectural Exhibition 1998
Current Work

McDonough Museum of Art Installation 1994
"Capturing the Light"

Cleveland Center for Contemporary Art Exhibit 1992
Young Cleveland Architects

Exhibitions [con't]

Akron Art Museum Exhibition 1991
"Ohio Perspectives"

Riffe Gallery Exhibition 1991
Atwood Lake Docker's Pavilion

Spaces Art Gallery Inaugural Exhibition 1990
"St. Clair Avenue: The Street as Place"

Kent State University School of Art Installation 1989
"Concept Architecture"

Cleveland Museum of Art May Show, Crafts Category
1989, 1987 [Special mention]

International Design Center Chair Fair Exhibition 1986
Selected Work

Juried Papers/ Presentations

ACSA Annual Meeting, New Orleans. Architecture in Communication. April 2002.
Student Design Build: Practice and Pedagogy.
Invited Panelist

ACSA Annual Meeting, Paradoxes of Progress. Baltimore,

ACSA Annual Meeting, Paradoxes of Progress. "Built Works: Wang Addition" Baltimore, April 2001.
(Project Presentation)

ACSA East Central Region Meeting, [re] viewing The Tectonic. University of Michigan, Fall 2000.
"[un] concealing concurrent constructions"
(Paper Presentation)

Experience

ACADEMIC:

1989 - present Professor, Kent State University

1983 - 1988 Associate Professor, Kent State University

1978 - 1983 Assistant Professor, Kent State University

1977 - 1978 Instructor, Kent State

University

1983, '89, '93 Adjunct Professor,
Cleveland State University

PROFESSIONAL:

1998 - Thom Stauffer, Architects, Kent
1995-1998 Allen, Klamert Stauffer, Allen
Sarasota/Cleveland

Experience [con't]

PROFESSIONAL:

1992-1998 Klamert/Stauffer Architects
1982-1992 Thom Stauffer Architect
1980-1982 Guda/Stauffer Architects
1978-1979 Curtis and Rasmussen
1976-1978 Keith Haag Associates
1975-1976 Davis, Poole & Sloan
1974-1975 Francis, Cauffman, Wilkinson
and Pepper, Architects & Planners
1971-1973 Keith Haag Associates
1969-1971 Carl G. Baker, AIA

Lectures

ACSA Annual Meeting, Chicago, 1989
Harwood House Symposium

Savannah College of Art and Design Lecture,

Young Cleveland Architects, Symposium/Gallery Show,
Cleveland Center for ContemporaryArt, Panelist, Exhibitor, 1992

Visiting Critic, Columbia University, 1992.

Parameters & Intentions, Gallery Show Rio Grande University,
Curator and Lecturer, June 1996

Cleveland AIA Design Awards Coordinator, 1998
Cleveland Museum of Art
Rodolfo Machado, Professor of Architecture, Harvard University
Principal Machado, Silvetti Architects
Boston

Citations /Publications

Akron Beacon Journal, September 2002,
Cleveland Arts Prize

Cleveland Plain Dealer, September 2002
Cleveland Arts Prize

Book: Half-Life House, ARC Press, 2002

Cleveland Plain Dealer, Blending Beautifully
November 30, 1997, by Steven Litt
G201 Gallery Show, Klamert/Stauffer Architects,
Lecture, April 1998

Cleveland Magazine, Something Old, Something New, October 1996, p. 87

"Dreaming Up a Dream Home," Northern Ohio Live Interview, by Author: Jean R. Linderman,

Cleveland Plain Dealer, Concept Architecture, By Helen Cullinan, October 19, 1989

"A Place to Live," Institute of Urban Design Magazine, Spring 1984.

Citations /Publications [con't] "A Room with a View," School Magazine, February 1983. Two projects: Renovations for Elementary School, "Hands on Museum Room," Moreland School, Shaker Heights; Day Nursery for East End Neighborhood House.

Professional Services

Cleveland AIA Design Awards Coordinator, 1998
Introduction of Rodolfo Machado, Cleveland Arts Museum

Academic Honors

Omicron Delta Kappa, National Leadership Honorary

Kent State University Honors College Alumni of the Year Award, 2002

A.I.A. Certificate of Merit

Architects Society of Ohio Award of Merit
Honors College, Departmental Honors

Kent State University Distinguished Teaching Nominee, 1991

Architects Society of Ohio Teaching Award, 1991

Museum/Gallery Shows

Spaces Gallery, House: Case Study Clevelnd Spring 2002

Akron Art Museum, "Ohio Perspectives" exhibit: Atwood Lake Docker's Pavilion, 1991

Cleveland Museum of Art, "May Show" Crafts Category, 1987, 1989

McDonough Museum of Art, "Capturing the Light" Installation, Youngstown, Ohio, 1994

KSU G201 Gallery, Recent and Current Work
Klamert/Stauffer Architects, 1998

Chair Fair, International Design Center
of New York, 1986

Kent State University School of Art,
"Concept Architecture" Installation
and Selected Works, 1989

Riffe Gallery, Columbus, Ohio, Atwood
Lake Docker's Pavilion, 1991

Gallery Shows [con't]

Spaces Inaugural, Exhibition of 1990,
St. Clair Avenue: The Street as Place
sponsored by The Committee for Public Art.

Graham Foundation for G201 Gallery Series
funding Lectures, catalogs and exhibits of four firms;
Hariri/Hariri, Krueck and Sexton, Kuwabara, Payne,
McKenna and Blunberg. Fall 1991

kathryn | strand

Assistant Professor of Architecture, Kent State University

[home address]748 Fairchild Avenue

Kent, Ohio 44240

kstrand@kent.edu

EDUCATION

University of Pennsylvania Philadelphia, Pennsylvania
May 2002
Graduate School of Fine Arts - Master of Architecture
[Studied under Architecture and Theory Critics including Richard Wesley, David Leatherbarrow, Winka Dubbeldam, Joseph Rykwert, and Ali Rahim]

Architecture Association London, England
Fall 2001
University of Pennsylvania Study Abroad Program
[Studied under Architecture and Theory Critics including Homa Farjadi and Mark Cousins executing research on the nature of the urban fabric of Southern bank of the Thames and a Kantian system of ornamentation]

Instituto Universitario di Architettura Venice, Italy
Summer 2000
ILAUD - International Laboratory of Architecture and Urban Design
[Founded in 1974 "to promote research into new methods and techniques of planning and design and to encourage contacts and cultural exchanges from different countries, and different universities". A collaborative laboratory of architecture, landscape, and urban design students and faculty from schools in Europe and the United States gathering in Venice to discuss issues concerning "aqua alta" in the Venetian lagoon, affording an understanding of an historic urban environment on the verge of an intersection with modern technology and design]

University of Wisconsin - Madison Madison, Wisconsin
May 1999
3.7/4.0 - double major Art, Art History with extensive coursework in Mathematics - Bachelor of Science degree
Dean's List, four semesters, University of Wisconsin-Madison
Dean's List, four semesters, Coe College, Cedar Rapids, IA
[Art History Thesis "Walter Burley Griffin: An Evolution of Style" under Dr. Narciso Menocal]

TEACHING EXPERIENCE

Assistant Professor of Architecture ***Kent State University***
Kent, Ohio Fall 2003—Present

Adjunct Professor of Architecture ***Kent State University*** Kent, Ohio Spring 2003

Art Instructor *The Langdon Residence Hall* University of Wisconsin-Madison
Summer 1997
Organize and teach art classes to groups of 20-30 senior citizens.

DESIGN RELATED EXPERIENCE

Project Designer ***Thom Stauffer Architect[s]*** Kent, Ohio
Summer 2002-Present
Execute design and drafting work. Work in collaboration with architects and clients to prepare construction documentation for award winning residential projects.

Intern ***Ai*** Washington, DC
2001
Execute design and drafting work using Auto CAD 2000. Work in collaboration with architects and clients to prepare construction documentation for commercial and residential projects.

DESIGN RELATED EXPERIENCE [continued]

Volunteer *Church of Las Placitas* San Isidro, El Salvador
May - June 2001 Organize and aid in reconstruction of church damaged in January 2001 earthquakes.

Intern ***River Architects*** La Crosse, Wisconsin
1998, 2000
Execute design and drafting work using Micro Station. Write and edit historic structure reports. Work in collaboration with architects and clients to prepare construction documentation including color schedules and code analyses for institutional, commercial, residential, and historic preservation projects.

ADDITIONAL WORK EXPERIENCE

Resident Assistant Steve Brown Apartments Madison, Wisconsin
1996-1999
Function as peer counselor, advisor, and information resource to students living in residence hall during school year. Improve residential life for senior citizens during Senior Summer Program.

Office Assistant Art/Art History Department Coe College Cedar Rapids, Iowa 1994-1996
Organize and maintain slide library, coordinate and hang gallery exhibitions, staff gallery openings.

AWARDS AND PUBLICATION
[academic]

Department of Architecture Faculty Award University of Pennsylvania Philadelphia, PA May 2002
Awarded to student who has demonstrated exceptional growth and development.

American Institute of Architects Scholarship
May 2001
Awarded for academic merit, excellence in architectural drawing, and personal essay.

E. Lewis Dales Traveling Fellowship University of Pennsylvania

Philadelphia, PA May 2001
For travel abroad during the summer prior to the student's final year in the professional degree program.

Publication *The Eastern Lagoon Front*
Fall 2001
Collaborative project entitled "Planting Islands" published by the International Laboratory of Architecture and Urban Design.

Newberry Scholarship University of Pennsylvania Philadelphia, Pennsylvania

Porreca Memorial Merit Award University of Pennsylvania Philadelphia, Pennsylvania

Presidential Academic and Fine Arts Scholarships Coe College Cedar Rapids, Iowa

AWARDS
[professional]

2003 AIA Ohio Award *Half-Life House Thom Stauffer Architect[s]*
2003
Member of the Design Team.

2003 Chicago Athenaeum American Architecture Award
2003
Half-Life House Thom Stauffer Architect[s]
Member of the Design Team.

2002 AIA Cleveland Award *Half-Life House Thom Stauffer Architect[s]*
2002
Member of the Design Team.

TECHNOLOGICAL EXPERTISE

Auto CAD 2000 Micro Station 3ds max 4.0 Maya 4.0 Soft Image
Form Z Adobe Photoshop 6.0 Adobe Premiere 6.0 Microsoft Office 2000.

Gregory S. Stroh 720 Maryland Avenue Syracuse, NY 13210 315.425.1072 gsstroh@syr.edu

EDUCATION

University Of Pennsylvania — MArch I — May 1996
Graduate School Of Fine Arts

Case Western Reserve University — B.Sci — August 1988
Management Information | Decision Systems
Weatherhead School Of Management

ACADEMIC POSITIONS

Assistant Professor
Fall 2005-Spring 2006

Syracuse University School of Architecture
ARC 121: Introduction to Structural and Building Systems
ARC 308: 3rd year comprehensive architecture design studio
ARC 307: 3rd year comprehensive architecture design studio
Faculty Search Committee | Building Renovation Committee |
Curriculum Committee | Admissions Committee |
Lectures Committee | Mayfest Committee

Fall 2004-Spring 2005

ARC 121: Introduction to Structural and Building Systems
ARC 607: 2nd year graduate comprehensive architecture design studio
ARC 307: 3rd year comprehensive architecture design studio
ARC 423: Advanced Building Systems-undergraduate and graduate technology project direction (partial year)
Faculty Search Committee Co-Chair | Mayfest Committee
ACSA Northeast Region Conference Session Moderator | Paper Reviewer For two sessions

Fall 2003-Spring 2004

ARC 121: Introduction to Structural and Building Systems
ARC 308: 3rd year comprehensive architecture design studio
ARC 307: 3rd year comprehensive architecture design studio
Re-Appointment Promotion Tenure Committee [Liason To Student Sub Committee]
Exhibition Committee [partial year]

Summer 2003

Summer Thesis Studio

Fall 2002-Spring 2003

ARC 121: Introduction to Structural and Building Systems
ARC 308: 3rd year comprehensive architecture design studio
ARC 307: 3rd year comprehensive architecture design studio
3rd Year Symposium Committee

Adjunct Professor
Fall 1998-Spring 2002

Kent State University School of Architecture and Environmental Design
1st year architecture design studio
4th year comprehensive architecture design studio [Fall term]
1st year interior design studio

Spring 2001

Curator | Installation Designer for LA 12 Exhibition | Gallery Talk
[Lubowicki And Lanier]

Spring 1999	Kent State University Spring Lecture Series Coordinator in collaboration with TSA Merion Weiss | Michael Manfredi, Mehrdad Yazdani, Nader Tehrani
Spring 1998	Kent State University Toguchi Lecture | Exhibition Assistant Coordinator | Curator in collaboration with TSA Rafael Viñoly current works on exhibit

PROFESSIONAL POSITIONS

GSTROI Istudio Fall 2003-present	Syracuse, New York Designer | Collaborator Newman Residence [addition]: *documentation, schematic design* Bingham Residence [addition]: *documentation, schematic design, design development* Sirodiwar House: *schematic design, design development*
Thom Stauffer Architects Fall 1998-Fall 2004	Cleveland | Kent, Ohio Designer | Collaborator *(selected projects)* Caruti Residence: *schematic design, design development, construction documents, construct| detail design* Oakwood House: *documentation, schematic design, design development, construct| detail design* Knutsen | Anderson Residence: *documentation, schematic design, design development, construction documents, construct| detail design, construction administration* Wang Residence: *documentation, schematic design, design development, construction documents, construct| detail design, construction administration* Nestor Residence: *documentation, schematic design, design development, construction documents, construction administration* Tremont West Development Corporation In-fill Housing: *schematic design, design development, construct| detail design* University Circle Incorporated Master Plan Model: *documentation, design development, construct| detail design*

ACKNOWLEDGMENT *(continued)*

AIA Ohio	American Institute of Architects Ohio Design Award: *Caruti Residence*, Thom Stauffer Architects. Fall 2005
AIA Cleveland	American Institute of Architects Cleveland Honor Award: *Caruti Residence*, Thom Stauffer Architects. Fall 2004
AIA Cleveland	American Institute of Architects Cleveland Honorable Mention Award: *Oakwood House*, Thom Stauffer Architects. Fall 2004
AIA Cleveland	American Institute of Architects Cleveland Design Award: *Knutsen | Anderson Residence*, Thom Stauffer Architects. Fall 2003

AIA Ohio	American Institute of Architects Ohio Design Award: *Knutsen	Anderson Residence*, Thom Stauffer Architects. Fall 2003
AIA Cleveland	American Institute of Architects Cleveland Design Award: *Wang Residence*, Thom Stauffer Architects. Fall 2002
AIA Ohio	American Institute of Architects Ohio Honor Award: *Wang Residence*, Thom Stauffer Architects. Fall 2002
AIA Cleveland	American Institute of Architects Cleveland Design Award: *Nestor Residence*, Thom Stauffer Architects. Fall 2000
AIA Cleveland	American Institute of Architects Cleveland Design Award: *TWDC In-fill Housing*, Thom Stauffer Architects. Fall 2000
AIA Cleveland	American Institute of Architects Cleveland Design Award: *UCI Masterplan Model*, Thom Stauffer Architects. Fall 1999

EXHIBITIONS

Houses+	Kansas State University School of Architecture Gallery: *4 projects*, with TSA. Spring 2006
Trans[it] Pavilion	Calgary Arlcity Festival: *Peepshow International Pavilion Design Competition*. September 2005
Kiosk Prototypes	Syracuse University Quadrangle: *Mayfest Event*. Spring 2005
Houses+Housing 1	Syracuse University School of Architecture Gallery: *4 projects*, with TSA. Spring 2005
Knutsen	Anderson Residence	ACSA National Conference: *Faculty Design*. Spring 2004
Knutsen	Anderson Residence	ACSA Central Region Conference: *Re-Calibrating The Dwelling*. Fall 2003
Case Study Cleveland	University Of Toronto Eric Arthur Gallery: *competition proposal*, TSA. Spring 2003
Case Study Cleveland	Spaces Gallery, Cleveland: *competition proposal*, TSA. Summer 2002
Recent Works	Kent State University School Of Architecture Gallery G201 : TSA. Spring 1998

PRESENTATIONS | PUBLICATIONS

Judson College	ACSA Central Region Conference: Project Constructions, *Constructs And Alliances*. Fall 2004
Miami ACSA with FIU	ACSA National Conference: Knutsen	Anderson Residence, *Faculty Design*. Spring 2004
Ball State University	ACSA Central Region Conference: Knutsen	Anderson Residence, *Re-Calibrating The Dwelling*. Fall 2003

Daniel I. Vieyra, Ph.D., A.I.A.
Curriculum Vitae

Education

Ph.D., *1995*
Case Western Reserve University, Cleveland, Ohio
Explored the relationship of American popular culture to design within the context of larger social trends.

Master of Science in Historic Preservation, *1977*
Columbia University, School of Architecture, New York, N.Y.
Under the tutelage of James Marston Fitch, received traditional architectural and preservation education along with encouragement to develop a theoretical construct to support the preservation of the recent past.

Bachelor of Architecture, *1977*, Bachelor of Arts, *1974*
Rice University, Houston, Texas

Current Positions

Professor of Architecture
College of Architecture, Kent State University, Kent, Ohio
Graduate Program Director, Historic Preservation 1984-1998
Associate Professor 1989-1996; Assistant Professor 1982-1989

Teaching and coordinating responsibilities
Undergraduate studios (1st and 3rd years):
- Development of visual language or architecture
- Exploration of iconographic issues within context
- Synthesis of basic technologic issues

Professional and graduate level design studios include:
- Scale shifts bridge architecture between urban/exurban and the detail

Affordable Housing – constraints as design opportunities
History and theory as design tools
Lecture courses and seminars include:
- History and theory of architecture
- Historic preservation
- Technology

Current Positions continued

Service and administrative responsibilities:
- National Architectural Accreditation Board Accrediting Team Member, current
- Architecture Representative, College Advisory Committee
- Consultant to National Trust for Historic Preservation's Consulting Services Program

- **Kent State University's representative, Association of Collegiate Schools of Architecture**
- Chair, Promotion and Tenure Policy Committee - redrafted School policy in accordance the Boyer Report's principles.
- Development and management of the graduate program in preservation
  - Coordination of interdisciplinary graduate level course offerings
  - Academic advising
  - Theses director
- Administration and coordination of externally-funded interdisciplinary research and public service preservation and planning projects
  - Budget development
  - Supervision of scholarship awards
  - Management of public service and research grants
  - Downtown Revitalization Studios
    - Geneva, Salem and Wooster, Ohio, and urban districts within the City of Cleveland.
  - Visiting Critic Studios and AIA co-sponsored charettes
    - Lincoln Highway Heritage Corridor, 2004
    - Cuyahoga Falls, Ohio: Master Plan, 2003
    - Wildwoods Workshop, New Jersey, 1997-2002
    - Euclid, Ohio: Gateways and Corridors, 1992
- Faculty Advisor, Tau Sigma Delta, architectural honor society
- Editorial board, *Architronic*, the nation's first electronic mail architectural journal
- Lecture Series Committee
- Library Committee

Current Research

Auto urbanism, heritage tourism, and preservation of the recent past.
How the unique qualities of the American landscape as well as the adoption of the automobile created a distinctly American architecture in the Post World War II era.

Affordable housing.
How real world constraints and necessities can inspire design, making a virtue of necessity.

Current Positions

Principal
Ivory Tower Architects, Shaker Heights, Ohio *(1986 – present)*

Current work:
- National Sign Museum, Cincinnati, Ohio
  Rehabilitation of existing building; design for new construction

continued

Recent work:

- Scattered site, infill affordable housing, Barberton, Ohio
- O. C. Barber Barns, Feasibility Study, Barberton, Ohio
- Seven contiguous "first time home buyer" houses in a historic neighborhood in Barberton, Ohio. A.I.A. Design Award winner
- Parsonage for Congregation Mikveh Israel, Philadelphia, Pennsylvania
- Interior architecture for a 12,000 sq. foot two level condominium apartment overlooking Philadelphia's historic Rittenhouse Square

Past projects include:

- Consultant to Venturi, Scott Brown & Associates for Disneyland Pleasure Island Gas Station, Orlando, Florida
- Adaptive use proposals for Canton, Ohio's Courthouse Square
- Main Street Program architect for several municipalities
- Restoration of a rural Gothic Revival church, Peninsula, Ohio
- Feasibility study for the Summit County, Ohio Historical Society to restore their locally noteworthy "Joe's Diner" as a living history exhibit
- Consultant for the "Automobile and American Life" installation at the Henry Ford Museum, Dearborn, Michigan

Additional Academic Experience

Visiting Critic
Summer 2004
Analysis of Wildwood Studio, Catholic University, Washington D.C.

Visiting Critic
Fall 1995, Spring 1998
Yale University, School of Architecture, New Haven, Connecticut

Visiting Critic
Fall 1989, Spring 1994, Fall 1997, Fall 1998
University of Pennsylvania, Graduate School of Fine Arts, Department of Architecture, Philadelphia, Pennsylvania

Visiting Professor
Summer 1985
Cleveland State University; College of Urban Affairs, Cleveland, Ohio
The Role of Preservation in the Urban Revitalization Process

Design Critic
Fall 1977
Rice University; School of Architecture
Section of Urban Design Graduate Studio headed by David A. Crane.

Graduate Assistant to James Marston Fitch

Spring - Fall 1976
Columbia University; New York, New York

Survey and Research Team Member
1974-1975
Landmarks Preservation Council; Chicago, Illinois

Teaching Fellow
Summer 1974
University of Florida, Preservation Institute: Nantucket; Massachusetts
Architectural Documentation

Previous Professional Experience

Architect; City of Trenton, New Jersey
1978-1982
Project architect/manager for in-house design, adaptive use and preservation planning projects.

Assistant Director; South Main Center Association, Houston, Texas
1977 - 1978
Project director of this non-profit, tax-exempt corporation's neighborhood revitalization program. Responsibilities included producing urban design studies and generating programmatic information and preliminary design options to promote development within the SMCA area.

Staff Architect; Skidmore, Owings & Merrill, Chicago, Illinois
1974 - 1975
As part of Rice University's Preceptorship Program, internship under the direct supervision of Walter A. Netsch.

Architect; Historic American Engineering Record, Bloomington, Indiana
Summer 1973
Duties included the preparation of measured drawings and field photography of the monuments of Indiana's industrial heritage. Records produced by the team became part of a permanent collection at the Library of Congress.

Professional Awards and

Design Awards
Depot Crossing Housing, Barberton, Ohio
- *A.I.A. Akron Chapter, Design Award (built work award), 2000.*

Honors

- *Community Impact Award, East Ohio Gas Co. & Inside Business Magazine, 2000*
- *A.I.A. Akron Chapter, Design Award (project award), 1998*

Learning from the Wildwoods; Wildwood Workshop

- *A.I.A. Akron Chapter Design/Research Award, 2000*

Gateway Gasoline Design Competition

- *National Design Competition, Second Prize, 1990*

Preservation of 31-37 N. Erie St., Massillon, Ohio, Massillon Main Street, Inc.

- *Canton Preservation Society Preservation Award, 1989*

Professional Awards

- *A.I.A. Akron Education Excellence Award, 2004*
- A.I.A. Akron Research Excellence Award, 2002
- *Historic American Building Survey and American Institute of Architects Charles E. Peterson Prize, 1997*
  - Faculty Coordinator, measured drawings of the Carribean Motel, Wildwood, N.J.
- Tau Sigma Delta, the National Architecture Honor Society

Grants

Professional Awards and Honors continued

- *The Graham Foundation for Advanced Studies in the Fine Arts, Chicago, Il.*
  Development of an Architectural Style Catalog for the Curt Teich Post Card Archive

- *Society for Commercial Archeology and the Doo Wop Preservation League*
  Resort Architecture Research and Analysis, Wildwood, New Jersey

- *Abington Foundation, Cleveland, Ohio*
  Cleveland's Industrial Automotive Manufacturing/Architecture Heritage

Publications

Doo-Wop: Architecture, Iconography and Popular Culture
Schiffer Press, Pennsylvania (*forthcoming)*

Cleveland: Cradle of America's Automobile Industry
Kent State University Press, Kent, Ohio (*forthcoming)*

The Wildwood Motel Guide
Society for Commercial Archeology with the Doo-Wop Preservation League, Wildwood, New Jersey, 1997.

Downtown Massillon: Preservation Design Guidelines
The City of Massillon, Massillon, Ohio, 1991.

Houses of Haddonfield: A Preservation Guide
Haddonfield, New Jersey: Borough of Haddonfield Landmarks

Commission, 1988.

Built in the U.S.A.: American Buildings from Airports to Zoos
(Gasoline Station entry) Washington, D.C.: The National Trust for Historic Preservation, The Preservation Press, 1985.

Project: Preservation Cleveland
(with Virginia Benson, Ph.D. and Robert C. Gaede, FAIA)
Cleveland, Ohio: The George Gund Foundation, 1985.

Studies and Standards: Ocracoke Island, The Outer Banks, North Carolina
Studio publication
Kent, Ohio: Kent State University, School of Architecture, 1985.

Summer Studio in New York
Documentation of studio project
Kent, Ohio: Kent State University, School of Architecture, 1985.

Salem: A Revitalization
Kent, Ohio: Kent State University, 1985.

Geneva: Revitalization through Preservation
Kent, Ohio: Kent State University and the City of Geneva, 1983.

Trenton Historic Resource Survey
Trenton, New Jersey: City of Trenton, 1982.

Publications continued

Preservation Guidelines: Trenton, New Jersey
Trenton, New Jersey, City of Trenton, 1979, reprinted 1983.
Fill 'er Up: An Architectural History of America's Gas Stations
New York, New York: MacMillan Publishing Co., Inc., 1979.

Journal Articles

Competition Entries Sketchbook
CCAIA Focus, Chicago, Illinois, February 1992.

"A Roadside Attraction:
Pumping Architects for Ideas: Portland's Gateway Gas Competition"
Competitions, Louisville, Kentucky, Vol. 1, Winter 1991.

"Buildings of the American Roadside: Artifacts of our Fast Culture"
ACSA Annual Meeting Proceedings, Washington, D.C.: Association of Collegiate Schools of Architecture, 1989.

"World's Fairs as a Reflection of Popular Culture: An Overview"
Central: Papers on Architecture, Washington, D.C.: Association of Collegiate Schools of Architecture, Spring 1983.

"Places for Pumping Gas: A Brief History"
Texas Architect, Austin, Texas: Texas Society of Architects, vol. 29, no.5, September/October 1979.

Acknowledged Contributor

America's City Halls: Historic American Building Survey.
Washington, D.C.: National Trust for Historic Preservation, 1984.

Chicago's Landmark Structures: An Inventory.
Chicago, Illinois: Landmarks Preservation Council, 1975.

Juror

Case Western Reserve University, Architecture and the City Studios I and II, Cleveland, Ohio, 2004-2005.

Cleveland Institute of Art, Material Culture Studio, Cleveland, Ohio, 2002.

Knowlton School of Architecture, Learning from Las Vegas; Architectural Design-Urban Issues Studio, Ohio State University, Columbus, Ohio, 2002.

A.I.A Design South Michigan Chapter Design Awards Program, 2000.

Head Juror, Chagrin Falls Revitalization Charette, Chagrin Falls, Ohio, 1985.

Referee/ Reviews

Referee: *Buildings in Disguise*
Manuscript review and evaluation for a children's book about everyday commercial architecture. Pennsylvania: Boyds Mills Press, 2002-2003.

Referee: "Driving the Dixie; Automobile Tourism in the South"
Society for Commercial Archeology Conference, Chattanooga, Tennessee, 1998.

Referee/ Reviews continued

Referee: "Design Guidelines," Manuscript and graphics review for publication produced by the City of Shaker Heights, Ohio, 1996.

Referee: M.I.T. Press, Cambridge, Massachusetts. Manuscript evaluation, 1994.

Referee: *Architronic; The Journal of Architecture*
Editorial Board of the Kent State University Electronic Architecture Journal, Kent, Ohio, 1992-1995.

Referee: Central: Papers on Architecture
Washington, D.C.: Association of Collegiate Schools of Architecture, Spring 1983.

Book Review: *American Diner: Then and Now*
Society for Commercial Archeology Journal, volume 12, no. 4, Fall-Winter 1993-4: 28-29.

Book Review: *Mid-Atlantic Roadside Delights*
Society for Commercial Archeology Journal, volume 12, no. 3, Spring 1993: 23-27.

Papers

Prospects for Preserving Pop Culture
- American Collegiate School of Architecture, annual meeting, Miami Fl., 2004

Preserving 250 years of American Architecture
- Ball State University, Muncie, Indiana, 2004
- Lawrence Technological University, Southfield, Michigan, 2004
- Iowa State University, Ames, Iowa, 2000
- The University of Maryland, College Park, Maryland, 1999
- Pennsylvania State University, University Park, Pennsylvania, 1998
- University of Kentucky, Lexington, Kentucky, Spring, 1997

The Many Guises of Preservation as a Design Discipline, session chair
Affordable Housing, roundtable chair
- AIA Ohio Annual Statewide Conference, Cleveland, Ohio, 2004

Beyond Deco: Preserving Mom & Pop's Modernism
- Miami Design Preservation League Art Deco Weekend, Miami Florida, 2003

Miami Modern: Imitating the Imitators? A Report from the New Jersey Shore
- Miami Design Preservation League Art Deco Weekend, Miami Florida, 2003

Preservation: An Architectural Progenitor?
- The University of Wisconsin Milwaukee, Milwaukee, Wisconsin, 2002

Preservation: A Nexus of Interdisciplinary Studies
- The University of Oregon, Eugene, Oregon, 2002

Papers continued

Can the Icons of Mid Twentieth Century's Popular Culture be Preserved?
- Rice University, Houston, Texas, 2001

Gas Food & Lodging; An Inside View from the Roadside

- The Boston Architectural Center, Boston, Massachusetts, 2000

Conceptual Parameters of Historic Preservation:
A Lecture in Memory of James Marston Fitch
- A.I.A. Akron, Akron, Ohio 2000

Learning From the Wildwoods
- Carnegie Mellon University, Pittsburgh, Pennsylvania, 1999, 2000

Getting Away: Traveling the Road from Rustic Cabins to Machine Age Fantasies
- "Labor & Leisure in Everyday Lives" Session at the Great Lakes American Studies Association, Kalamazoo, Michigan, 1999
- Drexel University, Philadelphia 1998

Pedagogy and Practice: Masonry Design Competition Pilot Program Report
- Ohio Concrete Masonry Association, Columbus, Ohio 1999

Keeping the Wildwoods Wild:
Understanding the Commercial Environment of the 1950s
- The University of Pennsylvania, Philadelphia, Pennsylvania, 1997 and 1999
- Yale University, New Haven, Connecticut, 1998

Fins, Fun & the Fabulous 50's
- Chair, Society for Commercial Archeology 20th Anniversary Conference, Wildwood, N. J., 1997.

America's Roadside Lodging From Its Beginnings to the Interstate Era
- Yale University, School of Architecture, New Haven, Connecticut, 1995

American Pragmatism and European Modernism:
Industrial Buildings and an Industrial Aesthetic
- International Style Architecture Conference, A UNESCO sponsored International Conference, Tel Aviv, Israel, May 1994

The Modern Roadscape and Post-Modern Consciousness, Session Chair
American Space: The Road to Somewhere Else, Paper Presentation
- Society of Architectural Historians Annual Meeting, Philadelphia, Pennsylvania, April, 1994

Cityscape: The Urban Surface
- Symposium, Panelist, The University of Pennsylvania, Philadelphia, Pennsylvania, 1994

Papers continued

Euclid, Ohio: Gateways and Corridors - An In-Progress Report
- National AIA Urban Design Committee Conference, Cleveland,

Ohio 1992

The Automobile and the American Landscape

- The Spencer Shops, North Carolina Museum of Transportation, Spencer, North Carolina, 1990

The Row House in the Historic District

- The Historic Warehouse District Development Corporation, Wolf's Gallery, Cleveland, Ohio 1990 (accompanied by an exhibition, see gallery exhibitions)

Preservation of Local Buildings of National Significance
National Buildings of Local Significance

- Chair/Commentator and Presenter, the Great Lakes American Studies Association, Case Western Reserve University, Cleveland, Ohio 1990

The Artifacts of Our Culture

- Association of Collegiate Schools of Architecture National Annual Meeting, Miami, Florida, 1988

Gas, Food & Lodging:
The Role of Museums in Preserving and Interpreting Roadside Architecture

- Session Chair and Presenter, American Association of Museums Annual Meeting, Pittsburgh, Pennsylvania, 1988

Businesses of the American Roadside;
or The Automobile & Business in American Life and Culture

- The Great Lakes American Studies Association, University of Michigan, Dearborn, Michigan, May 1988

Preservation Symposium 2: A Vision for Cleveland

- Symposium co-chair, sponsored by the Urban Design Center of Northeast Ohio and the George Gund Foundation, The University Club, Cleveland, Ohio 1987

The Drive-In Culture of Contemporary America

- Case Western Reserve University, Cleveland, Ohio, 1987

Interpreting the American Gasoline Station as a Cultural Artifact

- Henry Ford Museum & Greenfield Village, Dearborn, Michigan, 1986

Landmarks of Popular Culture: Preserving the Recent Past

- University of Rochester, New York, 1986; Society of Architectural Historians, Western Reserve Chapter, Cleveland, Ohio, 1986

Papers continued

America's Roadside Architecture

- University Art Gallery, Rochester, New York, 1986

Preservation Cleveland: A Symposium

- Symposium Co-Chair, sponsored by the George Gund Foundation, The University Club, Cleveland, Ohio, 1985

World's Fairs and Popular Culture: An Overview

- ACSA East Central Annual Meeting, Notre Dame, Indiana, 1985

Historic Preservation: An Inclusive Approach - From Monticello to Mobil Oil

- University of Michigan, Ann Arbor, Michigan, 1985

Geneva: Revitalization through Preservation - A Case Study

- ACSA Annual Meeting, Charleston, South Carolina, 1984

The American Gasoline Station: Its Modes of Design

- Rice University, Houston, Texas, 1977
- University of Illinois, Chicago Circle, Chicago, Illinois, 1977
- Columbia University First Annual Preservation Convocation, New York, NY, 1978
- Society of Architectural Historians Annual Meeting, San Antonio, Texas, 1978

Related Service

Established National AIA "A&P" Program [Architecture & Practice], 2001.

Consultant: Smithsonian Institution, National Museum of American History, Washington, D.C., "America on the Move" installation, 2000

Architectural Board of Review, City of Barberton, Ohio, 1995-2000

Neighborhood Conservation Services Advisory Board, Barberton, Ohio,
1996-1998

National Trust for Historic Preservation Consulting Services Program Ursuline College, Beachwood, Ohio, 1991, 1998

Advisor, Peninsula Historical Society, Peninsula, Ohio.
Adaptive use studies for the Civil War era Boston Township Hall, 1990

Rehabilitation studies for the U.S. Coast Guard Station, Cleveland, Ohio, 1985

State House Historic District Stroll, Trenton, New Jersey, 1981-1982

Gallery

Sussex Courts Art Show

Exhibitions

Sussex Courts Gallery, Shaker Heights, Ohio 2005

Ducks and Decorated Sheds; A Tribute to Steven Izenour
Student work, A.I.A. Ohio Regional Valley Convention, Cincinnati, Ohio, 2001

Wildwood Workshop
Student and faculty, Kent State University School of Architecture Gallery, 1999

Wildwood Motel Guide Gallery Exhibition
Society for Commercial Archeology with the Doo-Wop Preservation League, Wildwood, New Jersey, 1997

Landmark Design: Results of the Portland Gateway Gas Competition
Thos. Moser Gallery, Philadelphia, Pennsylvania; Portland, Maine, 1990
Museum of Transportation, Spencer, North Carolina, 1990

Gallery Exhibitions continued

The Row House in the Historic District
Wolf Gallery, Cleveland, Ohio 1990
The American Gasoline Station
The University of Rochester, School of Art Gallery, 1986
The Village Gate Gallery, Rochester, New York, 1986
Kent State University Architecture Gallery, Kent, Ohio, 1983
The Trenton City Museum, Trenton, New Jersey, 1981

Civic Vision
Cleveland Health Education Museum, Cleveland, Ohio, 1984.

City of Cleveland, Fourth Annual Housing Fair
Cleveland City Hall Rotunda, Cleveland, Ohio, 1984.

Downtown Revitalization, Chautauqua in Mississippi
Mississippi State University, 1984.

The Chapman/Hill House
Kent State University School of Architecture Gallery, 1983.

Professional Affiliations

American Institute of Architects, Past President, A.I.A. Akron

National Council for Preservation Education, Past Director, current Trustee

Ohio Preservation Alliance, Former Trustee

Recent Past Preservation Network, State Delegate

Society of Architectural Historians, Past President, Western Reserve Architectural Historians, Past President

Society for Commercial Archeology, Former Director

Society for Industrial Archeology

National Trust for Historic Preservation

Cleveland Restoration Society, Trustee, 1984-1986

Trenton Historical Society, Trustee, 1979-1982

Commissioned Projects

4th Street Corridor - Depot Crossing Housing, Barberton, Ohio

Architect; Ivory Tower Architects; 1998-2000

An AIA Design Award Winning development of an ensemble of seven contiguous "first time home buyer" houses in a historic neighborhood. The non-profit developer, Neighborhood Conservation Services, Inc., and their local steering committee encouraged community participation in the design of this addition to their neighborhood, enriching the process.

Gateway Study: 4th Street Preservation Corridor, Barberton, Ohio

Architect; Ivory Tower Architects; 1996-97

Preservation planning study for the corridor linking Barberton, Ohio's early twentieth century downtown with the nearby Interstate highway that currently serves as the community's actual entry.

Disneyland Pleasure Island Exxon Gas Station, Orlando, Florida

Consultant to design architects; Venturi Scott-Brown Associates, Philadelphia, Pennsylvania; 1996-1998

As part of their program of engaging "signature" architects, the Disney Development Company retained Venturi Scott-Brown Associates to design their Pleasure Island Gas Station at a prominent site within the development. Responsibilities included providing the design team with historical information as well as providing input as the design developed.

Temple Beth-El, Shaker Heights, Ohio

Architect; Ivory Tower Architects; 1996

Analysis of present structural conditions; recommendations for major rehabilitation and re-design.

Stark County Courthouse Square, Canton, Ohio

Architect; Ivory Tower Architects; 1991-1992

The center of downtown Canton, Ohio features an 1876 Italianate Courthouse and Jail and a larger, more dominant 1893 Neoclassical Courthouse; both are sited on the City's courthouse square which was reconfigured as a plaza in the 1960's. Sponsored by the Canton Preservation Society, this analysis proposed the exterior restoration and adaptive reuse of the original courthouse as the County Law Library. In addition, the plaza was redesigned to accommodate both structures as showpieces of their respective times and architectural styles.

Congregation Oheb Zedek, Cleveland Heights, Ohio

Architect; Ivory Tower Architects; 1990-1991
Renovation of large synagogue structure, including new lobby and ballroom facilities.

Commissioned Projects continued

Massillon Main Street: Facade Restoration Program, Massillon, Ohio
Architect; Ivory Tower Architects; 1987 – 1994
Architect for Massillon Main Street's facade restoration program. Responsibilities include all client/merchant meetings to determine scope of work and budget, preparation of rehabilitation presentation and working drawings as well as construction supervision.

Bronson Church, Peninsula, Ohio
Architect; Ivory Tower Architects; 1989 – 1990
Restoration and conservation of an 1839 Federal style country church embellished in 1893 in the Gothic Revival mode. Scope of work includes conservation of the interior and exterior building fabric with a particular emphasis placed on the restoration of the structure's wood entry porch, roof and etched glass windows.

Summit County Historical Society: "Joe's Diner" Restoration, Akron, Ohio
Architect; Ivory Tower Architects; 1990
Overall preservation plan and historic structure report for the restoration of a 1935 diner to be operated as a living history exhibit by the Summit County Historical Society. Project includes the conservation of a variety of early twentieth century materials as well as the design of a compatible vestibule display area.

Downtown Kent Corporation: Facade Restoration Program, Kent, Ohio
Architect; Ivory Tower Architects; 1988 – 1989
Architect for downtown revitalization program with responsibilities similar to those outlined for Massillon project.

Retail Complex, Ocracoke Island, North Carolina
Architect; Ivory Tower Architects; 1987-1988
Rehabilitation and substantial expansion and reorganization of a retail complex in the Village of Ocracoke, North Carolina. The complex consists of a variety of vernacular and historic structures assembled on a site. The project goal is to visually unify the disparate elements bringing the entire complex in conformance with current code and zoning requirements while providing an additional two thousand square feet of retail space.

Commissioned Projects continued

Recreational/Retail Development, Macedonia-Northfield Center, Ohio
Architect; Ivory Tower Architects; 1987
Preliminary land use plan/design proposal along a major thoroughfare for a mixed use recreation/retail development in Macedonia and Northfield Center Townships.

Seaside Residence, Ocracoke Island, North Carolina
Architect; Ivory Tower Architects; 1987
Design and construction documents for a beach residence which responds to the vernacular building tradition of its island setting and to the general influence of the Shingle style on American architecture.

Raab Residence, Rose Valley, Pennsylvania
Architect; Ivory Tower Architects; 1986-1987
Renovation and additions to a historic landmark home in the planned Arts and Crafts community of Rose Valley, Pennsylvania.

Henry Ford Museum and Greenfield Village, Dearborn, Michigan
Daniel I. Vieyra, Preservation Consultant; 1986-1987
Consultant in the mounting of a new, permanent exhibition focusing on drive-in culture from the early twentieth century to the present. Advice focused on the selection of an appropriate gasoline station and cabin camp for inclusion in the display as well as key issues in restoring and interpreting these buildings.

Ellarslie: The Trenton City Museum; Phase III, Trenton, New Jersey
Project Architect/Coordinator; City of Trenton, New Jersey, 1981-1982
Exterior reconstruction of veranda, porte-cochere and balcony. Interior adaptive reuse of service wing to studio space.

Commercial Facade Rehabilitation Program, Trenton, New Jersey
Project Director; City of Trenton, New Jersey, 1980-1982
Facade rehabilitation and restoration of historic buildings on selected streetscapes. Program included design clinic, working drawings and construction supervision.

Nelson Residence, Ewing Township, New Jersey
Project Designer; Willis O. Klotzbach, Consulting Engineer; 1981-1982
Renovation and expansion of residence providing new dining and living areas as well as additional bedrooms.

William Trent House, Trenton, New Jersey
Project Architect/Director; City of Trenton, New Jersey; 1981
Installation of interior lighting to highlight period furnishings; roof and

tunnel stabilization.

Engine Company Number 1, Ladder Company No. 2, Trenton, New Jersey
Staff Architect; City of Trenton, Jew Jersey; 1981
Preliminary design for a new two-bay facility adjacent to an historic two-bay firehouse.

Commissioned Projects continued

Mill Hill Playhouse, Trenton, New Jersey
Project Architect/Coordinator; City of Trenton, New Jersey; 1980-1981
Adaptive use of abandoned, fire-gutted Gothic Revival Church. Only the building's shell remained. A new roof, supported by newly inserted freestanding trusses was erected. The playhouse program was accommodated on the building's two levels; the lower level features a gallery lined with ornamental cast-iron columns and flanked by support facilities, while the upper floor serves as a theater space.

Eagle Tavern, Trenton, New Jersey
Project Coordinator (in association with John M. Dickey, FAIA); City of Trenton, New Jersey; 1979-1980
Exterior restoration, interior restoration and adaptive reuse including extensive structural reinforcing.

Delaware and Raritan Canal House, Trenton, New Jersey
Project Coordinator (in association with E. Harvey Myers Partnership, PA); City of Trenton, New Jersey; 1979
Rehabilitation of a clapboard bridge tender's home on the banks of the Delaware and Raritan Canal.

West Ward Recreation Center, Trenton, New Jersey
Staff Architect; City of Trenton, New Jersey; 1979
Design and construction of a community recreational facility including a gymnasium.

West End Little League, Trenton, New Jersey
Project Architect/Director; City of Trenton, New Jersey, 1978-1979
Design and construction of a Little League clubhouse.

Ellarslie: The Trenton City Museum; Phase II, Trenton, New Jersey
Project Architect/Coordinator; City of Trenton, New Jersey; 1978
Adaptive use of second-floor areas to gallery space; exterior stucco stabilization and restoration; painting and shutter replication.

Reading Terminal Senior Citizens Center, Trenton, New

Jersey
Staff Architect/Restoration Specialist; City of Trenton, New Jersey; 1978-1982
Adaptive use of Reading Railroad Freight Terminal as a senior citizens center.

The Binz Urban Design Study, Houston, Texas
Student Project; Rice University (under the director of O. Jack Mitchell) Project Director; South Main Center Association; 1977-1978
An urban design study and analysis of the Binz area of Houston, Texas. Emphasis on area's evolution and opportunities for revitalization through adaptive use.

Riyadh Zoo, Riyadh, Saudi Arabia
Staff Architect; Skidmore, Owings & Merrill, Chicago; 1974-1975
Preliminary master plan and feasibility study for a zoo in Riyadh, Saudi Arabia.

Imperial Iranian Air Force Academy, Isfahan, Iran
Staff Architect; Skidmore, Owings & Merrill, Chicago; 1974-1975
Master plan for IIAF Academy designed to accommodate an enrollment of three thousand students. The complex was laid out on 18,000 hectares of arid land east of Isfahan.

Imperial Iranian Air Force Academy/Officer Training Center, Isfahan, Iran
Staff Architect; Skidmore, Owings & Merrill, Chicago; 1974-1975
Schematic design of dormitory and classroom units for commissioned candidates organized around geometric courtyards.

Miami University Art Museum, Oxford, Ohio
Staff Architect; Skidmore, Owings & Merrill, Chicago; 1975
Schematic Design/Design Development of multi-galleried museum/media center.

Fine Arts Building; Montgomery College, Takoma Park, Maryland
Staff Architect; Skidmore, Owings & Merrill, Chicago; 1975
Production drawings for Fine Arts building housing artists' studios.

Historic American Engineering Record, Indiana
Architect; Historic American Engineering Record; Indiana; 1973
Produced measured drawings of various historic industrial complexes.

Bellaire Methodist Church Playground, Houston, Texas
Student Project; Rice University (with Alan Y. Taniguchi, FAIA); 1973
Playground design and construction on a long, site adjoining the church building.

Kent State University
Urban Design Center of Northeast Ohio

Sean Burkholder

Urban Designer

Education

Master of Landscape Architecture
Graduate School of Design, Harvard University, 2003

Bachelor of Arts in Architecture (Cum Laude)
Miami University, 2000

Professional Experience

Urban Design Center of Northeast Ohio
Urban Designer, 2005 - present

Studio Teclune Architects, Cleveland Heights, Ohio
Designer/Project Manager, 2004 - 2005

Karlsberger Companies, Columbus, Ohio
architectural/landscape designer, 1998 - 2004

Teaching Experience

Instructor, M.Arch. Program
Kent State University, 2006 -

Visiting Professor
Miami University, 2003 - 2004

Studio Instructor, landscape architecture
Harvard Career Discover Program, 2003

Teaching Assistant
Harvard University Design School, 2002 - 2003

Awards

2nd place, student design competition for Daimler Chrysler (as co-instructor), *2004*

Penny White Award Grant
Graduate School of Design, 2002

Herb Hodgman Award for Architectural Excellence
Miami University, 1999

Publications

Design work published in *Studio Works 10*, Harvard Graduate School of Design

Selected Project Experience

Munroe Falls Town Center Master Plan, *Munroe Falls, OH*

Landside Communities Master Plan, *Lake County, OH*

Ward 5 - Forgotten Triangle Neighborhood Plan, *Cleveland, OH*

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Jonathan Caleb Kurtz 2164 Bellfield Ave. Cleveland, OH. 330.328.7347
jonkurtz@fastmail.fm
jkurt@WRLDesign.com

Education:

Harvard University Cambridge, MA
Master in Architecture with Distinction, 2004

Kent State University Kent, OH
Bachelor of Architecture, 2001

Walsh University Canton, OH
2 years fine and liberal arts studies 1997

Computer based: Cad/Cam, AutoCAD, Photoshop, Illustrator, Solid Works, Rhino, Autodesk VIZ; MIG welding, finish carpentry, Printmaking [various]

Professional:

Westlake Reed Leskosky: Cleveland, OH 08.2004 - present
Designer / Intern Architect

n Architects: New York, NY 05.2004 - 06.2004
Fabrication and installation of Young Architects Program Winner, PS1 MoMA

Grant Studio: Boston, MA 06.2003 - 09.2003
Intern Architect

Thom Steuffer Architects: Kent, OH 05.2000 - 09. 2002
Designer / Intern Architect

Awards/Publications
- 2005 AIA Ohio Award - Ceruti Residence
- 2004 AIA Cleveland Award - Ceruti Residence
- 2004 AIA Cleveland Award - Schwartz Residence
- 2003 Chicago Athenaeum American Architecture Award - Knutsen Residence
- 2003 AIA Ohio Award - Knutsen Residence
- 2003 Knutsen Residence published in *Cleveland* (Feb. 2003)
- 2003 Exhibition of *House: Case Study Cleveland* at Eric Arthur Gallery University of Toronto
- 2002 AIA Cleveland award for Knutsen Residence
- 2002 Featured project in *House: Case Study Cleveland* exhibition/competition

Ruso/Raffensberger Architects: Chicago, IL 05.1999 - 08.1999
Technical drawings-construction documents-preliminary concept and design collaboration

Honors:

2004 Harvard Studioworks - *Brasilia: Superquadras, Projections, and Pilotí*

2004 Harvard Carpenter Center for the Visual Arts, jury selection for books: *Weight* and *A Few...*

2003 Harvard Studioworks - *Barcelona: A New Metropolitan Entrance*

2003 Harvard Studioworks - *Sighting the C.D.S.*

2001 B. Arch. 5th year design award for *Akron Grotto for the Arts; An Urban Sluice*

2001 Faculty and Student Elective - KSU SAED Directors Search Committee

2001 Site Specific Fabric Architecture featured in *Thaw*, a Millworks Gallery Exhibition

2001+2000 Work on display in G201 Gallery, Kent State University

2000 Winning entry - *Beyond the White cube, a call for Northeast Ohio artists and professionals*

2000 *First Energy Design Competition* finalist

1998 First place; Kent State University *Concrete Masonry Design Competition*

1997 *Walsh University Gallery Exhibition*- displayed and sold original paintings

1996-1997 Collegiate Football Scholarship to Walsh University

Publications:	Case: Lucio Costa Brasilia's Superquadra, Prestel Publishing; April 2005 Joan Busquets: Bringing the Harvard Yards to the River, Harvard GSD Publishing; Oct. 2004 Superquadras, Projections, and Pilotis, Harvard GSD Publishing; August 2004 Harvard Studioworks 10, Graduate School of Design Publishing Fall 2002 + Spring 2003
Academic:	2004 Teaching Fellow - Harvard University VES17r Computer-Aided Printmaking 2003 Professor of first year architecture studio - Boston Architectural Center 2001+2002 Substitute studio professor for 1st year studios, Kent State University 2001+2002 Guest critic on 4th and 5th year juries - Kent State University
References:	Peter Rose, Peter Rose Architects [contact info available upon request] Jorge Silvetti, Machado-Silvetti [contact info available upon request] Joan Busquets, Joan Busquets Architecture and Urban Design [contact info available upon request] Thom Stauffer, Thom Stauffer Architects [contact info available upon request]

marc manack

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education

2005 - 2003 **the ohio state university**
master of architecture

2001 - 1997 **the ohio state university**
bachelor of science in architecture [cum laude]

professional experience

present - 2001 **robert maschke architects inc.** cleveland ohio
designer / project manager / intern architect

present - 2004 swingos grand tavern avon lake ohio

present - 2001 residences of king's hill cleveland ohio

present - 2005 jining cultural centre jining china

present - 2005 tri-c eastern campus loggia and fontana highland hills ohio

present - 2003 tanruther residence south euclid ohio

2002 one huron place cleveland ohio

2001 swingos on the lake cleveland ohio

2000 **mcdonald cassell and bassett inc.** columbus ohio
intern architect

awards

2005 **exit review prize** the ohio state university
first prize for lecture entitled "white trash" in juried competition
[jurors: george baird, antione picon, ashley schafer] [advisor: john mcmorrough]

2005 **architecture faculty prize** the ohio state university
annual prize given by faculty for outstanding work in architectural design

2003 **graduate assistantship** the ohio state university
full tuition assistantship for graduate studies

2000 **ohio concrete masonry association competition**
finalist for harley davidson motel project utilizing innovative masonry construction

academic experience

2005 - 2003 **the ohio state university**
graduate teaching assistant

2005 - 2004 arch 273 architectural presentation techniques [instructor: lisa tilder]

2005 - 2004 arch 272 architectural graphics two: constructed 3-D drawings [instructor: beth blostein]

2004 arch 630 computer graphics for architectural design [instructor: stephen turk]

2003 arch 271 architectural graphics: freehand drawing for architects [instructor: jane murphy]

selected independent projects

present - 2005 **proto homes** canton ohio
economical single family residential prototypes for real estate developer

present - 2005 **revollor chair**
metropolis magazine hot seat competition entry [with charles chambers]

2005 - 2004 **parachute pavilion** new york new york
competition for a new recreation, amusement, and commercial tourist attraction on coney island [with mark supelak]

2004 **c2c house** roanoake virginia
competition for environmentally innovative single family residence prototype

2004 **simulscraper** columbus ohio
vertical "urban curtain" proposal for downtown columbus

2001 **infravention** pittsburgh pennsylvnia
competition for massive redevelopment of blighted pittsburgh neighborhood

installations / exhibit

2005 **accreditation exhibit** columbus ohio
numerous works shown as a part of the knowlton school of architecture's accreditation exhibit

2005 **instillation that isn't [tsunami]** columbus ohio
temporary installation at the knowlton school of architecture engaging awareness of the tsunami tragedy [with mark supelak and allen beedy]

invited critic

case western reserve university, kent state university, the ohio state university

Steve Rugare

Curriculum Vitae

Education

MA (advanced to Ph.D. candidacy), History of Consciousness Program (Concentrations in Visual Culture and Political and Social Thought)
University of California, Santa Cruz, 1989

Bachelor of Arts with High Honors in Justice, Morality and Constitutional Democracy
James Madison College, Michigan State University, 1985 Professional Experience

Professional Experience

Urban Design Center of Northeast Ohio
Public Programs and Marketing, 1999 - present

Weltzheimer-Johnson House, Oberlin College (Frank Lloyd Wright, Architect)
Resident Curator, 1993 - 2000

Co-op Bookstore, Oberlin, OH
Marketing and Communications, 1994 - 1999

Teaching Experience

College of Architecture and Environmental Design, Kent State University
Adjunct Assistant Professor, 1993 - present

Art Department, Oberlin College, Oberlin, OH
Visiting Instructor, 1992 - 1994

University of California, Santa Cruz
Lecturer, Art History, 1989 - 1992
Teaching Assistant, Art History and Political Theory, 1986 - 1989

Certifications and Memberships

American Society for City and Regional Planning History

International Planning History Society

Society of Architectural Historians

Selected Professional Achievements

"Lakefront Challenge" design competition, planning and promotions

"From the Circle to the Lake" design charette, planning and promotions

"Urban River Restoration and Enhancement: the Cuyahoga Valley," administration and promotions for joint summer course of Kent State University and Technische Universität Dresden

Editor of Cleveland Urban Design Collaborative *Quarterly*

W 117th Street Church Redevelopment Brochure, editing and graphics

Tremont West Community Development Plan, editing and graphics

Weltzheimer-Johnson House Restoration and Program Proposals/ Landscape Design Research, Oberlin College, Oberlin, OH

Selected Lectures and Papers

"Youngstown: Vacant Land, New Uses," Institute for Urban Design, New York, 2005.

"Frank Lloyd Wright's Vision of Suburbia," Akron Art Museum, 2004.

"Retrofitting the Brutalist University," American Society for City and Regional Planning History, 2003

"Dreaming the Suburb at Forest Lawn: the Memorial Park as Urban Planning Prototype," International Planning History Society, 2002

"Living with Frank Lloyd Wright," AIA Cleveland Chapter, 1999

"Kim Abeles: American Air," Allen Memorial Art Museum, Oberlin, OH, 1994

"Emile Gallé and the Therapeutic Interior," Allen Memorial Art Museum, 1993

"Frank Gehry's Contexts," Toledo Museum of Art Symposium, 1993

"After the Architecture of Culture," College Art Association, 1992

"The Advent of America at EPCOT Center," University of New South Wales, Sydney, 1989 (published in Rosalyn Diprose and Robyn Barrett, eds., *Cartographies: Mappings of Bodies and Spaces*, Sydney: Allen and Unwin, 1990)

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Associate Professor
The Cleveland Institute of Art
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Cleveland, Ohio 44106

EDUCATION

Ph.D., Art History, 3/91, Department of Art History, University of California, Santa Barbara.

M.A., Art History, 6/82, Department of Art History, University of California, Santa Barbara.

B.A., Art & Art History, 6/77, Department of Art, California State University, Northridge.

ADMINISTRATIVE

Associate Dean of Graduate Studies 3/2006-present (new title following administrative reorganization), The Cleveland Institute of Art, Cleveland, Ohio.

Dean of Graduate Studies, 7/2004-8/2005, The Cleveland Institute of Art, Cleveland, Ohio.

Director of Graduate Studies, 7/2002-6/2004, The Cleveland Institute of Art, Cleveland, Ohio.

Interim Chairperson, 7/2002-1/2003, Liberal Arts Department, The Cleveland Institute of Art, Cleveland, Ohio.

Chairperson, 8/2001-7/2002, Liberal Arts Department, The Cleveland Institute of Art, Cleveland, Ohio.

TEACHING

Associate Professor, 7/98-present, Liberal Arts Department, The Cleveland Institute of Art, Cleveland, Ohio.

Assistant Professor, 8/90-5/97, Department of Art and Design, Grand Valley State University, Allendale, Michigan.

Assistant Professor, 8/88-5/90 (two-year appointment), Department of Fine Arts, St. Lawrence University, Canton, New York.

Visiting Assistant Professor, 8/87-5/88, (one-year appointment), Art Department, California State University, Chico.

MUSEUM AND GALLERY

Co-Curator, "Paradigm Shift: Installations by Michelle Murphy and Angela Oster," Heights Arts Gallery, Cleveland Heights, 1/14-2/26/06.

Guest Curator, "Photographs at St. Lawrence University," The Richard F. Brush Art Gallery and Permanent Collection, St. Lawrence University, Canton, New York. 10/23- 12/15/00.

Curator, "Pictorialism Reconsidered: Artistic Photography from Regional Collections," Calder Art Gallery, Grand Valley State University, 11/1-11/24/93.

Curator, "American Photographs, 1950-1980," The Richard F. Brush Art Gallery and Permanent Collection, St. Lawrence University, Canton, New York, 3/23-5/12/90.

Museum Fellow, Department of Photographs, J. Paul Getty Museum, Santa Monica, California, 1986 (one year).

SELECTED PUBLICATIONS

Book review: *Orientalism and Visual Culture: Imagining Mesopotamia in Nineteenth-Century Europe*, by Frederick N. Bohrer. Cambridge and New York: Cambridge University Press, 2003 (384 pp.). In *Victorian Studies*, 48:1 (Spring 2006): 159-161.

Imag(in)ing Race and Place in Colonialist Photography. Documenting the Image series. Vol. 9. Eds., Eleanor M. Hight and Gary D. Sampson. London: Routledge, 2002; paperback edition, 2004.

"Unmasking the Colonial Picturesque: Samuel Bourne's Photographs of Barrackpore Park." In *Imag(in)ing Race and Place in Colonialist Photography*. [see above entry]

"Transitory Propositions." In *Jürgen Faust: Transition—1999/2000/2001*. Bydgoszcz, Poland: Museum Leon Wyczolkowski, 2001.

"Samuel Bourne und Sein Erfolg in Indien." In *Samuel Bourne: Sieben Jahre Indien, Photographien und Reiseberichte 1863-1870*, Ulrich Pohlmann und Dietmar Siegert, eds. München: Fotomuseum im Münchner Stadtmuseum; Schirmer/Mosel, 2000. Pp. 129-141.

"Photographer of the Picturesque: Samuel Bourne," and

"Lala Deen Dayal: Between Two Worlds." In *India Through the Lens: Photography 1840-1911*. Smithsonian Institution, Washington, D.C.: Freer Gallery of Art and Arthur M. Sackler Gallery, in association with Mapin Publishing, Ahmedabad, and Prestel, Munich, New York, and London, 2000. Pp. 163-175; 259-271.

Photographs at St. Lawrence University: A Critical Survey and Catalogue of the Permanent Collection of the Richard F. Bush Art Gallery. Eds., Catherine Tedford and Gary D. Sampson. Canton, NY: St. Lawrence University, 2000.

"'A Certain But Fugitive Testimony'." In *Photographs at St. Lawrence University*. Pp. 49-64.

"Esther Parada's 'Digital Revisions.'" *History of Photography* 24:2 (Summer 2000): 140-147.

Book review: *Picturing Empire: Photography and the Visualization of the British Empire*, by James R. Ryan. Chicago: University of Chicago Press, 1997 (272 pp.); and *Camera Lucida: The Social Life of Indian Photographs*, by Christopher Pinney. Chicago: University of Chicago Press, 1997 (240 pp.)." In *Technology and Culture: The International Quarterly for the Society of the History of Technology* 40 (Oct. 1999): 902-904.

"The Success of Samuel Bourne in India." *History of Photography*, 16 (Winter 1992), pp. 336-347.

FORTHCOMING PUBLICATIONS AND ACTIVITIES

Session chair, "'From today photography is dead': The Paradox of Photography's Life and Death," session for the 95th Annual College Art Association Conference, New York, 2007.

"The 1860s," "Survey Photography," "Photography and Geology," "Expedition Photography," and "Photography and the Military," entries for *The Encyclopedia of 19th Century Photography*, forthcoming from Routledge.

"Histories, Theories, and Criticism," essay for *The Focal Encyclopedia of Photography*, forthcoming from Elsevier.

SELECTED PRESENTATIONS AND OTHER PROFESSIONAL ACTIVITIES

"On a 'third meaning' in Photography: Contemporary Theories of Photography and Inter-media art/ Afredo Jaar & Tacita Dean." Paper presented to the photography and art community at the Marion Center for Photographic Arts, College of Santa Fe, Santa Fe, NM, 3/26/06.

"Nostalgia and Resistance in the Study of Photography under the Raj." A paper presented at the 92nd Annual College Art Association Conference, Seattle, for the session, Postmodern "Possession": The Reception and Reappraisal of Victorian Art in the New Millennium, 2/20/2004.

"Value." Managing as Designing. A collaborative project between the Weatherhead School of Management, Case Western Reserve University, and the Cleveland Institute of Art, Fall 2002: presentation, 9/6/2002.

Colloquium co-organizer, "Art and Sound." Interdisciplinary series of presentations, Cleveland Institute of Art, Fall and Spring, 2000-2001

"'A Certain But Fugitive Testimony'." Lecture in conjunction with the exhibition, "Photographs at St. Lawrence University." St. Lawrence University, 10/23/00.

"Digital (Re)Visions in Photography and the Rhetoric of Radical Collage." Paper for "Art, Media And Not-Sense" lecture series, Cleveland Institute of Art, 3/8/00.

Session co-chair, "Imag(in)ing Race and Place in Colonialist Photography." Thematic session for the 86th Annual College Art Association Conference, Toronto, 2/28/98: "The History of Art in a Post-Colonial Environment."

"Post-Colonial Narrative in Digital-Photographic Art." Paper for the Midwest Art History Society, Dallas, 3/21/97.

"Social Narrative in the Digital Photographic Age: The Work of Esther Parada." Paper for the Great Lakes History Conference, Grand Valley State University, 10/4/96.

Symposium chair, "Visual Culture and Science Since the Enlightenment." Symposium, Grand Valley State State University, 4/6/96.

AWARDS

J. Paul Getty Museum Fellow, 1986.

Matthews Fellowship, U.C. Santa Barbara, 9/85-12/85.

Art Affiliates Award, U.C. Santa Barbara, for dissertation research in England, 4/85-9/85.

Art Affiliates and Dept. of Art History Awards, U.C. Santa Barbara, for research in England and India, 7/84-9/84.

Kress Foundation Fellowship, U.C. Santa Barbara, 9/83-5/84.

Graduate Research Grant, U.C. Santa Barbara, for research in Boston and England, 8/83-9/83.

Art Affiliates Award, U.C. Santa Barbara, for special summer seminar in 20th-century photography at The Friends of Photography, Carmel, California, 7/82.

Dean's Honor List, C.S.U. Northridge, 1/76-5/77.

COMMUNITY

Board of Trustees, Heights Arts, Cleveland Heights, 1/03-present.

COURSES

19th-Century European Art (foundation, upper division, and graduate courses)

20th-Century American Art

20th-Century Art (European and American)

American Art to 1900 (including architecture)

American Photography Since the Civil War (Honors Program)

American Photography, 1950-1980 (seminar)

Contemporary Art (seminar)

Culture of Design (contemporary design and design theory)

Design and Craft in Modern Culture

Design History (including architecture)

Graduate Seminar (contemporary art theories and methodologies)

History of Photography

Independent studies with various students

Introduction to Art

Media Arts and Visual Culture (new media historical perspectives and contemporary practice)

Media and Design Graduate Seminar: Structure and Meaning in Media Arts Design

Medieval Art (assisted teaching)

Modernism in Early 20th-Century Photography (seminar)

Photography and Art: Interactions Since WW2 (seminar)

Photography in Transition in Theory and Practice (seminar, co-taught with studio colleague)

Politics in Art: Rise of the Avant-garde (assisted teaching)

Postmodernism and Contemporary Art (senior seminar)

Survey of Art History I & II

Theories of 20th-Century Art

Appendix G – Academic Assessment Plan

1. Student Learning Goals

The Bachelor of Arts in Architectural Studies program emphasizes flexibility, so that the courses taken by particular students can meet a wide range of potential career goals. All students share a core curriculum intended to establish a culture of creativity and critical thinking. Key competencies to be gained in the core curriculum include:

- Critical understanding of architecture as a discipline defined by particular assumptions, ways of knowing and means of representation
- Understanding of the graphic tools and technical processes essential to design.
- Ability to analyze theoretical and critical texts in the discipline – as well as actual design work – in a way that interrogates the discipline's assumptions and opens it to ideas from outside
- Ability to communicate ideas in well-organized and polished written and graphic forms
- Substantial knowledge of the history and theory of western and non-western architectural traditions

2. Student Learning Objectives

- Critical understanding of discipline
  1. Successful completion of studio sequence based on first-year foundation course that introduces these concerns
  2. Ability to formulate critical and analytical positions on these issues by third-year writing intensive course
- Understanding tools and processes of design
  1. Successful production of graphically persuasive studio project in spring semester of second year
  2. Successful completion of two courses (on environmental technology and structures) that introduce the basic technical issues studied in-depth by students in the professional program, including ability to recognize and describe the technical solutions used in particular buildings
- Analytical ability
  1. Students must meet high standards of cogent and supported argumentation in key assignments in the writing intensive course.
  2. Students will complete architectural electives that require research and analysis on particular buildings, designers or theoretical paradigms.
- Communication
  1. In all courses, students will be expected to produce high quality written work, and grading standards will be formulated to reflect this.
  2. By the end of third year, students should be able to produce written work that can be submitted for review by a committee of faculty and outside professionals.

3. Work produced in the second studio course should communicate analysis of a research topic in persuasive graphic form with the potential for exhibition.

- Historical knowledge
  1. Students will complete a four-course sequence in architectural history to the same level of achievement as students in the NAAB-accredited professional program.
  2. Students will complete architectural electives that include in-depth study, analysis and research of issues in architectural history.

3. Approaches and Measures

Many of the goals and objectives are holistic, rather than discreet, as the goal of the program is to establish a style of intellectual engagement within which students can approach the specific bodies of knowledge appropriate to their career objectives. Rather than devising measures for each goal independently, we seek to establish a set of benchmark experiences that will allow students and faculty to judge how well the goals are being met. These benchmark experiences are based on the idea that students in a design school respond best to the knowledge that a public will see and appraise their work.

- Studio work from the spring semester of second year will be organized for exhibition and/or publication to the College community.
- Between third and fourth year there will be a juried essay contest for students in the major. Again finalists' work will be published in college or student publications.
- At the end of fourth year, there will be an analogous opportunity for students to exhibit research and conceptual work created in College elective courses.

In addition to these benchmarks, we will use periodic student focus groups and polls to judge the effectiveness of the program as a whole. Once the program is in place for a few years, we anticipate inviting outside reviewers to look at the program, as well.

Finally, the proposal for this program includes a major commitment to personalized advising. This will allow for careful monitoring of student progress and open lines of communication between the Program Coordinator and students as the program is being implemented. A robust advising program will be one of the best ways to insure quality and to allow for "mid-course corrections" in the implementation of a new program.

4. Appropriate Measures and Administration

- The Program Coordinator and faculty will analyze student evaluations and work produced at the end of each year during implementation of the program and periodically thereafter to insure that required courses are meeting objectives. Necessary revisions will be implemented in the

following year.

- A student focus group will be convened at the end of the second year to learn more about the quality of the student experience and the effectiveness of the first- and second-year course sequences. This will be supplemented by a poll of all students in the major (conducted with assistance from the Associate Provost), and the information gained from these will be used in fine-tuning the foundation and studio courses.
- Student work from the courses on technology and structures will be evaluated by a group of relevant faculty to determine if students are indeed getting a sufficient familiarity with the material to achieve program goals.
- After the fourth and sixth years of the program, surveys will be conducted of recent graduates to learn about career plans and career outcomes. Course offerings may be adjusted depending on the results of these surveys.

KENT STATE
UNIVERSITY

To : Dean Steven Fong
College of Architecture and Environmental Design
Kent State University, Kent, OHIO 44242-0001

From: Dr. A. R. (Raj) Chowdhury
Professor and Dean : College of Technology
202 Van Deusen Hall, Kent State University, Kent, OHIO 44242-0001

REF. : ***Bachelor of Arts in Architectural Studies***
(Proposal for a new major in Architectural Studies)

Dear Dean Fong:

The **College of Technology** strongly endorses and supports the proposed non-professional
Bachelor of Arts in Architectural Studies degree program from the College of Architecture and Environmental Design.

The proposed program has no encroachment issues with the College of Technology degree programs. The College of Technology faculties are also pleased that some of the ***"TECH-courses"*** may also be considered as part of elective courses that the Architectural students may select and choose as part of the degree completion.

Your ***Bachelor of Arts in Architectural Studies program*** will contribute to Kent State University "Student Enrollment Retention", and will provide an alternative option to students who may seek career opportunities in the field of Architecture and Environmental Design.

I support your proposal. Thank you.

Sincerely Yours:

Dr. A.R. (Raj) Chowdhury
Dean: College of Technology
October 11, 2006

To: Jane Fullerton <jfullerton@regents.state.oh.us>
From: Gayle Ormiston <gormisto@kent.edu>
Subject: Re: Fwd: BA Arch Studies PDP
Cc:
Bcc:
Attached:

At 09:04 PM 9/21/2006, you wrote:

Gayle,

Thanks very much for the proposal. It is well constructed. I only have a few questions on areas that might be useful to address in the final proposal. Since there is so much concern regarding the placement of degrees in high need fields, it would be useful to include more about the actual demand/need for such a degree program. The proposal does a nice job sketching out broad areas for employment. More detail might be useful in the final proposal, particularly to clarify that there is an employment need for such a program (vs simply outlining the option for a degree for students who don't make the professional program). For example, I'm not entirely sure what a career in "cultural theory" might be? I'm also a little curious about the connection to medicine? By the way, what restricts the size of the professional program. Is this an issue of resource or the preparation of students interested in this field? The proposal might have mentioned this. I don't recall.

The difference in curriculum seems to be primarily the studio/professional courses? Are courses also being added to the existing degree. This seemed to be the case for Arch. History I and II?

Please move the program forward for full development. These are simply questions/areas for greater clarification.

Thanks and see you next week. We are having some visitors for the meeting -- so I'm glad that you can be there.

Jane

Gayle L. Ormiston
Associate Provost
Faculty Affairs and Curriculum
Executive Offices, 2nd Floor Library
Kent State University
Kent, OH 42422
330.672.2219
gormisto@kent.edu

From: srugare@kent.edu
Subject: CAED BA in Arch Studies proposal
To: gormisto@kent.edu
Cc: stefonarc@yahoo.com

Dear Professor Ormiston

Attached please find the full proposal for the Bachelor of Arts in Architectural Studies degree, along with the catalog copy and graduation requirements sheet. The proposal file is rather large. If you aren't able to receive it, let me know. I can put it on our FTP site up here in Cleveland.

Steve Rugare
Public Programs
Cleveland Urban Design Collaborative
College of Architecture and Environmental Design
Kent State University
820 Prospect Ave., 2nd Floor
216-357-3434
www.cudc.kent.edu

CAED_BA_PROPOSAL.pdf

CAED_BA_GRS.pdf

CAED_BA_CATALOG.pdf

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____
DATE OF PREPARATION: 10/12/2006

Purpose of Proposal	New Course
Subject Area	ARCH
Course Number	10121
Course Title	Representation of Design I
Minimum Credit	3 Maximum Credit 3

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
◉ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: Foundation course for new liberal arts major in architectural studies. Potential conflict with CCI being adressed through consultation.

Units Consulted (See guidelines for Instructions): CCI

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: _____ 10/12/06 / /

College/School Dean: _____ / /

Vice Provost for Regional Campuses: _____ / /

Provost: _____ / /

Please print before leaving page

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Basic Data Sheet - Page 1

Preparation Date 10/12/2006 2:44:51 PM **Requested Effective Year** 2007

Course Title Representation of Design I

Subject Area ARCH **Course Number** 10121 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Representation of Design I **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level

CIP Code

Prerequisite (limit text to two lines) admission to college

Catalog Description (limit text to five lines) A survey of the techniques and assumptions of basic architectural design concepts and representation of the built environment through analytical and synthetic exercises that introduce fundamental design skills, in order to integrate students into the College and the field, the exercises are supplemented by readings in contemporary visual culture.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Analytic drawings and basic design exercises, sketchbook, written responses to readings

Next Page

Basic Data Sheet - Page 2

Subject Area ARCH **Course Number** 10121

Instructor(s) Contributing to preparation S. Rugare

Instructor(s) Expected to teach this course staff

Total Hours 45

Content Outline

Weeks 1-2: Introduction to course, conventions of orthographic representation (6)
Weeks 3-5: Basic principles of two-dimensional design (point, line and plane) (9)
Weeks 6-8: Observing buildings: analysis in drawings and sketches (9)
Weeks 9-11: How architects persuade (understanding perspectives and renderings) (9)
Weeks 12-15: Analyzing contemporary architecture (analytical and drawing exercises on topic based on CAED lecture and exhibit programs for the year) (12)

Textbooks(s) used in this course

Leborg, Christian, Visual Grammar; other readings chosen to complement CAED programming

Chair, Director, School Dean or Campus Dean

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KENT STATE UNIVERSITY
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CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____
DATE OF PREPARATION: 10/12/2006

Purpose of Proposal	New Course
Subject Area	ARCH
Course Number	10122
Course Title	Representation of Design II
Minimum Credit	3
Maximum Credit	3

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
◉ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: Foundation course for new liberal arts major in architectural studies. Potential conflict with CCI being addressed through consultation.

Units Consulted (See guidelines for Instructions): CCI

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean _____ / / _____

College/School Dean _____ 10/12/06 / / _____

Vice Provost for Regional Campuses _____ / / _____

Provost _____ / / _____

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Basic Data Sheet - Page 1

Preparation Date 10/12/2006 2:48:57 PM **Requested Effective Year** 2007

Course Title Representation of Design ~~2~~ II

Subject Area ARCH **Course Number** 10122 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Representation of Design ~~2~~ II **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule US

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level

CIP Code

Prerequisite (limit text to two lines) ARCH 10121 or ~~ARCH~~ 101D1

Catalog Description (limit text to five lines) ARCH 10121

Continuation of ~~Representation of Design~~ with an emphasis on 3-D thinking and representation, critical skills and the role of images in architectural culture and society. The course also introduces the wider application of design principles in graphic design, digital media and the visualization of information.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Analytic drawings and basic design exercises, sketchbook, written responses to readings and other documents

Next Page

Basic Data Sheet - Page 2

Subject Area ARCH **Course Number** 10122

Instructor(s) Contributing to preparation S. Rugare

Instructor(s) Expected to teach this course staff

Content Outline

Total Hours 45

Weeks 1-3: Representing the third dimension (9)
Weeks 4-5: The role of photography in design discourse (6)
Weeks 6-8: The role of design in contemporary mass culture (9)
Weeks 9-11: Digital representation – techniques and significance (8) 8
Weeks 12-15: Design in response to massive change – digital media and the architecture of information for the immediate future (12)

Textbooks(s) used in this course

Leborg, Christian, Visual Grammar; Mau, Bruc, Massive Change; other readings to complement CAED programming

Chair, Director, School Dean or Campus Dean

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KENT STATE UNIVERSITY
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CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____
DATE OF PREPARATION: 10/12/2006

Purpose of Proposal	New Course
Subject Area	ARCH
Course Number	20121
Course Title	Studio for Architectural Studies I
Minimum Credit	4 Maximum Credit 4

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable >	◉	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
◉ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

No encroachment issues. Enrollment is 2 sections with adjunct faculty staffing. Studio geared toward liberal arts major based in architecture.

Units Consulted (See guidelines for Instructions)

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean _____ 10/12/06 / /

College/School Dean _____ / /

Vice Provost for Regional Campuses _____ / /

Provost _____ / /

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Preparation Date 10/12/2006 2:58:33 PM **Requested Effective Year**

Course Title Studio for Architectural Studies I

Subject Area ARCH **Course Number** 20121 **Course Fee** 20

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Studio for Arch Studies I **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 4 **Maximum Credit** 4

Credit By Exam CBE-N **Activity Type** STU

Grade Rule US

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level

CIP Code

Prerequisite (limit text to two lines) ARCH 10122 or ~~ARCH~~ 10102

Catalog Description (limit text to five lines) An introduction to basic issues in architectural design and composition. Through sketch projects and design exercises in a variety of media, students gain a familiarity with basic architectural problems and the kinds of thinking architects use to address those problems

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Analytic drawings and basic design exercises, sketchbook, written responses to readings

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Basic Data Sheet - Page 2

Subject Area ARCH **Course Number** 20121

Instructor(s) Contributing to preparation S. Rugare

Instructor(s) Expected to teach this course staff

Content Outline

Total Hours 60

Weeks 1-3: Sketching and analyses in various media (12)
Weeks 4-7: Studies of program, typology and plan (16)
Weeks 8-9: Sketching responses to context (6)
Weeks 10-12: Studies of facades and elevations (12)
Weeks 13-15: Alternative solutions to a basic program (12)

Textbooks(s) used in this course

Ching, Francis, Architecture: Form, Space and Order

Chair, Director, School Dean or Campus Dean

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KENT STATE UNIVERSITY
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CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____
DATE OF PREPARATION: 10/12/2006

Purpose of Proposal	New Course
Subject Area	ARCH
Course Number	20122
Course Title	Studio for Architectural Studies
Minimum Credit	4 Maximum Credit 4

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable >	◉	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
◉ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

No encroachment issues. Enrolment is 2 sections with adjunct faculty staffing. Studio geared toward liberal arts major based in architecture.

Units Consulted (See guidelines for Instructions)

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean _____ / / /

College/School Dean _____ 10/12/06 / / /

Vice Provost for Regional Campuses _____ / / /

Provost _____ / / /

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Basic Data Sheet - Page 1

Preparation Date 10/12/2005 3:02:31 PM **Requested Effective Year**

Course Title Studio for Architectural Studies I II

Subject Area ARCH **Course Number** 20122 **Course Fee** 20

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Studio for Arch Studies II **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 4 **Maximum Credit** 4

Credit By Exam CBE-N **Activity Type** STU

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level

CIP Code

Prerequisite (limit text to two lines) ARCH 20122 or ~~ARCH~~ 20101

Catalog Description (limit text to five lines) This studio allows students to further develop their design skills in relation to a theme or shared research topic that crosses the disciplinary boundaries of architecture and challenges conventional ideas of the role design can play in developing knowledge.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Semester project done by teams of students (with intermediate reviews), written research reports on topic determined by instructor

Next Page

Basic Data Sheet - Page 2

Subject Area ARCH **Course Number** 20122

Instructor(s) Contributing to preparation S. Rugare

Instructor(s) Expected to teach this course staff

Total Hours 60

Content Outline

Weeks 1-2: Introducing topic and methodologies (8)
Weeks 3-7: Research relating to intermediate review (20)
Weeks 8-9: Sketching design concepts based on research (8)
Weeks 10-12: Development of design concept (12)
Weeks 13-15: Preparation of final presentation (12)

Textbooks(s) used in this course

Readings related to topic chosen by instructor

Chair, Director, School Dean or Campus Dean

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____
DATE OF PREPARATION: 10/12/2006

Purpose of Proposal	New Course
Subject Area	ARCH
Course Number	30022
Course Title	Urban Design and Urban Writing
Minimum Credit	3 Maximum Credit 3

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	◉	WIC (W)
◉ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: Expands on 1 credit WIC for ARCH professional program majors, adding content appropriate for students in the liberal arts program and concentrating on critical and expository writing

Units Consulted (See guidelines for Instructions):

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: _____ 10/12/06 / _____ / _____

College/School Dean: _____ / _____ / _____

Vice Provost for Regional Campuses: _____ / _____ / _____

Provost: _____ / _____ / _____

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Basic Data Sheet - Page 1

Preparation Date 10/12/2006 3:28:14 PM **Requested Effective Year** 2007

Course Title Urban Design and Urban Writing

Subject Area ARCH **Course Number** 30022 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Urb Design and Urb Writing **Cross-listed with**

KSU Type W

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level

CIP Code

Prerequisite (limit text to two lines) ARCH 20122 or ARCH 20102

Catalog Description (limit text to five lines) ~~Lecture/seminar/studio~~ course conducted concurrently with ARCH 30002. Lectures address the design of urban spaces through study of precedents, traditions and current directions. Readings and writing excercises provide understanding of the role played by writing and writers in understanding the city and mapping its terrain.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Six brief (3-4 pp.) writing assignments in a variety of genres that allow students to develop an understanding of expository, analytic and critical writing in as it relates to built environments and, especially the city. Two assignments offer opportunity for guided revision.

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Basic Data Sheet - Page 2

Subject Area ARCH **Course Number** 30022

Instructor(s) Contributing to preparation S. Rugare, T. Stauffer, C. Graves

Instructor(s) Expected to teach this course C. Graves, S. Rugare

Content Outline **Total Hours** 45

1. The city in history 2
2. Western typologies of city form 4
3. Non-western typologies of city form 4
4. Urban space/gardens 2
5. Theories of urban design 6
6. The metropolis and its writing 6
7. Planning and modernism in the 20th century 3
8. Contemporary urban design theory and practice 6
9. Contemporary writing on the city 6
10. Urban morphology/image of the city 6

Textbooks(s) used in this course Theories of Urban Design, Jonathan Barnett; A Theory of Good City Form, Kevin Lynch; reprinted readings by current and historical critics

Chair, Director, School Dean or Campus Dean

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WRITING INTENSIVE COURSE INFORMATION FORM

Department Abbreviation: ARCH Course Number: 30022

1. *Writing Assignments*
   "The City from Above" – 3-4pp. (description of an urban place based exclusively on information gained from Google Earth)
   "Designing from Description" – Plan based on Pliny the Younger's description of his villa with accompanying 2pp. text describing difficulties of translation from written to graphic form
   "Expository Walk" – Narrative essay (3-5pp.) describing a pedestrian journey through an urban environment
   "Analyzing Modernist Propaganda" – A 3-4pp. essay analyzing the rhetorical and persuasive devices used in a text by one of the protagonists of modernist urbanism
   "Review Essay" – A 3-5pp. review of a current writing or project in urban design, intended for a professional audience.
   "Narrated Drive" – A 3-5pp. narrative and analytic essay based on a drive through suburban and ex-urban environments

2. *Opportunities for Guided Revision*
   Students will have the opportunity to revise the 4th and 5th essays based on written comments and discussion with the instructor. In addition students will be encouraged to select one of their essays and revise it for submission in an annual contest.

3. *How Grade Reflects Writing Performance*
   In addition to attendance at lectures on urban design history and theory, the main purpose of the course is to engage students with the process of creating theory—through observation of the built environment and analysis of previous theoretical positions. The writing assignments are therefore the primary means of assessing students' understanding of these issues.

3. *Frequency*
   Yearly

4. *Expected class size*
   50

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____
DATE OF PREPARATION: 10/12/2006

Purpose of Proposal	New Course
Subject Area	ARCH
Course Number	30321
Course Title	Structural Typology
Minimum Credit	3 Maximum Credit 3

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
◉ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

Lecture course in basic structural concepts for arch. studies majors. Does not duplicate ARCH 30301, which is mathematically based and introduces a sequence of technical courses in structures.

Units Consulted (See guidelines for Instructions)

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean _____ / / _____

College/School Dean _____ 10/12/06 / / _____

Vice Provost for Regional Campuses _____ / / _____

Provost _____ / / _____

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Basic Data Sheet - Page 1

Preparation Date 10/12/2006 2:04:43 PM **Requested Effective Year**

Course Title Structural Typology

Subject Area ARCH **Course Number** 30321 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Structural Typology **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CSE-N **Activity Type** LEC

Grade Rule US

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level

CIP Code

Prerequisite (limit text to two lines) ARCH 20122 or ~~ARCH~~ 20102,

Catalog Description (limit text to five lines) ~~This~~ course provides a non-computational introduction to structural principles, materials and building technologies. Historical and contemporary examples are used as case-studies. The goal of the course is to give students an understanding of the role structural engineering and materials science play in design thinking and how they can drive design innovation.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Exercises in basic structural analysis. Midterm and final essay exams.

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Basic Data Sheet - Page 2

Subject Area ARCH **Course Number** 30321

Instructor(s) Contributing to preparation S. Rugare

Instructor(s) Expected to teach this course staff

Total Hours 45

Content Outline

Weeks 1-2: Back to rationalism: a structural design theory and its history (6)
Weeks 3-5: Basic structural principles through historical examples (9)
Weeks 6-7: A primer on modern structural materials (6)
Weeks 7-8: The development of concrete structures (6)
Weeks 9-10: Skyscrapers (6)
Weeks 11-13: High engineering: bridges and form-resistant structures ~~(6)~~ 6
Weeks 14-15: Recent and impending structural advances and their design implications (6)

Textbooks(s) used in this course

Salvadori, Mario, Why Buildings Stand Up
Marks, Robert, Light, Wind and Structure: The Mystery of the Master Builders

Chair, Director, School Dean or Campus Dean

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____
DATE OF PREPARATION: 10/12/2006

Purpose of Proposal	New Course
Subject Area	ARCH
Course Number	30421
Course Title	The Environmental Imperative
Minimum Credit	3 Maximum Credit 3

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
◉ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

Potential conflict with College of Technology addressed through PDP process. Lecture course intended to give general familiarity with environmental technology and sustainability issues. Does not duplicate presentation of ET material in ARCH 39401 Methods and Materials

Units Consulted (See guidelines for Instructions)

College of Technology Dean's letter of support attached.

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean _____ / / _____

College/School Dean _____ 10/12/06 / / _____

Vice Provost for Regional Campuses _____ / / _____

Provost _____ / / _____

Please print before leaving page

Main Menu

Basic Data Sheet - Page 1

Preparation Date 10/12/2006 2:00:59 PM **Requested Effective Year**

Course Title The Environmental Imperative

Subject Area ARCH **Course Number** 30421 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Environmental Imperative **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level

CIP Code

Prerequisite (limit text to two lines) ARCH 20122 or ARCH 20102

Catalog Description (limit text to five lines) This course begins with a historical introduction to the transformative role played by environmental technologies in modern architecture. This discussion is then brought into the present through an introduction to a wide range of contemporary thinking about sustainability in architecture and urbanism.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Research paper analyzing the environmental performance of a modern or contemporary building

Next Page

Basic Data Sheet - Page 2

Subject Area ARCH **Course Number** 38421

Instructor(s) Contributing to preparation S. Rugare

Instructor(s) Expected to teach this course staff

Total Hours 45

Content Outline

Weeks 1: Thinking about technological change (3)
Weeks 2-3: Environmental transformations of the 19th century (6)
Weeks 4-6: The mechanization of the built environment in the 20th century (12)
Week 7: Definitions of sustainability and ecology (3)
Weeks 8-10: Sustainability at the level of the individual building (9)
Weeks 11-13: Sustainability of cities, infrastructure and regions ~~(9)~~ 6
Weeks 14-15: Information technology and the future of built environments (6)

Textbooks(s) used in this course

Banham, Reyner, exc. from The Architecture of the Well-Tempered Environment
Giedion, Sigfried, exc. from Mechanization Takes Command
McDonough, William and Braungart, Michael, Cradle to Cradle: Remaking the Way that We Make things

Chair, Director, School Dean or Campus Dean

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____
DATE OF PREPARATION: 10/12/2006

Purpose of Proposal: New Course

Subject Area: ARCH

Course Number: 45204

Course Title: Beyond Western Traditions

Minimum Credit: 3 Maximum Credit: 3

Selected items are new

- (●) Subject Area
- (●) Crs Number
- (●) Title
- (●) Title Abbreviatio
- (●) Prerequisite — If applicable >
- (●) Credit Hours — If applicable >
- (●) Description — If applicable >
- (●) CIP/HEGIS — If applicable >

Activity Type

- (●) Cross-Listed/Slash
- (●) Grade Rule
- (●) Credit By Exam
- (○) Course Fee
- (○) LER Status (G)
- (○) WIC (W)
- (○) Diversity

Describe Impact on Other Programs, Policies or Procedures: Previously taught as "special topics" course -- adapted from seminar to lecture format

Units Consulted (See guidelines for Instructions):

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean _____ / / _____

College/School Dean _____ 10/12/06 / / _____

Vice Provost for Regional Campuses _____ / / _____

Provost _____ / / _____

Please print before leaving page — Main Menu

Basic Data Sheet - Page 1

Preparation Date 10/12/2006 3:24:06 PM **Requested Effective Year**

Course Title Beyond Western Traditions

Subject Area ARCH **Course Number** 45204 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Beyond Western Traditions **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level

CIP Code

Prerequisite (limit text to two lines)

ARCH 45203

Catalog Description (limit text to five lines)

An introduction to the architectural traditions of Asia, Africa, Pre-Colonial America and Islam.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations

Midterm and final examinations. Research paper (6-8pp) on selected topic.

Next Page

Basic Data Sheet - Page 2

Subject Area ARCH **Course Number** 45204

Instructor(s) Contributing to preparation D. Hughes, S. Rugare

Instructor(s) Expected to teach this course D. Hughes

Total Hours 45

Content Outline

Week1: Introduction and Timeline - 5
Weeks 2-3: Ancient Architecture of the Nile Valley - 6
Week 4: Africa ancient and modern - 4
Weeks 5-7: Islam - 6
Weeks 8-9: South and Southeast Asia -6
Weeks 10-11: East Asia - 6
Weeks 12-13: pre-colonial Mesoamerica -6
Weeks 14-15: pre-colonial North America and conclusions -6

Textbooks(s) used in this course

Dora P. Crouch and June G. Johnson, Traditions in Architecture; course reader of survey material

Signature on attached

Chair, Director, School Dean or Campus Dean

Main Menu

Basic Data Sheet - Page 2

Subject Area ARCH **Course Number** 45204

Instructor(s) Contributing to preparation D. Hughes, S. Rugare

Instructor(s) Expected to teach this course D. Hughes

Content Outline **Total Hours** 45

Week1: Introduction and Timeline; Weeks 2-3: Ancient Architecture of the Nile Valley; Week 4: Africa ancient and modern; Weeks 5-7: Islam; Weeks 8-9: South and Southeast Asia; Weeks 10-11: East Asia; Weeks 12-13: pre-colonial mesoamerica; Weeks 14-15: pre-colonial North America and conclusions

See attached for content outline.

Textbooks(s) used in this course Dora P. Crouch and June G. Johnson, Traditions in Architecture; course reader of survey material

Jennifer Fry

Chair, Director, School Dean or Campus Dean

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Attachment 7

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____

DATE OF PREPARATION: 8/17/2006

Purpose of Proposal: New Program

Department: GEOG

Requested Effective Term: 2007F

SIS Code or Brief ID of Program Affected by Action: GIS

(e.g. A BS CHEM, WMST MNR, DTP CERT, etc.)

Description of Proposal (please use upper case):

CREATION OF A GEOGRAPHIC INFORMATION SCIENCE (GIS) MINOR

Describe Impact on Other Programs:

Mathematics and Computer Science may see a slight increase in the number of students taking MATH 11009 and CS 10061

Units Consulted (See guidelines for Instructions):

MATH, CS

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: [signature] 8 / 17 / 2006

College/School Dean: Mary Ann Haley 9 / 26 / 2006

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

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GEOG 167

PROPOSAL SUMMARY

Title

Creation of the Geographic Information Science (GIS) Minor

Subject Specification

The Geography (GEOG) Department proposes to create a Geographic Information Science (GIS) minor utilizing existing courses in the Geography, Mathematics, and Computer Science Departments.

Background Information

Over recent years, general interest, practical applications, and employment opportunities have expanded greatly in the subdiscipline of Geographic Information Science. The Geography Department has responded to these changes by offering courses in this area. We have a solid group of courses that, together with existing courses from Mathematics and Computer Science, will offer students a solid education in this expanding field.

This minor will be of interest to students in anthropology, biology, computer science, conservation, geology, and justice studies to name just a few.

The Geographic Information Science minor will require 22 credit hours of coursework:

MATH 11009	Modeling Algebra (4)
CS 10061	Introduction to Computer Programming (3)
GEOG 29160*	Mapping Our World (3) [formerly Introduction to Maps and Map Analysis]
GEOG 49070	Geographic Information Science (3)
GEOG 49076*	Spatial Programming (3) [formerly 49006]
GEOG 49080	Advanced Geographic Information Science (3)
GEOG 49230	Remote Sensing (3)

Since all these courses are offered regularly, there will be no substantial additional financial resources required and no staffing concerns.

Alternatives and Consequences

The alternative to this proposal is to take no action. Students will still be able to take the courses but will not get the

academic recognition that will enable them to more successfully pursue employment opportunities once they finish their degrees.

Specific Recommendation and Justification

Since the Geography Department wants to contribute to the ability of Kent State students to successfully compete in today's job market, this minor should be established.

Timetable and Actions Required

Spring 2006	Geography Department approves the creation of the GIS Minor
Fall 2006	College of Arts and Sciences College Curriculum Committee approval
Fall 2006	Educational Policies Committee approval
Fall 2007	Geographic Information Science minor is listed in the catalog

CATALOG COPY

Geographic Information Science (GIS) Minor

(Jay Lee, Coordinator, 413 McGilvrey Hall)

The Geographic Information Science (GIS) Minor is designed to give students a well-rounded education in this rapidly developing area. The management and use of a wide variety of spatially-referenced data and software applications will give students the necessary tools to be successful in government, business and administrative settings.

Requirements 22

MATH 11009	Modeling Algebra	4
CS 10061	Introduction to Computer Programming	3
GEOG 29160	Mapping Our World	3
GEOG 49070	Geographic Information Science	3
GEOG 49076	Spatial Programming	3
GEOG 49080	Advanced Geographic Information Science	3
GEOG 49230	Remote Sensing	3

Appropriate specialized offerings may be substituted above as available with the approval of the coordinator.

Minimum cumulative 2.00 GPA required for graduation.

MINOR – GEOGRAPHIC INFORMATION SCIENCE **MINOR CODE: GIS**
2007-08

COLLEGE OF ARTS AND SCIENCES
KENT STATE UNIVERSITY
MINOR REQUIREMENT SHEET

2007-08 UNDERGRADUATE CATALOG

NAME: _____

ID NUMBER: _____

DATE: _____

NO COURSEWORK IN THIS MINOR MAY BE TAKEN PASS/FAIL

REQUIREMENTS:

MATH Modeling Algebra	11009	4
CS Introduction to Computer Programming	10061	3
GEOG Mapping Our World	29160	3
GEOG Geographic Information Science	49070	3
GEOG Spatial Programming	49076	3
GEOG Advanced Geographic Information Science	49080	3
GEOG Remote Sensing	49230	3

TOTAL MINOR HOURS 22

Appropriate specialized offerings may be substituted above as available with the approval of the coordinator.

Minimum cumulative 2.00 GPA required.

DISTRIBUTION: ADVISOR _____ STUDENT _____ **[07-08]**

DEPARTMENT OF GEOGRAPHY WEBSITE: http://dept.kent.edu/geography

KENT STATE
UNIVERSITY

To: Jay Lee, Curriculum Coordinator, Department of Geography
From: Feodor F. Dragan, Curriculum Coordinator, Department of Computer Science
Re: Creation of a Geographic Information Science (GIS) certificate program.
Date: September 4th, 2006

The Department of Computer Science is supportive of the Department of Geography's proposal to create a new Geographic Information Science (GIS) certificate program.

The new program proposed by geographers does not seem to infringe or overlap any courses currently offered by Computer Science.

In fact, since our CS 10061 Introduction to Computer Programming is a required course in this program, we may see a slight increase in the number of students taking our CS 10061 course.

cc: R. Walker

GEOG 171A

Department of Computer Science
233 MSB Summit Street • P.O. Box 5190 • Kent, OH 44242-0001
Phone (330) 672-9039 • Fax (330) 672-7824 • http://www.cs.kent.edu/~jmaletic/ • jmaletic@cs.kent.edu

INTER-DEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
DEPARTMENT OF MATHEMATICAL SCIENCES

To:	**Jay Lee, Chair, Department of Geography**
From:	**Donald L. White, Undergraduate Coordinator, Department of Mathematical Sciences**
Date:	**September 6, 2006**
Subject:	**GIS Certificate Program**

The Department of Mathematical Sciences has reviewed your proposal to create a Geographic Information Science (GIS) Certificate Program and we fully support this proposal.

One of the requirements of this program is MATH 11009, *Modeling Algebra.* This course stresses the applications of algebra and is therefore appropriate for an applied discipline that does not require calculus. We do not anticipate that additional students in the course resulting from this program will have a significant impact on staffing or resources, particularly as it is likely that these students would take an LER mathematics course in any program.

CC: Andrew Tonge, Chair, Mathematical Sciences

GEOG 171B

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____

DATE OF PREPARATION: 10/13/2006

Purpose of Proposal: Revise Program

Department: PHY

Requested Effective Term: 2007F

SIS Code or Brief ID of Program Affected by Action: BS PHY

(e.g. A BS CHEM, WMST MNR, DTP CERT, etc.)

Description of Proposal (please use upper case):

REVISE THE B.S. IN PHYSICS CORE; REVISE THE PHYSICS CONCENTRATION INCLUDING REQUIREMENTS FOR THE APPLIED PHYSICS AND GENERAL PHYSICS OPTIONS. NAME CHANGE FOR THE GENERAL PHYSICS OPTION TO RESEARCH OPTION. REVISE THE PHYSICS INTERDISCIPLINARY CONCENTRATION INCLUDING THE FOLLOWING OPTIONS: CHEMISTRY, BIOLOGICAL SCIENCES, APPLIED MATHEMATICS AND COMPUTER SCIENCE, AND MATHEMATICS. MAJOR HOURS ARE REVISED FROM 85 TO 88.

Describe Impact on Other Programs:

NONE

Units Consulted (See guidelines for Instructions):

CHEM, BSCI, MATH, CS

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. G. P.
10 / 13 / 06

College/School Dean: Mary Ann Haley
10 / 13 / 06

Vice Provost for Regional Campuses: _____
___ / ___ / ___

Provost: _____
___ / ___ / ___

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Main Menu

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B.S. in Mathematics

(See also B.A. program)

See Pages 151-153 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.S. program in the College of Arts and Sciences.

CS	10051	Introduction to Computer Science	4
MATH*	12002	Analytic Geometry and Calculus I	5
	12003	Analytic Geometry and Calculus II	5
	21001	Linear Algebra with Applications	3
	22005	Analytic Geometry and Calculus III	3
	41001	Introduction to Modern Algebra I	3
	41002	Introduction to Modern Algebra II	3
	41021	Theory of Matrices	3
	42001	Introduction to Analysis I	3
	42002	Introduction to Analysis II	3
PHY	23101	General University Physics I	5
Additional approved MATH or CS courses at 40000-level			9
Additional courses**			18
		TOTAL	67

**MATH 12001 is a prerequisite for MATH 12002 and should be bypassed by students with sufficient background.*

***Courses should be approved, upper-division MATH; or from upper-division courses for majors in M&IS, BSCI, CHEM, CS, ECON, GEOL or PHY; or from PHIL 31045, 41035 or 41045.*

B.S. in Physics

(See also B.A. program)

See Pages 151-153 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.S. program in the College of Arts and Sciences.

I. Core Requirements **59**

CHEM	10060	General Chemistry I	4
	10061	General Chemistry II	4
	10062	General Chemistry Laboratory I	1
	10063	General Chemistry Laboratory II	1
MATH*	12002	Analytic Geometry and Calculus I	5
	12003	Analytic Geometry and Calculus II	5
	21001	Linear Algebra with Applications	3
	22005	Analytic Geometry and Calculus III	3
	32044	Introduction to Ordinary Differential Equations	3
PHY	23101	General University Physics I	5
	23102	General University Physics II	5
	30020	Intermediate Physics Laboratory	2
	35101	Mechanics I	3
	36001	Introductory Modern Physics	3
	40020	Advanced Physics Laboratory	2
	45201	Electromagnetic Theory I	3
	45301	Thermodynamics	3
	46101	Quantum and Atomic Physics	4

II. Choose one option/concentration (see below) **26**

TOTAL 85

**MATH 12001 is a prerequisite for MATH 12002 and should be bypassed by students with sufficient background. MATH 12001 may be waived by obtaining permission of the Department of Mathematical Sciences or by passing the placement exam.*

Physics Concentration

Students taking the physics concentration should choose either the general physics or the applied physics option.

I. General Physics Option **26**

The general physics option is designed to prepare physics majors for further study at the graduate level.

MATH	42045	Introduction to Partial Differential Equations	3
PHY	35102	Mechanics II	3
	40096	Individual Investigation	2
	45202	Electromagnetic Theory II	3
	46301	Introduction to Nuclear Physics	3
	46401	Introduction to Solid State	3
Physics electives*			9

II. Applied Physics Option **26**

The applied physics option emphasizes applications of physics, particularly in modern optics, including electro-optic devices and lasers.

MATH	42045	Introduction to Partial Differential Equations	3
PHY**	32511	Electronics	4
***	35402	Scientific Computing	2
	40096	Individual Investigation	1
	42512	General Electronic Instrumentation	4
	45501	Fundamentals of Modern Optics	3
Physics electives*			9

**These courses may be replaced with physics-related electives selected from mathematics or the natural sciences with advisor's permission.*

***PHY 32511 and 35402 may be replaced by PHY 12411 and PHY 35611 with advisor's permission.*

****Proficiency in a high-level computer language is required. Students may obtain a waiver of this requirement by obtaining*

PHY 188

CURRENT

permission from the Department of Physics or by earning a passing grade in CS 10061.

Physics Interdisciplinary Concentration

Students in the physics interdisciplinary concentration should take one of four options: chemistry, biological sciences, applied mathematics and computer science or mathematics.

I. **Chemistry Option** **26**

The chemistry option is designed for students with a strong interest in both physics and chemistry who may wish to prepare for graduate study in chemical physics or for work in a high-technology materials-related research and development laboratory. This program satisfies requirements for a minor in chemistry.

CHEM 30101 Quantitative Analysis 2
30102 Quantitative Analysis Laboratory 1
30360 Aqueous Descriptive Inorganic Chemistry 2
30475 Organic Chemistry Laboratory I 1
Choose from the following: 3-4
CHEM 20481 Basic Organic Chemistry (4)
30481 Organic Chemistry I (3)
Choose from the following: 4
CHEM*20482 Basic Organic Chemistry (2)
30103 Instrumental Analysis (2)
30284 Introductory Biological Chemistry (4)
30476 Organic Chemistry Laboratory II (1)
* 30482 Organic Chemistry II (3)
** 40555 Elementary Physical Chemistry (3)
** 40556 Elementary Physical Chemistry (3)
** 40567 Basic Concepts of Physical Chemistry (4)
Chemistry electives (with advisor approval) 1-3
PHY 32511 Electronics 4
Physics electives 6-7

II. **Biological Sciences Option** **26**

The biological sciences option is designed for students with a strong interest in both physics and biological sciences who may wish to prepare for graduate study in biophysics or for work in a biotechnology company. This program satisfies requirements for a minor in biological sciences.

BSCI 10110 Biological Diversity 4
10120 Biological Foundations 4
20140 Cell Biology 4
30156 Elements of Genetics 3
40163 Organic Evolution 3
40430 General Physiology 4
Choose from the following: 4
BSCI 40158 Molecular Biology (3)
CHEM 20481 Basic Organic Chemistry (4)
30481 Organic Chemistry I (3)
MATH 42045 Introduction to Partial Differential Equations (3)
PHY***32511 Electronics (4)
40096 Individual Investigation (1)
Recommended additional courses:
CHEM****30284 Introductory Biological Chemistry (4)
**** 30475 Organic Chemistry Laboratory I (1)
CS 10061 Introduction to Computer Programming (3)

III. **Applied Mathematics and Computer Science Option** **26**

The emphasis of the applied mathematics and computer science option is on preparing physics majors to become computer professionals in scientifically oriented organizations. This program satisfies requirements for both a minor in applied mathematics and a minor in computer science.

CS 10051 Introduction to Computer Science 4
23021 CS I: Programming and Problem Solving 4
23022 Discrete Structures for Computer Science 3
33001 CS II: Data Structures and Abstraction 3
42201 Introduction to Numerical Computing I 3
Computer Science upper-division electives 6
Physics electives 3
Recommended additional course:
MATH 42045 Introduction to Partial Differential Equations (3)

IV. **Mathematics Option** **26**

Physics majors who may wish to become part of a technical team in a research and development laboratory should consider the mathematics option. This program satisfies requirements for a minor in mathematics.

CS 10051 Introduction to Computer Science 4
MATH 41001 Introduction to Modern Algebra I 3
42001 Introduction to Analysis I 3
42045 Introduction to Partial Differential Equations 3
Mathematics electives at 40000 level 6
PHY 40096 Individual Investigation 1
Physics electives 6

**Students may complete either organic chemistry sequence, CHEM 20481 and 20482 or CHEM 30481 and 30482.*

***CHEM 40555 covers primarily thermodynamics; many physics majors may benefit more from choosing CHEM 40556 (prerequisite: CHEM 40555 or PHY 45301). Students who choose CHEM 40567 should not take CHEM 40555 or 40556.*

****PHY 32511 may be replaced by other upper-level physics course with advisor's permission.*

*****CHEM 20481 or 30481 is a prerequisite for CHEM 30284 and a corequisite for CHEM 30475.*

Courses that do not count toward the major:
PHY 11030 Seven Ideas that Shook the Universe (3)
21040 Physics in Entertainment and the Arts (3)
21041 Physics in Entertainment and the Arts Laboratory (1)

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21430 Frontiers in Astronomy (3)
24001 Astronomy (3)
32551 Applied Engineering Mechanics (3)

B.S. in Russian Translation

See Pages 151-153 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.S. program in the College of Arts and Sciences.

It is strongly recommended that students in the Bachelor of Science in Russian Translation take BSCI 10001, CHEM 10050, GEOL 21062 and ECON 22060 and 22061 as part of their Liberal Education Requirements (LER)

Prerequisites
Any portion of the prerequisites may be waived by demonstrated proficiency.
RUSS 12201 Elementary Russian I (4)
RUSS 12202 Elementary Russian II (4)
RUSS 22201 Intermediate Russian I (3)
RUSS 22202 Intermediate Russian II (3)

I. **Language Core Requirements:** 21
RUSS 32201 Intensive Russian Grammar 3
32211 Russian Composition and Conversation 3
32215 Russian Phonetics and Diction 3
32303 Modern Writers 3
32421 Russian Civilization 3
42211 Advanced Composition and Conversation 3
Russian 30000-40000-level literature course 3

II. **Translation/Business Language Requirements** 22
The following courses are on a two-year rotation. Business language courses are offered in one academic year and translation courses in the other. Majors should always enroll in the courses that are currently being offered. MCLS 30230 and RUSS 32231 are taken concurrently.
MCLS 30230 Approaches to Translation 3
40420 Foreign Languages and Culture Studies 3
RUSS 32231 Translation Practice 1
32240 Conversations for Business and Special Purposes: Russian 3
42230 Advanced Translation Practice 3
42240 Business and Special Texts 3
Choose from the following: 3
ENG 20002 Introduction to Technical Writing (3)
30063 Business and Professional Writing (3)
Choose from the following: 3
CS 10001 Computer Literacy (3)
10061 Introduction to Computer Programming (3)
M&IS 24053 Introduction to Computer Applications (3)
24070 Principles of Systems Development (3)

III. **Subject Area Specialty** 39
The Subject Area Specialty is a department-approved coherent sequence of courses in one or more other disciplines (i.e., not in the Department of Modern and Classical Language Studies). In order to be approved, the Subject Area Specialty must include courses in an area or areas that are currently marketable, such as business, legal studies, international relations, political science, computer science, chemistry, physics or other "hard" sciences.

The Subject Area Specialty may include maximum 17 credit hours of a different language in the sequence through composition/conversation. It may also optionally include MCLS 22217 Diversity in Today's Russia.

TOTAL 82

B.S. in Spanish Translation

See Pages 151-153 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.S. program in the College of Arts and Sciences.

It is strongly recommended that students in the Bachelor of Science in Spanish Translation take BSCI 10001, CHEM 10050, GEOL 21062 and ECON 22060 and 22061 as part of their Liberal Education Requirements (LER)

Prerequisites
Any portion of the prerequisites may be waived by demonstrated proficiency.
SPAN 18201 Elementary Spanish I (4)
SPAN 18202 Elementary Spanish II (4)
SPAN 28201 Intermediate Spanish I (3)
SPAN 28202 Intermediate Spanish II (3)

I. **Language Core Requirements** 21
SPAN 38211 Spanish Grammar and Composition 3
38213 Spanish Reading and Conversation 3
38215 Spanish Phonetics and Diction 3
38421 Civilization of Spain 3
38424 Culture and Civilization of Latin America 3
48215 Spanish Composition—Advanced 3
Spanish 30000-40000-level literature course 3

II. **Translation/Business Language Requirements** 22
The following courses are on a two-year rotation. Business language courses are offered in one academic year and translation courses in the other. Majors should always enroll in the courses that are currently being offered. MCLS 30230 and SPAN 38281 are taken concurrently.

PHY 190

Highlighted areas represent revisions.

Proposed Catalog Copy

B.S. in Physics

(see also B.A. program)

I.	**Core Requirements**			**56**
	CHEM	10060	General Chemistry I	4
		10061	General Chemistry II	4
		10062	General Chemistry Laboratory I	1
		10063	General Chemistry Laboratory II	1
	MATH*	12002	Analytic Geometry and Calculus I	5
		12003	Analytic Geometry and Calculus II	5
		32051	Mathematical Methods in the Physical Sciences I	4
		32052	Mathematical Methods in the Physical Sciences II	4
	PHY	12000	Introductory Physics Seminar	1
		23101	General University Physics I	5
		23102	General University Physics II	5
		30020	Intermediate Physics Laboratory	2
		35101	Classical Mechanics	4
		36001	Introductory Modern Physics	3
		40020	Advanced Physics Laboratory	2
	**	40092	Internship in Physics	2
		45201	Electromagnetic Theory	4
II.	**Choose one option/concentration (see below)**			**32**
			TOTAL	**88**

* *MATH 11010 and MATH 11022 are prerequisites for MATH 12002 and should be bypassed by students with sufficient background. MATH 11010 and MATH 11022 may be waived by obtaining permission of the Department of Mathematical Sciences or by passing the placement exam.*

** *PHY 40099 or PHY 40096 may substitute for PHY 40092 with Curriculum Advisor's permission. For PHY 40096 to substitute, a suitable research project should be selected.*

PHY 191

Physics Concentration

Students taking the physics concentration should choose either the research option or the applied physics option.

I. Research Option 32

The research option is designed to prepare physics majors for further study at the graduate level.

CS	10061	Introduction to Computer Programming	3
PHY	36002	Applications of Modern Physics	3
	45301	Thermal Physics	3
	45403	Data Analysis and Computational Physics Techniques	3
	46101	Quantum and Atomic Physics	4
Physics electives*			10
General electives			6

II. Applied Physics Option 32

The applied physics option is designed to prepare physics majors for immediate entry into careers in industry.

CS	10061	Introduction to Computer Programming	3
PHY	22564	Introduction to Materials Physics	3
	32511	Electronics	4
	36002	Applications of Modern Physics	3
	45403	Data Analysis and Computational Physics Techniques	3
	45501	Electromagnetic Waves and Modern Optics	3
Physics electives*			7
General electives			6

* *These courses may be replaced with physics-related electives selected from mathematics or the natural sciences with advisor's permission.*

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Physics Interdisciplinary Concentration

Students in the physics interdisciplinary concentration should take one of four options: chemistry, biological sciences, applied mathematics and computer science or mathematics.

I. Chemistry Option 32

The chemistry option is designed for students with a strong interest in both physics and chemistry who may wish to prepare for graduate study in chemical physics or for work in a high-technology materials-related research and development laboratory. This program satisfies requirements for a minor in chemistry.

CHEM	30101	Quantitative Analysis	2
	30102	Quantitative Analysis Lab	1
	30360	Aqueous Descriptive Inorganic Chemistry	2
	30475	Organic Chemistry Lab I	1
Choose from the following:			4-6
CHEM*	20481	Basic Organic Chemistry (4)	
	30481	Organic Chemistry I (3)	
	30482	Organic Chemistry II (3)	
Choose from the following:			3-5
CHEM**	20482	Basic Organic Chemistry (2)	
	30050	Introduction to Materials Chemistry (2)	
	30103	Instrumental Analysis (2)	
	30104	Instrumental Analysis Lab (2)	
	30284	Introductory Biological Chemistry (4)	
	30476	Organic Chemistry Lab II (1)	
	40556	Elementary Physical Chemistry (3)	
***	40567	Basic Concepts of Physical Chemistry (4)	
****	40568	Elementary Physical Chemistry Lab (1)	
PHY	36002	Applications of Modern Physics	3
	45301	Thermal Physics	3
Physics electives			8
General electives			3

Total must include 15 hours from chemistry courses listed above.

II. Biological Sciences Option 32

The biological sciences option is designed for students with a strong interest in both physics and biological sciences who may wish to prepare for graduate study in biophysics or for work in a biotechnology company. This program satisfies requirements for a minor in biological sciences.

BSCI	10110	Biological Diversity	4
	10120	Biological Foundations	4
	20140	Cell Biology	4
	30156	Elements of Genetics	3
	40163	Organic Evolution	4
PHY	45301	Thermal Physics	3
Biological Sciences upper-division electives			4
Major upper-division electives			3
General electives			3

Recommended major electives:

BSCI	40158	Molecular Biology (3)
CHEM	30481	Organic Chemistry I (3)
PHY	44600	Introduction to Biological Physics (3)

III. Applied Mathematics and Computer Science Option 32

The emphasis of the applied mathematics and computer science option is on preparing physics majors to become computer professionals in scientifically oriented organizations. This program satisfies requirements for a minor in computer science.

CS	10051	Introduction to Computer Science	4
	23021	CS I: Programming and Problem Solving	4
	23022	Discrete Structures for Computer Science	3
	33001	CS II: Data Structures and Abstraction	3
*****	42201	Introduction to Numerical Computing I	3
PHY	36002	Applications of Modern Physics	3
Computer Science upper-division electives			6
Physics upper-division electives			3
General electives			3

IV. Mathematics Option 32

Physics majors who may wish to become part of a technical team in a research and development laboratory should consider the mathematics option.

CS	10051	Introduction to Computer Science	4
Choose from the following:			3
MATH******	41001	Introduction to Modern Algebra I (3)	
******	42001	Introduction to Analysis I (3)	
PHY	36002	Applications of Modern Physics	3
Mathematics electives at 40000 level			9
Physics electives			7
General electives			6

* *Students must choose either CHEM 20481 or CHEM 30481 and 30482.*

** *CHEM 20482 may not be taken if CHEM 30481 and 30482 are taken.*

*** *Students who choose CHEM 40567 should not also take CHEM 40556.*

**** *CHEM 40568 may only be selected if CHEM 40556 or 40567 is taken as a pre/co-requisite.*

***** *MATH 42201 requires MATH 21001 as a prerequisite.*

****** *MATH 41001 and 42001 require MATH 21001 and MATH 22005 as prerequisites.*

Courses that do not count toward the major:

PHY	11030	Seven Ideas that Shook the Universe (3)
	21040	Physics in Entertainment and the Arts (3)
	21041	Physics in Entertainment and the Arts Laboratory (1)
	21430	Frontiers in Astronomy (3)
	24001	Astronomy (3)

Highlighted areas are to be retained.

B.S. in Mathematics

(See also B.A. program)

See Pages 151-153 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.S. program in the College of Arts and Sciences.

CS	10051	Introduction to Computer Science	4
MATH*	12002	Analytic Geometry and Calculus I	5
	12003	Analytic Geometry and Calculus II	5
	21001	Linear Algebra with Applications	3
	22005	Analytic Geometry and Calculus III	3
	41001	Introduction to Modern Algebra I	3
	41002	Introduction to Modern Algebra II	3
	41021	Theory of Matrices	3
	42001	Introduction to Analysis I	3
	42002	Introduction to Analysis II	3
PHY	23101	General University Physics I	5
Additional approved MATH or CS courses at 40000-level			9
Additional courses**			18
		TOTAL	67

**MATH 12001 is a prerequisite for MATH 12002 and should be bypassed by students with sufficient background.*

***Courses should be approved, upper-division MATH; or from upper-division courses for majors in M&IS, BSCI, CHEM, CS, ECON, GEOL or PHY; or from PHIL 31045, 41035 or 41045.*

B.S. in Physics

(See also B.A. program)

See Pages 151-153 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.S. program in the College of Arts and Sciences.

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I. Core Requirements ~~59~~

CHEM	10060	General Chemistry I	4
	10061	General Chemistry II	4
	10062	General Chemistry Laboratory I	1
	10063	General Chemistry Laboratory II	1
MATH*	12002	Analytic Geometry and Calculus I	5
	12003	Analytic Geometry and Calculus II	5
	21001	Linear Algebra with Applications	3
	22005	Analytic Geometry and Calculus III	3
	32044	Introduction to Ordinary Differential Equations	3
PHY	23101	General University Physics I	5
	23102	General University Physics II	5
	30020	Intermediate Physics Laboratory	2
	35101	~~Mechanics I~~ Classical Mech. ~~3~~	4
	36001	Introductory Modern Physics	3
	40020	Advanced Physics Laboratory	2
	45201	Electromagnetic Theory ~~I~~ ~~3~~	4
	45301	Thermodynamics	3
	46101	Quantum and Atomic Physics	4

II. Choose one option/concentration (see below) ~~26~~ 32

TOTAL ~~85~~ 88

**MATH 12001 is a prerequisite for MATH 12002 and should be bypassed by students with sufficient background. MATH 12001 may be waived by obtaining permission of the Department of Mathematical Sciences or by passing the placement exam.*

Physics Concentration

Students taking the physics concentration should choose either the ~~general physics~~ or the applied physics option.

Research

I. ~~General Physics~~ Research Option ~~26~~ 32

The ~~general physics~~ research option is designed to prepare physics majors for further study at the graduate level.

MATH	42045	Introduction to Partial Differential Equations	3
PHY	35102	Mechanics II	3
	40096	Individual Investigation	2
	45202	Electromagnetic Theory II	3
	46301	Introduction to Nuclear Physics	3
	46401	Introduction to Solid State	3
Physics electives*			~~9~~ 10

II. Applied Physics Option ~~26~~ 32

The applied physics option emphasizes applications of physics, particularly in modern optics, including electro-optic devices and lasers.

MATH	42045	Introduction to Partial Differential Equations	3
PHY**	32511	Electronics	4
***	35402	Scientific Computing	2
	40096	Individual Investigation	1
	42512	General Electronic Instrumentation	4
	45501	Fundamentals of Modern Optics	3
Physics electives*			~~9~~ 7

**These courses may be replaced with physics-related electives selected from mathematics or the natural sciences with advisor's permission.*

***PHY 32511 and 35402 may be replaced by PHY 12411 and PHY 35611 with advisor's permission.*

****Proficiency in a high-level computer language is required. Students may obtain a waiver of this requirement by obtaining*

PHY 195A

permission from the Department of Physics or by earning a passing grade in CS 10061.

Physics Interdisciplinary Concentration

Students in the physics interdisciplinary concentration should take one of four options: chemistry, biological sciences, applied mathematics and computer science or mathematics.

I. Chemistry Option ..... ~~26~~ 32

The chemistry option is designed for students with a strong interest in both physics and chemistry who may wish to prepare for graduate study in chemical physics or for work in a high-technology materials-related research and development laboratory. This program satisfies requirements for a minor in chemistry.

CHEM 30101 Quantitative Analysis 2
30102 Quantitative Analysis Laboratory 1
30360 Aqueous Descriptive Inorganic Chemistry 2
30475 Organic Chemistry Laboratory I 1
Choose from the following: ..... ~~3-4~~ 4-6
CHEM 20481 Basic Organic Chemistry (4)
30481 Organic Chemistry I (3)
Choose from the following: ..... ~~4~~ 3-5
CHEM*20482 Basic Organic Chemistry (2)
30103 Instrumental Analysis (2)
30284 Introductory Biological Chemistry (4)
30476 Organic Chemistry Laboratory II (1)
* 30482 Organic Chemistry II (3)
** 40555 Elementary Physical Chemistry (3)
** 40556 Elementary Physical Chemistry (3)
** 40567 Basic Concepts of Physical Chemistry (4)
Chemistry electives (with advisor approval) 1-3
PHY 32511 Electronics 4
Physics electives ..... ~~6-7~~ 8

II. Biological Sciences Option ..... ~~26~~ 32

The biological sciences option is designed for students with a strong interest in both physics and biological sciences who may wish to prepare for graduate study in biophysics or for work in a biotechnology company. This program satisfies requirements for a minor in biological sciences.

BSCI 10110 Biological Diversity 4
10120 Biological Foundations 4
20140 Cell Biology 4
30156 Elements of Genetics 3
40163 Organic Evolution 3
40430 General Physiology 4
Choose from the following: 4
BSCI 40158 Molecular Biology (3)
CHEM 20481 Basic Organic Chemistry (4)
30481 Organic Chemistry I (3)
MATH 42045 Introduction to Partial Differential Equations (3)
PHY***32511 Electronics (4)
40096 Individual Investigation (1)
Recommended additional courses:
CHEM****30284 Introductory Biological Chemistry (4)
**** 30475 Organic Chemistry Laboratory I (1)
CS 10061 Introduction to Computer Programming (3)

III. Applied Mathematics and Computer Science Option ..... ~~26~~ 32

The emphasis of the applied mathematics and computer science option is on preparing physics majors to become computer professionals in scientifically oriented organizations. This program satisfies requirements for both a minor in applied mathematics and a minor in computer science.

CS 10051 Introduction to Computer Science 4
23021 CS I: Programming and Problem Solving 4
23022 Discrete Structures for Computer Science 3
33001 CS II: Data Structures and Abstraction 3
42201 Introduction to Numerical Computing I 3
Computer Science upper-division electives 6
Physics electives 3
Recommended additional course:
MATH 42045 Introduction to Partial Differential Equations (3)

upper-division

IV. Mathematics Option ..... ~~26~~ 32

Physics majors who may wish to become part of a technical team in a research and development laboratory should consider the mathematics option. This program satisfies requirements for a minor in mathematics.

CS 10051 Introduction to Computer Science 4
MATH 41001 Introduction to Modern Algebra I 3
42001 Introduction to Analysis I 3
42045 Introduction to Partial Differential Equations 3
Mathematics electives at 40000 level ..... ~~6~~ 9
PHY 40096 Individual Investigation 1
Physics electives ..... ~~6~~ 7

**Students may complete either organic chemistry sequence, CHEM 20481 and 20482 or CHEM 30481 and 30482.*

***CHEM 40555 covers primarily thermodynamics; many physics majors may benefit more from choosing CHEM 40556 (prerequisite: CHEM 40555 or PHY 45301). Students who choose CHEM 40567 should not take CHEM 40555 or 40556.*

****PHY 32511 may be replaced by other upper-level physics course with advisor's permission.*

*****CHEM 20481 or 30481 is a prerequisite for CHEM 30284 and a corequisite for CHEM 30475.*

Courses that do not count toward the major:
PHY 11030 Seven Ideas that Shook the Universe (3)
21040 Physics in Entertainment and the Arts (3)
21041 Physics in Entertainment and the Arts Laboratory (1)

PHY 195B

21430 Frontiers in Astronomy (3)
24001 Astronomy (3)
32551 Applied Engineering Mechanics (3)

B.S. in Russian Translation

See Pages 151-153 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.S. program in the College of Arts and Sciences.

It is strongly recommended that students in the Bachelor of Science in Russian Translation take BSCI 10001, CHEM 10050, GEOL 21062 and ECON 22060 and 22061 as part of their Liberal Education Requirements (LER)

Prerequisites
Any portion of the prerequisites may be waived by demonstrated proficiency.
RUSS 12201 Elementary Russian I (4)
RUSS 12202 Elementary Russian II (4)
RUSS 22201 Intermediate Russian I (3)
RUSS 22202 Intermediate Russian II (3)

I. **Language Core Requirements:** **21**
RUSS 32201 Intensive Russian Grammar 3
32211 Russian Composition and Conversation 3
32215 Russian Phonetics and Diction 3
32303 Modern Writers 3
32421 Russian Civilization 3
42211 Advanced Composition and Conversation 3
Russian 30000-40000-level literature course 3

II. **Translation/Business Language Requirements** **22**
The following courses are on a two-year rotation. Business language courses are offered in one academic year and translation courses in the other. Majors should always enroll in the courses that are currently being offered. MCLS 30230 and RUSS 32231 are taken concurrently.
MCLS 30230 Approaches to Translation 3
40420 Foreign Languages and Culture Studies 3
RUSS 32231 Translation Practice 1
32240 Conversations for Business and Special Purposes: Russian 3
42230 Advanced Translation Practice 3
42240 Business and Special Texts 3
Choose from the following: 3
ENG 20002 Introduction to Technical Writing (3)
30063 Business and Professional Writing (3)
Choose from the following: 3
CS 10001 Computer Literacy (3)
10061 Introduction to Computer Programming (3)
M&IS 24053 Introduction to Computer Applications (3)
24070 Principles of Systems Development (3)

III. **Subject Area Specialty** **39**
The Subject Area Specialty is a department-approved coherent sequence of courses in one or more other disciplines (i.e., not in the Department of Modern and Classical Language Studies). In order to be approved, the Subject Area Specialty must include courses in an area or areas that are currently marketable, such as business, legal studies, international relations, political science, computer science, chemistry, physics or other "hard" sciences.

The Subject Area Specialty may include maximum 17 credit hours of a different language in the sequence through composition/conversation. It may also optionally include MCLS 22217 Diversity in Today's Russia.

TOTAL 82

B.S. in Spanish Translation

See Pages 151-153 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.S. program in the College of Arts and Sciences.

It is strongly recommended that students in the Bachelor of Science in Spanish Translation take BSCI 10001, CHEM 10050, GEOL 21062 and ECON 22060 and 22061 as part of their Liberal Education Requirements (LER)

Prerequisites
Any portion of the prerequisites may be waived by demonstrated proficiency.
SPAN 18201 Elementary Spanish I (4)
SPAN 18202 Elementary Spanish II (4)
SPAN 28201 Intermediate Spanish I (3)
SPAN 28202 Intermediate Spanish II (3)

I. **Language Core Requirements** **21**
SPAN 38211 Spanish Grammar and Composition 3
38213 Spanish Reading and Conversation 3
38215 Spanish Phonetics and Diction 3
38421 Civilization of Spain 3
38424 Culture and Civilization of Latin America 3
48215 Spanish Composition—Advanced 3
Spanish 30000-40000-level literature course 3

II. **Translation/Business Language Requirements** **22**
The following courses are on a two-year rotation. Business language courses are offered in one academic year and translation courses in the other. Majors should always enroll in the courses that are currently being offered. MCLS 30230 and SPAN 38231 are taken concurrently.

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____

DATE OF PREPARATION: 8/22/2006

Purpose of Proposal: Revise Program

Department: PHY

Requested Effective Term: 2007F

SIS Code or Brief ID of Program Affected by Action: BA PHY

(e.g. A BS CHEM, WMST MNR, DTP CERT, etc.)

Description of Proposal (please use upper case): ADD PHY 12000, PHY 36002, MATH 32051, AND MATH 32052 AS REQUIREMENTS. REMOVE PHY 45301, MATH 21001, MATH 22005, AND MATH 32044 AS REQUIREMENTS. CHANGE NUMBER OF PHYSICS ELECTIVES TO 8 HRS. TOTAL HOURS CHANGE FROM 52 TO 55.

Describe Impact on Other Programs: NONE

Units Consulted (See guidelines for Instructions): NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petralas (BO) 8 / 24 / 06

College/School Dean: Mary Ann Haley 9 / 26 / 2006

Vice Provost for Regional Campuses: _____ / _____ / _____

Provost: _____ / _____ / _____

Please print before leaving pag

PHY 298

Main Menu

CURRENT

Advisor-approved electives 12

24

B.A. in Paralegal Studies

(Hedi Nasheri, Coordinator)

The Bachelor of Arts in Paralegal Studies at Kent State University's Kent Campus has been approved by the American Bar Association. Paralegal studies is an interdisciplinary program in the College of Arts and Sciences and is conducted in the Department of Justice Studies. Students also have the option to minor in paralegal studies in conjunction with a four-year baccalaureate degree. (See paralegal minor.)

See Pages 132-134 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.A. program in the College of Arts and Sciences.

JUS 18000 Introduction to Paralegal Studies 3
28001 Legal Research and Writing 3
28004 Principles and Practice of Litigation 3
* 36792 Internship in Paralegal 6
38006 Applied Legal Research and Litigation 3

Choose from the following: 18
28003 Family Law and Procedure (3)
28007 Estate and Probate Administration (3)
38002 Contract Law (3)
38003 Administrative Law and Process (3)
38004 Legal Ethics and Professional Responsibility (3)
38005 Tort Law (3)
48300 Law of Corporations and Other Associations (3)
48400 Intellectual Property Law (3)

Choose from the following: 12
ACCT 33000 Fundamental Tax Procedures (3)
FIN 26074 Legal Environment of Business (3)
JUS 33200 Criminal Law (3)
34200 Criminal Procedures and Evidence (3)
38007 Human Service Agencies and the Law (3)
47111 Civil Law and Procedure (3)
47211 Court Functions (3)
PHIL 31035 Philosophy and Justice (3)
41025 Philosophy of Law (3)
POL 30130 Courts (3)
30301 Introduction to Public Administration (3)
40182 Constitutional Law: Government Structures and Functions (3)
40183 Constitutional Law: Civil Rights and Liberties (3)

TOTAL 48

*May be taken up to 12 credit hours.

Minimum cumulative 2.00 GPA required for graduation.

B.A. in Philosophy

See Pages 132-134 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.A. program in the College of Arts and Sciences.

PHIL 11001 Introduction to Philosophy 3
11009 Principles of Thinking 3
21001 Introduction to Ethics 3
21020 Comparative Religious Thought I 3

Philosophy upper-division courses 15
minimum 9 credit hours at 40000 level

Choose from the following: 3
PHIL 21002 Introduction to Formal Logic (3)
31045 Formal Logic (3)

Choose from the following: 12
PHIL 31001 Ancient Greek Philosophy (3)
31002 Medieval Philosophy (3)
31003 Continental Rationalism (3)
31004 British Empiricism (3)
31005 German Critical Philosophy (3)
31006 19th-Century Philosophy (3)
31010 20th-Century Philosophy (3)
31020 American Philosophy (3)

TOTAL 42

B.A. in Physics

(See also B.S. program)

See Pages 132-134 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.A. program in the College of Arts and Sciences.

MATH* 12002 Analytic Geometry and Calculus I 5
12003 Analytic Geometry and Calculus II 5
21001 Linear Algebra with Applications 3
22005 Analytic Geometry and Calculus III 3
32044 Introduction to Ordinary Differential Equations 3
PHY 23101 General University Physics I 5
23102 General University Physics II 5
30020 Intermediate Physics Laboratory 2
35101 Mechanics I 3
36001 Introductory Modern Physics 3

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CURRENT

40020 Advanced Physics Lab 2
45201 Electromagnetic Theory I 3
45301 Thermodynamics 3
Electives** 7

TOTAL 52

*MATH 12001, which is a prerequisite for MATH 12002, should be bypassed by students with sufficient background. MATH 12001 may be waived by obtaining permission from the Department of Mathematical Sciences or by passing the placement exam given by Academic Testing Services.

**Students in the B.A. program may replace 3 credit hours of these physics electives with either PHIL 41035 Philosophy of Science or ENG 20002 Introduction to Technical Writing, with advisor's permission.

Courses that do not count toward the major:

PHY 11030 Seven Ideas that Shook the Universe (3)
21040 Physics in Entertainment and the Arts (3)
21041 Physics in Entertainment and the Arts Laboratory (1)
21430 Frontiers in Astronomy (3)
24001 Astronomy (3)
32551 Applied Engineering Mechanics (3)

B.A. in Political Science

All students must take this core of 24 credit hours plus 12 hours in one of the four concentrations listed below.

See Pages 132-134 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.A. program in the College of Arts and Sciences.

I. **Core Requirements** 24

POL 10004 Comparative Politics 3
10100 American Politics 3
10300 Public Policy 3
10500 World Politics 3
30001 Political Methods 3
30002 Political Thought 3
30003 Political Economy 3

Choose from the following: 3

POL 40191 Seminar in American Politics (3)
40391 Seminar in Public Policy (3)
40581 Seminar in International Relations -Comparative Politics (3)

II. **Choose one concentration (see below)** 12

TOTAL 36

American Politics Concentration

Choose from the following: 12

POL 30100 American Political Theory (3)
30110 The Congress (3)
30120 Presidency and Executive Bureaucracy (3)
30130 Courts (3)
30420 Intergovernmental Policy Making (3)
30430 State Government (3)
30450 Metropolitan Governance (3)
30460 Federalism and Intergovernmental Relations (3)
40112 Politics and the Mass Media (3)
40116 Public Opinion and Political Behavior (3)
40118 Political Parties and Interest Groups (3)
40182 Constitutional Law: Government Structures and Functions (3)
40183 Constitutional Law: Civil Rights and Liberties (3)
40440 U.S. Environmental Politics and Policies (3)
40470 Women and Politics (3)
40920 Politics of Social Movements (3)

12

General Concentration

Upper-division courses 12

Selected in consultation with the student's advisor.

12

International Relations-Comparative Politics Concentration

Choose from the following: 12

POL 30500 International Relations Theory (3)
30501 Comparative Theory & Concepts (3)
30520 European Politics (3)
30530 Asian Politics (3)
30540 African Politics (3)
30550 Latin American Politics (3)
30551 U.S.-Latin American Relations (3)
30810 Politics of the Global Economy (3)
30820 International Organization and Law (3)
30840 Nongovernmental Organizations (3)
40530 Politics of War (3)
40540 Politics of Development (3)
40560 Human Rights and Social Justice (3)
40810 Government-Business Relations (3)
40830 U.S. Foreign Policy (3)
40840 Comparative Foreign Policy (3)

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PROPOSED

Advisor-approved electives 12
24

B.A. in Paralegal Studies

(Hedi Nasheri, Coordinator)

The Bachelor of Arts in Paralegal Studies at Kent State University's Kent Campus has been approved by the American Bar Association. Paralegal studies is an interdisciplinary program in the College of Arts and Sciences and is conducted in the Department of Justice Studies. Students also have the option to minor in paralegal studies in conjunction with a four-year baccalaureate degree. (See paralegal minor.)

See Pages 132-134 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.A. program in the College of Arts and Sciences.

JUS 18000 Introduction to Paralegal Studies 3
28001 Legal Research and Writing 3
28004 Principles and Practice of Litigation 3
* 36792 Internship in Paralegal 6
38006 Applied Legal Research and Litigation 3
Choose from the following: 18

MATH 32051 Mathematical Methods in the Physical Sciences I ... 4
MATH 32052 Mathematical Methods in the Physical Sciences II ... 4

Choose from the following: 12
ACCT 33000 Fundamental Tax Procedures (3)
FIN 26074 Legal Environment of Business (3)
JUS 33200 Criminal Law (3)
34200 Criminal Procedures and Evidence (3)
38007 Human Service Agencies and the Law (3)
47111 Civil Law and Procedure (3)
47211 Court Functions (3)
PHIL 31035 Philosophy and Justice (3)
41025 Philosophy of Law (3)
POL 30130 Courts (3)
30301 Introduction to Public Administration (3)
40182 Constitutional Law: Government Structures and Functions (3)

PHY 36002 Applications of Modern Physics 3
PHY 198

*May be taken up to 12 credit hours.

Minimum cumulative 2.00 GPA required for graduation.

B.A. in Philosophy

See Pages 132-134 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.A. program in the College of Arts and Sciences.

PHIL 11001 Introduction to Philosophy 3
11009 Principles of Thinking 3
21001 Introduction to Ethics 3
21020 Comparative Religious Thought I 3
Philosophy upper-division courses 15
minimum 9 credit hours at 40000 level
Choose from the following: 3
PHIL 21002 Introduction to Formal Logic (3)
31045 Formal Logic (3)
Choose from the following: 12

PHY 12000 Introductory Physics Seminar 1

31006 19th-Century Philosophy (3)
31010 20th-Century Philosophy (3)
31020 American Philosophy (3)

TOTAL 42

B.A. in Physics

(See also B.S. program)

See Pages 132-134 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.A. program in the College of Arts and Sciences.

MATH*12002 Analytic Geometry and Calculus I 5
12003 Analytic Geometry and Calculus II 5
~~21001 Linear Algebra with Applications .....3~~
~~22005 Analytic Geometry and Calculus III .....3~~
~~32044 Introduction to Ordinary Differential Equations ..3~~
PHY 23101 General University Physics I 5
23102 General University Physics II 5
30020 Intermediate Physics Laboratory 2
35101 Classical Mechanics 4
36001 Introductory Modern Physics 3

PROPOSED

* MATH 11010 (~~Algebra for Calculus~~) and MATH 11022 (~~Trigonometry~~), which are prerequisites

40020 Advanced Physics Lab 2
45201 Electromagnetic Theory 4

Electives** 8

TOTAL 55

for MATH 12002, should be bypassed by students with sufficient background. MATH 12001 may be waived by obtaining permission from the Department of Mathematical Sciences or by passing the placement exam given by Academic Testing Services.

***Students in the B.A. program may replace 3 credit hours of these physics electives with either PHIL 41035 Philosophy of Science or ENG 20002 Introduction to Technical Writing, with advisor's permission.*

Courses that do not count toward the major:

PHY 11030 Seven Ideas that Shook the Universe (3)
21040 Physics in Entertainment and the Arts (3)
21041 Physics in Entertainment and the Arts Laboratory (1)
21430 Frontiers in Astronomy (3)
24001 Astronomy (3)
~~32551 Applied Engineering Mechanics (3)~~

B.A. in Political Science

All students must take this core of 24 credit hours plus 12 hours in one of the four concentrations listed below.

See Pages 132-134 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.A. program in the College of Arts and Sciences.

I. Core Requirements 24

POL 10004 Comparative Politics 3
10100 American Politics 3
10300 Public Policy 3
10500 World Politics 3
30001 Political Methods 3
30002 Political Thought 3
30003 Political Economy 3

Choose from the following: 3

POL 40191 Seminar in American Politics (3)
40391 Seminar in Public Policy (3)
40591 Seminar in International Relations -Comparative Politics (3)

II. Choose one concentration (see below) 12

TOTAL 36

American Politics Concentration

Choose from the following: 12

POL 30100 American Political Theory (3)
30110 The Congress (3)
30120 Presidency and Executive Bureaucracy (3)
30130 Courts (3)
30420 Intergovernmental Policy Making (3)
30430 State Government (3)
30450 Metropolitan Governance (3)
30460 Federalism and Intergovernmental Relations (3)
40112 Politics and the Mass Media (3)
40116 Public Opinion and Political Behavior (3)
40118 Political Parties and Interest Groups (3)
40182 Constitutional Law: Government Structures and Functions (3)
40183 Constitutional Law: Civil Rights and Liberties (3)
40440 U.S. Environmental Politics and Policies (3)
40470 Women and Politics (3)
40920 Politics of Social Movements (3)

12

General Concentration

Upper-division courses 12

Selected in consultation with the student's advisor.

12

International Relations-Comparative Politics Concentration

Choose from the following: 12

POL 30500 International Relations Theory (3)
30501 Comparative Theory & Concepts (3)
30520 European Politics (3)
30530 Asian Politics (3)
30540 African Politics (3)
30550 Latin American Politics (3)
30551 U.S.-Latin American Relations (3)
30810 Politics of the Global Economy (3)
30820 International Organization and Law (3)
30840 Nongovernmental Organizations (3)
40530 Politics of War (3)
40540 Politics of Development (3)
40560 Human Rights and Social Justice (3)
40810 Government-Business Relations (3)
40830 U.S. Foreign Policy (3)
40840 Comparative Foreign Policy (3)

PHY 199

COLLEGE OF ARTS AND SCIENCES
KENT STATE UNIVERSITY
BACHELOR OF ARTS DEGREE
MAJOR REQUIREMENT SHEET
2006-07 UNDERGRADUATE CATALOG

NAME: _____

ID NUMBER: _____

DATE: _____

SUMMARY OF B.A. GENERAL GRADUATION REQUIREMENTS (see catalog for additional details)

- Minimum of 121 total hours, 42 upper division hours
- Minimum of 2.00 cumulative GPA and 2.00 GPA in major(s)/minor(s)
- Maximum of 12 pass/fail hours
- Residency Requirement - First 91 or last 30 hours must be completed at Kent State University
- Writing-Intensive Requirement
- Participation in outcomes assessment conducted by your major program

NO COURSEWORK IN YOUR MAJOR MAY BE TAKEN PASS/FAIL
See the back of this page for a BA General Requirement Sheet

College General Requirements (includes University LER's)

•English Composition	6 hours
•Mathematics/Logic	3-5 hours
•Foreign or American Sign Language	14 hours
•Humanities/Fine Arts	9 hours
• Social Sciences	9 hours
•Basic Sciences	9-10 hours
•Additional	6 hours
•University Orientation	1 hour

MATH	Analytic Geometry and Calculus I	*12002	5
MATH	Analytic Geometry and Calculus II	12003	5
~~MATH~~	~~Linear Algebra with Applications~~	~~21001~~	~~3~~
~~MATH~~	~~Analytic Geometry and Calculus III~~	~~22005~~	~~3~~
~~MATH~~	~~Introduction to Ordinary Differential Equations~~	~~32044~~	~~3~~
PHY	General University Physics I	23101	5
PHY	General University Physics II	23102	5
PHY	Intermediate Physics Lab	30020	2
PHY	Classical Mechanics	35101	4
PHY	Introductory Modern Physics	36001	3
PHY	Advanced Physics Lab	40020	2
PHY	Electromagnetic Theory	45201	4
~~PHY~~	~~Thermodynamics~~	~~45301~~	~~3~~
PLUS	*APPROVED ELECTIVE HOURS***		8
PHY			
PHY			

TOTAL MAJOR HOURS 55

MATH Mathematical Methods in the Physical Sciences I 32051 — 4

MATH Mathematical Methods in the Physical Sciences II 32052 — 4

*MATH ~~12001~~, WHICH 11010 AND 11022 IS PREREQUISITE FOR MATH 12002, SHOULD BE BYPASSED BY STUDENTS WITH SUFFICIENT BACKGROUND. MATH ~~12001~~ 11010 AND 11022 ARE MAY BE WAIVED BY OBTAINING PERMISSION FROM THE DEPARTMENT OF MATHEMATICAL SCIENCES OR BY PASSING THE PLACEMENT EXAM GIVEN BY ACADEMIC TESTING SERVICES.

**STUDENTS IN THE BA PROGRAM MAY REPLACE 3 HOURS OF THESE PHYSICS ELECTIVES WITH EITHER PHIL 41035: PHILOSOPHY OF SCIENCE OR ENG 20002: TECHNICAL WRITING WITH ADVISOR'S PERMISSION.

COURSES THAT DO NOT COUNT TOWARD THE MAJOR:

PHY	11030	Seven Ideas that Shook the Universe
PHY	21040	Physics in Entertainment and the Arts
PHY	21430	Frontiers in Astronomy
PHY	24001	Astronomy
~~PHY~~	~~32551~~	~~Applied Engineering Mechanics~~

PHY Introductory Physics Seminar 12000 — 1

PHY Applications of Modern Physics 36002 — 3

DISTRIBUTION: ADVISOR _____ **STUDENT** _____ PHY 298A **[06-07]**

DEPARTMENT OF PHYSICS WEBSITE: http://cnr2.kent.edu

PROPOSAL SUMMARY
COURSE AND PROGRAM CHANGES IN PHYSICS

Subject Specification:

We propose to revise the B.S. in Physics core and to revise the Physics Concentration including requirements for the General Physics and Applied Physics Options. We propose to change the name of the General Physics Option to the Research Option. We also propose to revise the Physics Interdisciplinary Concentration including requirements for the following options: Chemistry, Biological Sciences, Applied Mathematics and Computer Science, and Mathematics. We propose to introduce a new research policy for all students in the physics B.S. program. Also, we propose to revise the B.A. in Physics and the Minor in Physics. Finally, we propose to abandon seven existing courses, to create eight new ones, and to revise 20 existing courses.

Background Information:

The greatest challenge faced by the Physics Department is to increase the number of students selecting the major. This proposal aims to address that problem in part by making a comprehensive restructuring of the entire undergraduate physics curriculum. There has not been a major reform of the undergraduate physics curriculum in at least two decades. Key to this reform is a proposed reduction in the number of required math and physics credits, with the introduction of physics courses for all physics majors during their first year at Kent State. An additional focus is the proposed requirement that all physics majors satisfy a research requirement. The default way for students to satisfy this requirement will be through a proposed new course, Internship in Physics. As an alternative, students may complete either a research-oriented Individual Investigation project, or (for members of the Honors College) a Senior Honors Thesis. Our proposal follows the recommendations of three members of the National Task Force on Undergraduate Physics following their consultative site visit to the Kent State University Department of Physics during March 8-10, 2006.

Alternatives and Consequences:

The alternative is to leave the undergraduate curriculum as it is now. One consequence would be that the curriculum would be somewhat difficult to complete because of its lack of flexibility, so this would make it difficult to increase the number of students graduating with a degree in physics. A consequence of not reducing the required math credits is that students going on to graduate school will continue to be unable to complete most of their required physics courses before they must take the Physics GRE (graduate record exam).

Specific Recommendations and Justifications:

1. It is proposed that PHY 32551 (Applied Engineering Mechanics) and PHY 35501 (Waves) be abandoned.

   Rationale for action: Neither course has been offered recently and there are no plans to offer either course in the future. It is "false advertising" to continue listing these courses in the Undergraduate Catalog.

2. It is proposed that PHY 35101 (Mechanics I) and PHY 35102 (Mechanics II) be changed from a 6-hr. sequence to a single 4-hr. course. This will be done by abandoning PHY 35102 and by renaming PHY 35101 to Classical Mechanics, and by changing PHY 35101 from a 3-hr. to a 4-hr. course, with a concomitant change in content.

   Rationale for action: The Physics Department is in agreement that 6 credit hours of classical mechanics is more than what is needed for physics majors in a modern curriculum.

3. It is proposed that PHY 45201 (Electromagnetic Theory I) and PHY 45202 (Electromagnetic Theory II) be changed from a 6-hr. sequence to a single 4-hr. course. This will be done by abandoning PHY 45202 (and the slashed course, PHY 55202) and by renaming PHY 45201 to Electromagnetic Theory, and by changing PHY 45201 from a 3-hr. to a 4-hr. course, with a concomitant change in content. Corresponding changes will also be made for the slashed course, PHY 55201.

   Rationale for action: The Physics Department is in agreement that 6 credit hours of classical electromagnetic theory is more than what is needed for physics majors in a modern curriculum.

4. It is proposed to create a new 1-hr. course, PHY 12000, called Introductory Physics Seminar. This course will be required for all physics majors and it would be offered in both Fall and Spring semesters. It would be taken as soon as possible after students declare physics as their major. Physics majors on the regional campuses would take the course immediately after transferring to the Kent Campus.

   Rationale for action: This course will engage beginning physics majors with the Physics Department and faculty and stimulate their interest in physics. In the past, physics majors commonly took no physics courses during their first year at Kent State University, which led to problems with retention. This course aims to improve retention of beginning physics majors.

5. It is proposed to create a new 3-hr. course, PHY 34000, called Cosmology. This would be an elective course for all physics majors. This course has been taught once as a Special Topics course. The plan of the Physics Department is to offer Cosmology and PHY 44802 (Astrophysics) in alternate years. The proposed Cosmology course has almost no overlap with our Astrophysics course.

   Rationale for action: Currently, PHY 44802 (Astrophysics) is the only astronomy course that we offer which may be taken as a major elective by physics majors. There has been a strong demand by students for additional astronomy courses that could be taken as electives. A course such as Cosmology will help meet that demand. The proposed Cosmology course is expected to become a very popular course, which will be of interest not only to physics majors but also to other science majors.

6. It is proposed to create a new course, PHY 36002 (Applications of Modern Physics), which would form the second half of a new 6-hr. sequence in Modern Physics. The first half of the sequence would be the course, PHY 36001 (Introductory Modern Physics), which is offered every year.

   Rationale for action: Students who now take Introductory Modern Physics are exposed only to Special Relativity and to the key developments that led to the development of Quantum Mechanics. Such topics are covered in the first half of a typical textbook on Modern Physics. The second half of a typical textbook discusses such topics as multi-electron atoms, condensed matter physics, subatomic and subnuclear physics, and cosmology. These are the main topics that would be covered in the proposed new course. The physics faculty think that it is important that all physics majors be exposed to these topics.

7. It is proposed to create a new course, PHY 40092 (Internship in Physics) that would be offered for variable credit, 1 to 3 hrs. This is proposed to be a required core course for students in the physics B.S. program.

   Rationale for action: The consensus among physics educators is that it is very important for all physics majors to engage in a substantive research experience. Such an experience could be achieved either by students contributing to the basic or applied research of a faculty member in the Physics Department, by students taking part in a summer REU (Research Experiences for Undergraduates) program, or by students gaining experience in an industrial setting. The proposed course would be the default mechanism for students to meet this need.

8. It is proposed to create a new course, PHY 44600 (Introduction to Biological Physics),

which would be an elective for physics majors. It would be a recommended elective for students in our B.S. Option in Biological Sciences. We also propose to create a slashed course PHY 54600, which could be taken for graduate credit.

Rationale for action: Dr. John Portman, the newest hire by the Physics Department, is a specialist in theoretical/computational biophysics. The Physics Department plans its next two faculty hires to be in experimental biophysics. This is recognized as a growth area, and our plan from the beginning has been to develop new undergraduate and graduate courses in this area. Other faculty from our department besides Dr. Portman are qualified to teach the proposed courses.

9. It is proposed to revise the prerequisites for PHY 12201 (Technical Physics I), PHY 13001 (General College Physics I), PHY 13011 (College Physics I), PHY 24001 (Astronomy), and PHY 32562 (Aerodynamics).

   Rationale for action: These changes are needed because the Department of Mathematical Sciences no longer plans to offer MATH 12001 (Algebra and Trigonometry) on the Kent Campus.

10. It is proposed to revise the prerequisite for PHY 23101 (General University Physics I). Currently MATH 12002 (Analytic Geometry and Calculus I) is a prerequisite or corequisite with department approval. The proposal is to remove the requirement of department approval.

    Rationale for action: In the past, students were encouraged to take PHY 23101 only after completing MATH 12002. However, it was stressed to the Physics Department faculty by the site visit team from the National Task Force on Undergraduate Physics during their visit that students should take PHY 23101 as soon as they can begin MATH 12002, and that we should teach the General University Physics I course to the "students we have, not to those we wish we had". An important goal is to expose physics majors to physics courses as soon as possible, with the intention to improve retention of physics majors. Therefore, we plan to begin advising students to take PHY 23101 at the same time as they take MATH 12002, which would remove the necessity for students to get department approval to do this.

11. It is proposed to revise the course PHY 32564 (Materials Physics). The plan is to revise the course and rename it Introduction to Materials Physics, change its number to PHY 22564, and then to begin offering it on a regular basis as an elective course for physics majors.

Rationale for action: The existing course PHY 32564 has not been offered in at least two decades and we need to either offer it or abandon it. Physics faculty feel that the course would be improved if it were taught at a less advanced level, so that it would be accessible to more students.

12. It is proposed to revise the course PHY 45301 (Thermodynamics) and to rename it Thermal Physics.

    Rationale for action: The existing course has been need of an update for several years. Part of the proposed change is to bring more statistical mechanics into the course content, and to bring more discussion of applications into the course.

13. It is proposed to revise the course PHY 45403 (Computer Analysis of Experimental Measurements) and the slashed course, PHY 55403. The current course is a 2 hr. lecture course. The revised course would be a 3 hr. combination lecture-lab course (2 hrs. lecture + 1 hr. lab). The revised course title would be Data Analysis and Computational Physics Techniques.

    Rationale for action: It is common for physics departments to offer courses in computational physics techniques. Although the physics department has such a course (namely PHY 45403), it is badly in need of modernization. The proposed revised course will be very beneficial to all physics students, both undergraduates and graduates.

14. It is proposed to revise the course PHY 45501 (Fundamentals of Modern Optics) and the slashed course, PHY 55501. The revised course title would be Electromagnetic Waves and Modern Optics.

    Rationale for action: This course has not been updated since it was first created about 20 years ago. The revised course will help students answer important questions about light such as: Why is the sky blue? How do CDs work, or a flat-panel monitor? What is a laser? What are those rings and spots around the beam from a laser pointer? How does an optical fiber work? How can astronomers get high definition images from earth? There will also be an added focus on electromagnetic waves, which will be discussed with less depth in PHY 45201 once it has been revised. (See related item above.)

15. It is proposed to revise the course PHY 46401 (Introduction to Solid State) and the slashed course, PHY 56401. The revised course title would be Introduction to Solid State Physics.

    Rationale for action: There is a need for an undergraduate-level Solid State Physics course that would give students an appreciation for solid state physics, without having

a background in quantum mechanics beyond the scope of the Physics Department's Modern Physics course(s). The proposed revision would make modifications to the content and level of offering to address this need. The revised course would be offered to physics majors primarily as an elective.

16. It is proposed to abandon the course PHY 65401 (Mathematical Methods in Physics) and the slashed course PHY 75401. We propose to replace these courses by new Mathematical Methods in Physics courses PHY 45401 and PHY 55401.

    Rationale for action: An undergraduate course in Mathematical Methods of Physics is part of the curriculum of many physics departments. This proposal will address a long-standing need at Kent State University for a Math Methods course that can be taken by undergraduates as well as graduate students.

17. It is proposed to revise the core courses for the B.S. program. We propose to add PHY 12000 (Introductory Physics Seminar - 1 hr.) and PHY 40092 (Internship in Physics - 2 hrs.) to the core, to replace PHY 35101 (Mechanics I - 3 hrs.) by PHY 35101 (Classical Mechanics - 4 hrs.), to replace PHY 45201 (Electromagnetic Theory I - 3 hrs.) by PHY 45201 (Electromagetic Theory - 4 hrs.), to remove the requirements of PHY 46101 (Quantum and Atomic Physics - 4 hrs.) and PHY 45301 (Thermodynamics - 3 hrs.), and to replace MATH 21001 (Linear Algebra - 3 hrs.), MATH 22005 (Analytic Geometry and Calculus III - 3 hrs.), and MATH 32044 (Introduction to Ordinary Differential Equations - 3 hrs.) by the new course sequence MATH 32051 (Mathematical Methods in the Physical Sciences I - 4 hrs.) and MATH 32052 (Mathematical Methods in the Physical Sciences II - 4 hrs.).

    Rationale for action: Most of the rationale for this action is stated above in the Background Information. The new Introductory Physics Seminar will allow us to engage physics majors as soon as they declare the major, and will hopefully aid in retention. The new Internship in Physics will be the default way for students to satisfy a proposed new requirement that all students participate in a research experience, as recommended by expert external reviewers of our program. The consolidation of our 6-hr. sequence in classical mechanics and our 6-hr. sequence in electromagnetic theory will permit us to make the degree program more flexible, so that students will have more electives and allow us to introduce a larger choice of electives. The replacement of several math courses with a new two-semester sequence is key to the restructuring of the entire undergraduate physics curriculum, and will allow us to introduce upper-level physics courses earlier in the curriculum.

18. It is proposed to revise the option requirements for the B.S. option in General Physics, and to rename the option as the "Research Option". The Research Option will no longer require PHY 35102 (Mechanics II), PHY 40096 (Individual Investigation), PHY 45202 (Electromagnetic Theory II), PHY 46301 (Introduction to Nuclear Physics), PHY 46401 (Introduction to Solid State), or MATH 42045 (Introduction to Partial Differential Equations). Instead the required courses will be PHY 36002 (Applications of Modern Physics), PHY 45301 (Thermal Physics), PHY 45403 (Data Analysis and Computational Physics Techniques), PHY 46101 (Quantum and Atomic Physics). We propose that this option has 10 hours of Major Electives and 6 hours of General Electives. (Major Electives are normally advisor-approved physics courses, but they may be replaced by courses from mathematics, computer science, or the natural sciences, with an advisor's permission.)

    Rationale for action: The Research Option will be the primary means that physics majors prepare for graduate study in physics or a closely related field. These revisions introduce more electives into the program while preparing a solid foundation for more advanced study.

19. It is proposed to revise the option requirements for the B.S. option in Applied Physics. The Applied Physics Option will no longer require PHY 35402 (Scientific Computing), PHY 40096 (Individual Investigation), PHY 42512 (General Electronic Instrumentation), or MATH 42045 (Introduction to Partial Differential Equations). Instead it will require PHY 22564 (Introduction to Materials Physics), PHY 36002 (Applications of Modern Physics), PHY 45403 (Data Analysis and Computational Physics Techniques), and CS 10061 (Introduction to Computer Programming). We propose that this option has 7 hours of Major Electives and 6 hours of General Electives.

    Rationale for action: The Applied Physics Option will be the primary professional track for physics planning to enter jobs in industry after completing the B.S. degree. These revisions introduce more electives into the program while preparing a more modern curriculum for the program.

20. It is proposed to revise the option requirements for the B.S. option in Chemistry. The Chemistry Option will no longer require PHY 32511 (Electronics). Instead it will require PHY 36002 (Applications of Modern Physics) and PHY 45301 (Thermal Physics). In addition, students will be allowed to choose CHEM 30050 (Introduction to Materials Chemistry), CHEM 30104 (Instrumental Analysis Lab), or CHEM 40568 (Elementary Physical Chemistry Lab) as possible chemistry electives. CHEM 40555 (Elementary Physical Chemistry) will no longer be allowed as a possible chemistry

elective. We propose that this option has 8 hours of Physics Electives and 3 hours of General Electives. This option satisfies requirements for a Minor in Chemistry.

Rationale for action: These changes will allow more choices for chemistry electives than before. Most of these proposed revisions follow from recommendations made by chemistry faculty.

21. It is proposed to revise the option requirements for the B.S. option in Biological Sciences. This option will no longer require BSCI 40430 (General Physiology), which will be replaced by an upper-level Biological Sciences elective. We propose that this option has 4 hours of upper-division Biological Sciences Electives, 3 hours of upper-division Major Electives, and 3 hours of General Electives. The choice for a 4-hr. Major Elective will no longer need to selected from a specified menu of courses, although three specific courses will be recommended. This option satisfies requirements for a Minor in Biological Sciences.

    Rationale for action: General Physiology has been abandoned by the Department of Biological Sciences. We are able to introduce a little more flexibility into this program because of changes to the Biological Sciences Minor that occurred after the creation of this option.

22. It is proposed to revise the option requirements for the B.S. option in Applied Mathematics and Computer Science. The physics elective for this option will be required to be an upper-division course, and PHY 36002 (Applications of Modern Physics) will be added as a requirement. This option will also require a 3-hr. General Elective. This program satisfies requirements for a Minor in Computer Science, but does *not* satisfy requirements for a Minor in Applied Mathematics.

    Rationale for action: Because of changes to the B.S. core, it is necessary to specify that the physics elective be upper division to comply with the College requirement that all students complete at least 42 hours of upper-division coursework. Since the Applied Mathematics Minor requires MATH 21001 (Linear Algebra with Applications), MATH 22005 (Analytic Geometry and Calculus III), and MATH 32044 (Intro. to Ordinary Differential Equations), which were in the B.S. core, are being replaced by the new sequence MATH 32051 and MATH 32052, this option will no longer satisfy requirements for a Minor in Applied Mathematics.

23. It is proposed to revise the option requirements for the B.S. option in Mathematics. PHY 36002 (Applications of Modern Physics) will be added as a requirement. MATH

PHY 185

42045 (Introduction to Partial Differential Equations) will no longer be required. Students will have the choice to take either MATH 41001 (Introduction to Modern Algebra I) or MATH 42001 (Introduction to Analysis I). We propose that this option has 9 hours of upper-division Mathematics electives, 7 hours of Physics Electives, and 6 hours of General Electives. This program will no longer satisfy requirements for a Minor in Mathematics.

Rationale for action: We have attempted to revise this option as minimally as possible to align with current requirements for a Minor in Mathematics. Unfortunately, that will not be possible since the Mathematics Minor requires MATH 21001 (Linear Algebra with Applications) and MATH 22005 (Analytic Geometry and Calculus III), and these courses are being replaced in the B.S. core by the new sequence MATH 32051 and MATH 32052.

24. It is proposed to revise the B.A. in Physics. We propose to add PHY 12000 (Introductory Physics Seminar - 1 hr.), to add PHY 36002 (Applications of Modern Physics - 3 hrs.), to replace PHY 35101 (Mechanics I - 3 hrs.) by PHY 35101 (Classical Mechanics - 4 hrs.), to replace PHY 45201 (Electromagnetic Theory I - 3 hrs.) by PHY 45201 (Electromagetic Theory - 4 hrs.), to remove the requirements of PHY 45301 (Thermodynamics - 3 hrs.), and to replace MATH 21001 (Linear Algebra - 3 hrs.), MATH 22005 (Analytic Geometry and Calculus III - 3 hrs.), and MATH 32044 (Introduction to Ordinary Differential Equations - 3 hrs.) by the new course sequence MATH 32051 (Mathematical Methods in the Physical Sciences I - 4 hrs.) and MATH 32052 (Mathematical Methods in the Physical Sciences II - 4 hrs.). The revised B.A. program will have 8 hours of B.A. physics electives.

    Rationale for action: The proposed changes to the B.A. program mirror those proposed for the B.S. program. This program will have 15 hours of General Electives, which will make it easy for students to complete a Minor in another department.

25. It is proposed to revise the Minor in Physics. It is proposed to add as requirements the new courses PHY 12000 (Introductory Physics Seminar - 1 hr.) and PHY 36002 (Applications of Modern Physics - 3 hrs.). PHY 35101 (Mechanics I) will no longer be required. The number of physics additional hours will be reduced from 5 to 4. MATH 11010 (Algebra for Calculus) and MATH 11022 (Trigonometry) will be listed as prerequisites, replacing MATH 12001 (Algebra and Trigonometry).

    Rationale for action: We will no longer require PHY 35101 because one of its new prerequisites will be the new math course MATH 32052. The math prerequisites for

the Physics Minor will be listed so as to reflect the fact that MATH 12001 is no longer offered on the Kent Campus.

26. The Physics Department proposes a new policy requiring all physics majors in the B.S. program to complete a research requirement. This requirement will normally be satisfied by students taking PHY 40092 (Internship in Physics) for 2 cr. hrs. However, PHY 40099 (Senior Honors Thesis) or PHY 40096 (Individual Investigation) may substitute for PHY 40092 with Curriculum Advisor's permission. For PHY 40096 to substitute, a suitable research project should be selected.

    Rationale for action: The external reviewers from the National Task Force on Undergraduate Physics stressed the importance of engaging all physics majors in the B.S. program in a meaningful research experience.

Timetable and Actions Required:

This proposal needs to be approved at the beginning of the Fall 2006 semester by the College Curriculum Committee in order to be forwarded to the EPC in time for the changes to be implemented in the Fall 2007 Undergraduate Catalog.

Subject: Re: Revised description of Physics BS option in Chemistry
From: "Dr. Alex Seed" <aseed@kent.edu>
Date: Tue, 10 Jan 2006 13:19:17 -0500
To: Mark Manley <manley@marksun.physics.kent.edu>

Dear Mark,
The Department of Chemistry supports the changes that have been made to the Physics BS option in Chemistry.
Best wishes,
Alex.

Dr. Alexander J. Seed
Associate Professor
Dept. of Chemistry
Kent State University
Kent OH 44242-0001
USA
Editor of 'Liquid Crystals Today'
Web site: http://dept.kent.edu/chemistry/
Tel: 330-6729528
Fax: 330-6723816

PHY 294

Mark Manley
<manley@marksun.physics.kent.edu>
09/06/2006 09:37 AM

To Mary Ann Haley <mhaley@kent.edu>
cc Gerassimos Petratos <gpetrato@kent.edu>
bcc
Subject [Fwd: RE: Urgent Request for Memo of Support]

Good morning Mary Ann!

I'm forwarding this support statement from BSCI.

Best regards,
Mark

-------- Original Message --------
Subject: RE: Urgent Request for Memo of Support
Date: Tue, 5 Sep 2006 23:20:27 -0400
From: Bob Carlson <rcarlson@kent.edu>
To: 'Mark Manley' <manley@marksun.physics.kent.edu>
CC: 'James Blank' <jblank@kent.edu>

Dear Mark

Jim Blank and I discussed your proposal to revise the Biological Sciences Option of the Physics B.S. program. We agree that it would be a good idea and you have our Department's support.

Bob Carlson
Undergraduate Coordinator
Dept Biological Sciences
Kent State University
Kent OH 44242

-----Original Message-----
From: Mark Manley [mailto:manley@marksun.physics.kent.edu]
Sent: Friday, September 01, 2006 4:28 PM
To: Robert Carlson; James Blank
Cc: Gerassimos Petratos
Subject: Urgent Request for Memo of Support

Dear Bob and Jim,

The Physics Department is proposing to. I discussed this proposal several times with Bob last AY, but never received a memo of support from the BSCI Department, which I now urgently need. I am sending both of you a pdf file (attached) with the proposed new catalog copy.

PHY 295A

Please send me a memo of support for our proposed changes to this program as soon as possible. An electronic memo is preferred. If you have any questions or concerns, please contact me immediately.

Thanks,
Mark Manley
Professor and Undergraduate Coordinator
330-672-2407

PHY 295B

KENT STATE
UNIVERSITY

To: Mark Manley, Coordinator of Undergraduate Studies, Department of Physics
From: Feodor F. Dragan, Curriculum Coordinator, Department of Computer Science
Re: Revision to *Physics Interdisciplinary Concentration: B.S. option in Applied Mathematics and Computer Science*.
Date: September 3rd, 2006

The Department of Computer Science fully supports of the Department of Physics' proposal to revise their "B.S. option in Applied Mathematics and Computer Science".

This "Applied Mathematics and Computer Science Option" satisfies requirements for a minor in computer science.

cc: R. Walker, G. Petratos

PHY 296A

Department of Computer Science
233 MSB Summit Street • P.O. Box 5190 • Kent, OH 44242-0001
Phone (330) 672-9039 • Fax (330) 672-7824 • http://www.cs.kent.edu/~jmaletic/ • jmaletic@cs.kent.edu

INTER-DEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
DEPARTMENT OF MATHEMATICAL SCIENCES

To:	**Mark Manley, Undergraduate Coordinator, Department of Physics**
From:	**Donald L. White, Undergraduate Coordinator, Department of Mathematical Sciences**
Date:	**September 5, 2006**
Subject:	**Physics Program Revisions**

We have reviewed the proposed changes to the Applied Mathematics and Computer Science Option and the Mathematics Option of the Physics Interdisciplinary Concentration. The Department of Mathematical Sciences supports these revisions.

These changes are the logical result of replacing MATH 21001, MATH 22005, and MATH 32044 with the newly created mathematics courses MATH 32051-32052, *Mathematical Methods in the Physical Sciences I-II*, in the core requirements. As material from MATH 42045, *Introduction to Partial Differential Equations*, is also included in MATH 32052, this course is no longer suggested for the Applied Mathematics and CS Option and is no longer required for the Mathematics Option. MATH 42045 is replaced by an extra course in the mathematics electives for the Mathematics Option. This should not have a significant impact on Mathematical Sciences as the shift of Physics students to the new courses was anticipated in the creation of those courses.

As noted in the proposal, some mathematics courses in these concentrations require one or both of MATH 21001 and MATH 22005 as prerequisites. Moreover, these courses are required for both the Applied Mathematics and Mathematics Minors, and MATH 32044 is required for the Applied Mathematics Minor. The result is that students in these concentrations may need to take extra prerequisite courses to complete the major or to add a minor in Mathematical Sciences. We will review these prerequisites and requirements in order to determine whether there may be appropriate alternatives for Physics majors in these concentrations.

CC: Andrew Tonge, Chair, Mathematical Sciences

PHY 296 B

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/__
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____
DATE OF PREPARATION:
PURPOSE OF PROPOSAL:

Purpose of Proposal Course Inactivate

Course Title Applied Engineering Mechanics

Department PHY - Physics

Course Number 32551

Minimum Credit 3 **Maximum Credit** 3

Describe Impact on Other Programs, Policies, or Procedures NONE

Units Consulted (See Guidelines For Instructions) NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean G. Petrolox IBG 8/24/06

College/School Dean Mary Ann Haley 9/26/2006

Provost ____/____/____

Please **PRINT** this form before leaving the screen.This form will **not** be saved.

Main Menu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 8/18/2006

Purpose of Proposal: Inactivate Course

Subject Area: PHY

Course Number: 35102

Course Title: MECHANICS II

Minimum Credit: 3 Maximum Credit: 3

NONE

Describe Impact on Other Programs, Policies or Procedures

NONE

Units Consulted
(See guidelines for Instructions)

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petratos / BO
8 / 24 / 06

College/School Dean: Mary Ann Haley
9 / 26 / 2006

Vice Provost for Regional Campuses: _____
___/___/___

Provost: _____
___/___/___

Please print before leaving page

Main Menu

PHY 203

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/__
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____
DATE OF PREPARATION:
PURPOSE OF PROPOSAL:

Purpose of Proposal Course Inactivate

Course Title Waves

Department PHY - Physics

Course Number 35501

Minimum Credit 3 **Maximum Credit** 3

Describe Impact on Other Programs, Policies, or Procedures NONE

Units Consulted (See Guidelines For Instructions) NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean G. Petratos / BG 8/24/06

College/School Dean Mary Ann Haley 9/26/2006

Provost _____ ___/___/___

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CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 8/18/2006

Purpose of Proposal: Inactivate Course

Subject Area: PHY

Course Number: 45202

Course Title: ELECTROMAGNETIC THEORY II

Minimum Credit: 3 Maximum Credit: 3

Describe Impact on Other Programs, Policies or Procedures: NONE

Units Consulted (See guidelines for Instructions): NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petratos /BG 8/24/06

College/School Dean: Mary Ann Haley 9/26/2006

Vice Provost for Regional Campuses: ___/___/___

Provost: ___/___/___

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PHY 205

KENT STATE UNIVERSITY
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EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____

DATE OF PREPARATION: 8/18/2006

Purpose of Proposal	Inactivate Course
Subject Area	PHY
Course Number	55202
Course Title	ELECTROMAGNETIC THEORY II
Minimum Credit	3 Maximum Credit 3

Describe Impact on Other Programs, Policies or Procedures

NONE

Units Consulted (See guidelines for Instructions)

NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petratos / BA
8 / 24 / 06

College/School Dean: Mary Ann Haley
9 / 26 / 2006

Vice Provost for Regional Campuses: _____
___/___/___

Provost: _____
___/___/___

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DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 10/13/2006

Purpose of Proposal	Inactivate Course
Subject Area	PHY
Course Number	65401
Course Title	MATH METHODS IN PHYSICS
Minimum Credit	4 Maximum Credit 4

Describe Impact on Other Programs, Policies or Procedures

NONE

Units Consulted (See guidelines for Instructions)

MATH

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean _____ 10 / 13 / 06

College/School Dean Mary Ann Haley 10 / 13 / 06

Vice Provost for Regional Campuses _____ / / _____

Provost _____ / / _____

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DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 10/13/2006

Purpose of Proposal	Inactivate Course
Subject Area	PHY
Course Number	75401
Course Title	MATH METHODS IN PHYSICS
Minimum Credit	4 Maximum Credit 4

Describe Impact on Other Programs, Policies or Procedures

NONE

Units Consulted (See guidelines for Instructions)

MATH

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	G. G. P. 10 / 13 / 06
College/School Dean	Mary Ann Haley 10 / 13 / 06
Vice Provost for Regional Campuses	/ /
Provost	/ /

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CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 8/18/2006

Purpose of Proposal: New Course
Subject Area: PHY
Course Number: 12000
Course Title: INTRODUCTORY PHYSICS SEMINAR
Minimum Credit: 1 Maximum Credit: 1

Selected items are new

⦿ Subject Area		⦿	Activity Type
⦿ Crs Number		⦿	Cross-Listed/Slash
⦿ Title		⦿	Grade Rule
⦿ Title Abbreviatio		⦿	Credit By Exam
⦿ Prerequisite	If applicable >	○	Course Fee
⦿ Credit Hours	If applicable >	○	LER Status (G)
⦿ Description	If applicable >	○	WIC (W)
⦿ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: NONE

Units Consulted (See guidelines for Instructions): NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: A. Petrator 8 / 24 / 06

College/School Dean: Mary Ann Haley 9 / 26 / 2006

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

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PHY 207

Basic Data Sheet - Page 1

Preparation Date 8/18/2006 6:39:53 PM **Requested Effective Year** 2007F

Course Title INTRODUCTORY PHYSICS SEMINAR

Subject Area PHY **Course Number** 12000 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev INTRO PHYSICS SEMINAR **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 1 **Maximum Credit** 1

Credit By Exam CBE-N **Activity Type** SEM

Grade Rule U3

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level

CIP Code

Prerequisite (limit text to two lines)

NONE

Catalog Description (limit text to five lines)

TO PROVIDE A NURTURING COURSE FOR NEW PHYSICS MAJORS, IDEALLY TO BE TAKEN IN THEIR FIRST SEMESTER AS MAJORS. THE COURSE INCLUDES A JOURNAL CLUB COMPONENT, INFORMATIONAL TALKS BY INDUSTRIAL PHYSICISTS, AND TRAINING IN A SELECT GROUP OF ESSENTIAL SKILLS AND TOOLS FOR FUTURE WORK IN THE PHYSICS PROGRAM.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations

GRADE BASED ON ATTENDANCE, CLASS PARTICIPATION, AND COMPLETION OF EXTERNAL TASKS SUCH AS PREPARING A JOURNAL CLUB TALK

Next Page

PHY 208

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 12000

Instructor(s) Contributing to preparation ELLMAN, FAI, KEANE, MANN, PETRATOS, TANDY

Instructor(s) Expected to teach this course PHYSICS FACULTY

Content Outline

Total Hours 15

TYPICAL COURSE MATERIAL:

CURRENT EVENTS IN PHYSICS AND RELATED SCIENCE/TECHNOLOGY The format will be that of a Journal Club, with students presenting topics of interest to them (building confidence and teaching speaking skills), followed by an open, informal discussion of the physics involved.	6
MEETINGS WITH JUNIOR/SENIOR MAJORS Chosen advanced students will speak to the class, helping to demystify subjects such as Senior Theses, Honors Projects, Individual Investigations, and the GRE exams.	1
MEETINGS WITH KSU AND GOVERNMENT/CORPORATE PHYSICISTS KSU faculty will discuss their research with an eye towards the role of undergraduates. Physicists from industry and/or government facilities such as NASA/Glen will discuss the regional environment for on-academic employment.	5
TEACHING ESSENTIAL SKILLS The instructor will show students how to read and interpret professional journal articles, how to use on-line journal databases and electronic journal and preprint repositories, and some basics of useful commercial software (e.g., simple graphics programs).	3

Textbooks(s) used in this course

NONE. Readings may come from magazine and trade journals such as Physics Today, Scientific American, Physics World, and others.

G. Petratos JBG 8/24/06

Chair, Director, School Dean or Campus Dean

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 8/22/2006

Purpose of Proposal: New Course

Subject Area: PHY

Course Number: 34000

Course Title: COSMOLOGY

Minimum Credit: 3 Maximum Credit: 3

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
◉ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: NONE

Units Consulted (See guidelines for Instructions): NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petratos / BG
8 / 24 / 06

College/School Dean: Mary Ann Haley
9 / 26 / 2006

Vice Provost for Regional Campuses: _____
___/___/___

Provost: _____
___/___/___

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PHY 210

Basic Data Sheet - Page 1

Preparation Date 8/21/2006 2:43:19 PM **Requested Effective Year** 2007

Course Title COSMOLOGY

Subject Area PHY **Course Number** 34000 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev COSMOLOGY **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule ~~UG~~ 5

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level

CIP Code

Prerequisite (limit text to two lines)

PHY 36001 OR PERMISSION OF INSTRUCTOR.

Catalog Description (limit text to five lines)

This course will provide a quantitative introduction to modern Cosmology, from the Big Bang to the formation of the first stars. Subjects include the evolution of the geometry and temperature of the Universe, its composition and select aspects of general relativity.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations

Typically two midterm exams, plus a final exam, and homework.

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PHY 211

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 34000

Instructor(s) Contributing to preparation Anderson, Ellman, Manley

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 45

Basic Questions and scales	1
Observations and Observational/Experimental Techniques in Cosmology	3
Fundamental Mathematical relations - Friedmann equation (classical), Fluid equation, etc.	5
Cosmological Geometry and General Relativity, the GR Cosmological Equations - special topic: wormholes - special topic: black holes	7
Realistic Models of the Universe	8
Composition of the Universe - Dark Matter/Dark Energy - special topic: Experimental searches for dark matter	7
The CMBR, Nucleosynthesis and Thermal Evolution of The Early Universe	7
Evolution and Source of Large Scale Structure - Fluctuations - special topic: phase transitions in the early Universe	3
The First Stars	2
Midterm Exams	2

Textbooks(s) used in this course

An Introduction to Modern Cosmology, A. Liddle, Wiley, second edition, 2003.
Various research/review papers (provided by instructor).

G. Petrakos /BG 8/29/06

Chair, Director, School Dean or Campus Dean

PHY 212

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CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 8/22/2006

Purpose of Proposal: New Course
Subject Area: PHY
Course Number: 36002
Course Title: APPLICATIONS OF MODERN PHYSICS
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

⦿ Subject Area		⦿	Activity Type
⦿ Crs Number		⦿	Cross-Listed/Slash
⦿ Title		⦿	Grade Rule
⦿ Title Abbreviatio		⦿	Credit By Exam
⦿ Prerequisite	If applicable >	○	Course Fee
⦿ Credit Hours	If applicable >	○	LER Status (G)
⦿ Description	If applicable >	○	WIC (W)
⦿ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: NONE

Units Consulted (See guidelines for Instructions): NONE.

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petratos / BA — 8 / 24 / 06

College/School Dean: Mary Ann Halap — 9 / 26 / 2006

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

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PHY 213

Basic Data Sheet - Page 1

Preparation Date 8/21/2006 2:46:40 PM **Requested Effective Year** 2007

Course Title APPLICATIONS OF MODERN PHYSICS

Subject Area PHY **Course Number** 36002 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev APPL OF MODERN PHYSICS **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level

CIP Code

Prerequisite (limit text to two lines) PHY 36001

Catalog Description (limit text to five lines) Survey of applications of twentieth century physics. Topics include molecular bonding, conducting and insulating solids, degenerate matter, quantum condensates, subatomic and subnuclear particle physics, cosmology.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Exams and homework

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PHY 214

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 36002

Instructor(s) Contributing to preparation Fai, Gleeson, Quader

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 45

I. Multi-electron atoms and inter-atomic bonding a. Review of Pauli Principle, ground state of atoms, ionic and covalent bonds, excited states of molecules.	9
II. Condensed states of matter a. Crystalline solids, energy bands, conductors vs. insulators, Drude model, Fermi energy, degenerate Fermi matter, white dwarf and neutron stars, Bose condensates, applications (e.g., semiconductors)	14
III. Subatomic and subnuclear physics a. Nuclear properties and sizes, nuclear binding energy, fission and fusion, nuclear decay modes, antiparticles, mesons, leptons and hadrons, quark model	10
IV. Introductory cosmology a. Big Bang, Hubble law, CMB, current developments (e.g., dark matter and cosmological constant)	9
Midterm exams	3

Textbooks(s) used in this course

Possible textbooks:

Modern Physics for Scientists and Engineers, Thornton and Rex (Thompson)
Modern Physics for Scientists and Engineers, Taylor, Zafiratos and Dubson (Pearson)
Modern Physics, Krane (Wiley)

G. Petratos /BA 8/24/06

Chair, Director, School Dean or Campus Dean PHY 215

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DATE OF PREPARATION: 8/22/2006

Purpose of Proposal: New Course
Subject Area: PHY
Course Number: 40092
Course Title: INTERNSHIP IN PHYSICS
Minimum Credit: 1 Maximum Credit: 3

Selected items are new

⦿ Subject Area		⦿	Activity Type
⦿ Crs Number		⦿	Cross-Listed/Slash
⦿ Title		⦿	Grade Rule
⦿ Title Abbreviatio		⦿	Credit By Exam
⦿ Prerequisite	If applicable >	○	Course Fee
⦿ Credit Hours	If applicable >	○	LER Status (G)
⦿ Description	If applicable >	○	WIC (W)
⦿ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

NONE

Units Consulted (See guidelines for Instructions)

NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petratos IBQ 8 / 24 / 06

College/School Dean: Mary Ann Haley 9 / 26 / 2006

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

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Basic Data Sheet - Page 1

Preparation Date 8/20/2006 11:32:21 PM **Requested Effective Year** 2007

Course Title INTERNSHIP IN PHYSICS

Subject Area PHY **Course Number** 40092 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev INTERNSHIP IN PHYSICS **Cross-listed with**

KSU Type

Credit Connector V **Minimum Credit** 1 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** ~~RES~~ PRA

Grade Rule U3

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level

CIP Code

Prerequisite (limit text to two lines)

Permission

Catalog Description (limit text to five lines)

Supervised capstone experience in physics at a national laboratory, a research university, in industry, or at a local research site. Repeat registration permitted. No more than 3 credit hours may be applied toward the major electives for physics majors.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations

A written report and final presentation will be required.

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Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 40092

Instructor(s) Contributing to preparation Manley

Instructor(s) Expected to teach this course Approved Internship Supervisors, Physics Faculty

Content Outline

Total Hours

Variable, according to the actual experience.

Textbooks(s) used in this course

None

G. Petralia 8/24/06

Chair, Director, School Dean or Campus Dean PHY 218

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DATE OF PREPARATION:

Purpose of Proposal Course Add

Course Title INTRODUCTION TO BIOLOGICAL PHYSICS

Department PHY - Physics

Course Number 44600

Minimum Credit 3 **Maximum Credit** 3

Checked items are new

- ☑ **Prefix**
- ☑ **Title**
- ☑ **Title Abbreviation**
- ☑ **Prerequisite**
- ☑ **Credit Hours**
- ☑ **Description**
- ☑ **CIP/HEGIS**
- ☑ **Activity Type**
- ☑ **Cross-Listed/Slash**
- ☑ **Grade Rule**
- ☑ **Credit By Exam**

---If applicable---

- ☐ **Course Fee**
- ☐ **LER Status (G)**
- ☐ **WIC (W)**
- ☐ **Diversity (D)**

Describe Impact on Other Programs, Policies, or Procedures

PROVIDES POSSIBLE NEW ELECTIVE FOR BSCI MAJORS OR BIOLOGICAL CHEMISTRY MAJORS.

Units Consulted (See Guidelines For Instructions)

BIOLOGICAL SCIENCES
CHEMISTRY

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean G. Petratos /BO
8 / 24 / 06

College/School Dean Mary Ann Haley
9 / 26 / 2006

Vice Provost for Regional Campuses _____
___/___/___

Provost _____
___/___/___

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Basic Data Sheet

Preparation Date	1/13/2006 **Requested Effective Year** 2007
Course Title	INTRODUCTION TO BIOLOGICAL PHYSICS
Department	PHY
Course Number	44600
Slash Course	5 | The only applicable combinations are: **4-5; 4-5-7; 6-7**
Cross-listed with	
Course Title Abbreviation	INTRO TO BIOLOGICAL PHYSICS
KSU Type	
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	U~~G~~ 5
Credit By Exam	CBE-N
Activity Type	LEC
Course Fee	0 **Per Credit Hour**
OBR Program Code	
OBR Course Level	
CIP Code	
Prerequisite	PHY 23102
Catalog Description	Introduces ideas essential to physical understanding of biological systems. Topics include: introduction to molecular components of the cell; statistical mechanics and transport in biological systems; selected topics in biophysics.

For course revision, enter previous course title, department & number, and credit hour information.

Previous Course Title

Previous Department & Course Number **Prev Min Hrs** 0 **Prev Max Hrs** 0

M. Petrator 8/24/06

Chair, Director, School Dean, or Campus Dean

Writing Expectations Weekly homework; exams.

Instructor(s) expected to teach this course Portman, Mann, Lee, Ellman.

Instructor(s) Contributing to Content Portman, Manley.

Content Outline	Hrs
Introduction	3
Components of the Cell	4
Statistical Description of Molecules	5
Transport Processes	5
Low Reynolds-Number World	4
Free Energy, Entropy, and Energy Flow	5
Selected Methods of Biophysics	6
Biopolymers	5
Biological Membranes	6
Exams	2

Total 45

Textbook(s) used in this course	BIOPHYSICS: AN INTRODUCTION, by Rodney Cotterill BIOLOGICAL PHYSICS: ENERGY, INFORMATION, LIFE, by Philip Nelson

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DATE PROPOSAL APPROVED BY EPC:_____/_____/___
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____
DATE OF PREPARATION:

Purpose of Proposal Course Add

Course Title INTRODUCTION TO BIOLOGICAL PHYSICS

Department PHY - Physics

Course Number 54600

Minimum Credit 3 **Maximum Credit** 3

Checked items are new

- ☑ **Prefix**
- ☑ **Title**
- ☑ **Title Abbreviation**
- ☑ **Prerequisite**
- ☑ **Credit Hours**
- ☑ **Description**
- ☑ **CIP/HEGIS**
- ☑ **Activity Type**
- ☑ **Cross-Listed/Slash**
- ☑ **Grade Rule**
- ☑ **Credit By Exam**

---If applicable---

- ☐ **Course Fee**
- ☐ **LER Status (G)**
- ☐ **WIC (W)**
- ☐ **Diversity (D)**

Describe Impact on Other Programs, Policies, or Procedures

NONE

Units Consulted (See Guidelines For Instructions)

BIOLOGICAL SCIENCES
CHEMISTRY

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean G. Petrakos /BA
8/24/06

College/School Dean Mary Ann Haley
9/26/2006

Vice Provost for Regional Campuses _____
___/___/___

Provost _____
___/___/___

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

Basic Data Sheet

Preparation Date	1/13/2006 **Requested Effective Year** 2007
Course Title	INTRODUCTION TO BIOLOGICAL PHYSICS
Department	PHY
Course Number	54600
Slash Course	4 The only applicable combinations are: **4-5; 4-5-7; 6-7**
Cross-listed with	
Course Title Abbreviation	INTRO TO BIOLOGICAL PHYSICS
KSU Type	
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	GOJ
Credit By Exam	CBE-N
Activity Type	LEC
Course Fee	0 **Per Credit Hour**
OBR Program Code	
OBR Course Level	
CIP Code	
Prerequisite	Permission; graduate standing.
Catalog Description	Introduces ideas essential to physical understanding of biological systems. Topics include: introduction to molecular components of the cell; statistical mechanics and transport in biological systems; selected topics in biophysics.

For course revision, enter previous course title, department & number, and credit hour information.

Previous Course Title

Previous Department & Course Number **Prev Min Hrs** 0 **Prev Max Hrs** 0

G. Petratos 8/24/06

Chair, Director, School Dean, or Campus Dean

Writing Expectations Weekly homework; exams.

Instructor(s) expected to teach this course Portman, Mann, Lee, Ellman.

Instructor(s) Contributing to Content Portman, Manley.

Content Outline	Hrs
Introduction	3
Components of the Cell	4
Statistical Description of Molecules	5
Transport Processes	5
Low Reynolds-Number World	4
Free Energy, Entropy, and Energy Flow	5
Selected Methods of Biophysics	6
Biopolymers	5
Biological Membranes	6
Exams	2

Total 45

Textbook(s) used in this course	BIOPHYSICS: AN INTRODUCTION, by Rodney Cotterill BIOLOGICAL PHYSICS: ENERGY, INFORMATION, LIFE, by Philip Nelson

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Back Main Menu

Subject: Memo of Support
From: "Dr. Alex Seed" <aseed@kent.edu>
Date: Thu, 09 Feb 2006 16:06:09 -0500
To: Mark Manley <manley@marksun.physics.kent.edu>

Dear Mark,
The Chemistry Department has reviewed the proposal from the Physics Department. We do not see any issues that will be caused by the offering of this new course (Introduction to Biophysics) and therefore I offer the support of the Chemistry Department
Best wishes,
Alex.

****

Dr. Alexander J. Seed
Associate Professor
Dept. of Chemistry
Kent State University
Kent OH 44242-0001
USA
Editor of 'Liquid Crystals Today'
Web site: http://dept.kent.edu/chemistry/
Tel: 330-6729528
Fax: 330-6723816

PHY 227

Subject: Introduction to Biophysics Course
From: Bob Carlson <rcarlson@kent.edu>
Date: Fri, 17 Feb 2006 13:00:20 -0500
To: manley@kent.edu

Dear Mark

I've talked to several faculty members in the department regarding your course and brought your proposal to the UGCC. The Biology faculty members were very positive, and even complementary, about the establishment of such a course. We support your proposal.

Bob Carlson
Department of Biological Sciences
Kent State University
Kent, OH 44242
Phone: 330-672-3992
E-mail: rcarlson@kent.edu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 10/13/2006

Purpose of Proposal	New Course
Subject Area	PHY
Course Number	45401
Course Title	MATHEMATICAL METHODS IN PHYSICS
Minimum Credit	4 Maximum Credit 4

Selected items are new

⦿ Subject Area		⦿	Activity Type
⦿ Crs Number		⦿	Cross-Listed/Slash
⦿ Title		⦿	Grade Rule
⦿ Title Abbreviatio		⦿	Credit By Exam
⦿ Prerequisite	If applicable >	○	Course Fee
⦿ Credit Hours	If applicable >	○	LER Status (G)
⦿ Description	If applicable >	○	WIC (W)
⦿ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

NONE

Units Consulted (See guidelines for Instructions)

MATH

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean _____ 10 / 13 / 06

College/School Dean _____ 10 / 13 / 06

Vice Provost for Regional Campuses _____ / / _____

Provost _____ / / _____

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Basic Data Sheet - Page 1

Preparation Date 10/12/2006 9:53:48 PM **Requested Effective Year** 2007F

Course Title MATHEMATICAL METHODS IN PHYSICS

Subject Area PHY **Course Number** 45401 **Course Fee**

Slash Course 55401 **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev MATH METHODS IN PHYSICS **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 4 **Maximum Credit** 4

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 3

CIP Code 400810

Prerequisite (limit text to two lines)

MATH 32052, plus Senior Status, or permission.

Catalog Description (limit text to five lines)

Consolidation of vector analysis, curvilinear coordinate systems, tensors, matrix algebra, vector spaces, common groups in physics, calculus of residues, contour integration, methods for differential equations in physics; additional topics important for physics selected from special functions, integral equations, calculus of variations.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations

Homework, plus exams.

Next Page

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 45401

Instructor(s) Contributing to preparation Ellman, Portman, Tandy

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 60

1. CONSOLIDATION OF VECTOR ANALYSIS Integral definitions of Gradient, Divergence, Curl; Gauss' theorem, Green's theorem, Stokes' theorem, Helmholtz's theorem	3
2. COORDINATE SYSTEMS Curvilinear coordinates, differential operators in special systems: rectangular, cylindrical, spherical	4
3. TENSORS Definitions, examples in physics, rotations, contravariance, covariance, contraction, direct product, pseudotensors, dual tensors, application in elasticity theory, Lorentz covariant form of Maxwell's equations	8
4. CONSOLIDATION OF MATRIX METHODS Systems of linear equations, eigenvalues, eigenvectors, vector spaces, completeness, Gram-Schmidt orthogonalization, rotation matrices, diagonalization, similarity transformations, Hermitian and unitary matrices, numerical methods of diagonalization and largest eigenvalue	8
5. GROUPS IN PHYSICS Irreducible representation, discrete groups in physics, continous groups in physics, generators, O(3), SU(2), SU(3), Lorentz group; examples in physics	12
6. FUNCTIONS OF A COMPLEX VARIABLE Cauchy-Riemann conditions, Cauchy's integral theorem, Laurent expansion, analytic continuation, singularities, calculus of residues, contour integration, branch cuts, dispersion relations, stationary phase/steepest descent method.	10
7. DIFFERENTIAL EQUATIONS Second-order equations, boundary conditions, inhomogeneous equations and Green's functions, Sturm-Liouville theory, orthogonal functions, expansion of Green's functions, numerical methods of solution	7
8. SELECTED TOPICS A selection from: special functions important to physics (e.g., Bessel functions, and spherical harmonics), integral equations and Green's functions of the kernel, calculus of variations	6
MIDTERM EXAMS	2

Textbooks(s) used in this course

MATHEMATICAL METHODS FOR PHYSICS, by G. Arfken (Academic Press).

10/13/06

Chair, Director, School Dean or Campus Dean

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 10/13/2006

Purpose of Proposal	New Course
Subject Area	PHY
Course Number	55401
Course Title	MATHEMATICAL METHODS IN PHYSICS
Minimum Credit	4 Maximum Credit 4

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
◉ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

NONE

Units Consulted (See guidelines for Instructions)

MATH

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean [signature]
10 / 13 / 06

College/School Dean Mary Ann Haley
10 / 13 / 06

Vice Provost for Regional Campuses _____
___ / ___ / ___

Provost _____
___ / ___ / ___

Please print before leaving page

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Basic Data Sheet - Page 1

Preparation Date 10/13/2006 11:33:54 AM **Requested Effective Year** 2007F

Course Title MATHEMATICAL METHODS IN PHYSICS

Subject Area PHY **Course Number** 55401 **Course Fee**

Slash Course 45401 **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev MATH METHODS IN PHYSICS **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 4 **Maximum Credit** 4

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule GJ

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 5

CIP Code 270301

Prerequisite (limit text to two lines) MATH 32052, OR EQUIVALENT, OR PERMISSION; graduate standing.

Catalog Description (limit text to five lines) Consolidation of vector analysis, curvilinear coordinate systems, tensors, matrix algebra, vector spaces, common groups in physics, calculus of residues, contour integration, methods for differential equations in physics; additional topics important for physics selected from special functions, integral equations, calculus of variations.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Homework, plus exams.

Next Page

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 55401

Instructor(s) Contributing to preparation Ellman, Portman, Tandy

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 60

1. CONSOLIDATION OF VECTOR ANALYSIS Integral definitions of Gradient, Divergence, Curl; Gauss' theorem, Green's theorem, Stokes' theorem, Helmholtz's theorem	3
2. COORDINATE SYSTEMS Curvilinear coordinates, differential operators in special systems: rectangular, cylindrical, spherical	4
3. TENSORS Definitions, examples in physics, rotations, contravariance, covariance, contraction, direct product, pseudotensors, dual tensors, application in elasticity theory, Lorentz covariant form of Maxwell's equations	8
4. CONSOLIDATION OF MATRIX METHODS Systems of linear equations, eigenvalues, eigenvectors, vector spaces, completeness, Gram-Schmidt orthogonalization, rotation matrices, diagonalization, similarity transformations, Hermitian and unitary matrices, numerical methods of diagonalization and largest eigenvalue	8
5. GROUPS IN PHYSICS Irreducible representation, discrete groups in physics, continous groups in physics, generators, O(3), SU(2), SU(3), Lorentz group; examples in physics	12
6. FUNCTIONS OF A COMPLEX VARIABLE Cauchy-Riemann conditions, Cauchy's integral theorem, Laurent expansion, analytic continuation, singularities, calculus of residues, contour integration, branch cuts, dispersion relations, stationary phase/steepest descent method.	10
7. DIFFERENTIAL EQUATIONS Second-order equations, boundary conditions, inhomogeneous equations and Green's functions, Sturm-Liouville theory, orthogonal functions, expansion of Green's functions, numerical methods of solution	7
8. SELECTED TOPICS A selection from: special functions important to physics (e.g., Bessel functions, and spherical harmonics), integral equations and Green's functions of the kernel, calculus of variations	6
MIDTERM EXAMS	2

Textbooks(s) used in this course

MATHEMATICAL METHODS FOR PHYSICS, by G. Arfken (Academic Press).

G. G. P 10/13/06

Chair, Director, School Dean or Campus Dean

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INTER-DEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
DEPARTMENT OF MATHEMATICAL SCIENCES

To:	**Mark Manley, Undergraduate Coordinator, Department of Physics**
From:	**Donald L. White, Undergraduate Coordinator, Department of Mathematical Sciences**
Date:	**August 30, 2006**
Subject:	**Conversion of PHY 6/75401 to PHY 4/55401**

The Department of Mathematical Sciences has reviewed your proposal to convert PHY 6/75401, *Mathematical Methods for Physics*, to PHY 4/55401.

On the surface, this course appears to be a continuation of the sequence MATH 32051-32052, *Mathematical Methods in the Physical Sciences*, proposed by Mathematical Sciences. However, PHY 4/55401 emphasizes the direct application of the mathematics to physics to an extent sufficient for the course to be more appropriately taught by the Physics faculty. Moreover, the course already exists at the graduate level, and this change makes it available not as an undergraduate core requirement but as an elective for senior level undergraduates.

For these reasons, the Department of Mathematical Sciences supports the proposed revision to PHY 6/75401.

CC: Andrew Tonge, Chair, Mathematical Sciences

PHY 289

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 8/23/2006

Purpose of Proposal: Revise Course
Subject Area: PHY
Course Number: 12201
Course Title: TECHNICAL PHYSICS I
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
○ Title		○	Grade Rule
○ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
○ Credit Hours	If applicable >	○	LER Status (G)
○ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

NONE

Units Consulted (See guidelines for Instructions)

NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petratos /BO
8 / 24 / 06

College/School Dean: Mary Ann Halup
9 / 26 / 2006

Vice Provost for Regional Campuses: _____
___ / ___ / ___

Provost: _____
___ / ___ / ___

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Basic Data Sheet - Page 1

Preparation Date 8/23/2006 6:21:41 PM **Requested Effective Year** 2007F

Course Title TECHNICAL PHYSICS I

Subject Area PHY **Course Number** 12201 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev TECHNICAL PHYSICS I **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-D **Activity Type** LEC

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 1

CIP Code 400801

Prerequisite (limit text to two lines)

MATH 11010 AND PRE- OR COREQUISITE MATH 11022 (OR PRE- OR COREQUISITE MATH 19001 OR 12001).

Catalog Description (limit text to five lines)

Introduction to principles of physics: mechanics. Two-hour recitation and two-hour laboratory weekly.

For course revision, enter previous course title, number and credit.

Previous Course Title ~~TECHNICAL PHYSICS I~~

Previous Subject Area and Course Number ~~PHY 12201~~ **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations

HOMEWORK AND EXAMS.

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PHY 220

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 12201

Instructor(s) Contributing to preparation MANLEY

Instructor(s) Expected to teach this course REGIONAL CAMPUS FACULTY/INSTRUCTORS

Content Outline

Total Hours 45

SCALARS AND VECTORS	3
KINEMATICS - DESCRIBING AND ANALYZING MOTION	4
DYNAMICS	4
FRICTION	3
EQUILIBRIUM	4
CIRCULAR MOTION	3
ENERGY - WORK, POTENTIAL ENERGY, KINETIC ENERGY, AND CONSERVATION OF ENERGY	4
MOMENTUM	3
ROTATIONAL MOTION	3
MECHANICAL ADVANTAGE	3
MECHANICAL PROPERTIES OF MATTER - DENSITY, ELASTICITY, AND YOUNG'S + BULK MODULUS	4
FLUIDS - PRESSURE, PASCAL'S PRINCIPLE, ARCHIMEDES' PRINCIPLE, BERNOULLI'S EQUATION	4
MIDTERM EXAMS	3

COMPREHENSIVE FINAL
LABORATORY IS REQUIRED FOR CREDIT FOR COURSE

Textbooks(s) used in this course

MODERN TECHNICAL PHYSICS, by Arthur Beiser (Cummings)

PHYSICS LABORATORY MANUAL, by Nathan Spielberg

G. Petrulis /BG 8/24/06

Chair, Director, School Dean or Campus Dean PHY 231

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 8/22/2006

Purpose of Proposal: Revise Course
Subject Area: PHY
Course Number: 23101
Course Title: GENERAL UNIVERSITY PHYSICS I
Minimum Credit: 5 Maximum Credit: 5

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
○ Title		○	Grade Rule
○ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
○ Credit Hours	If applicable >	○	LER Status (G)
○ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

NONE

Units Consulted (See guidelines for Instructions)

NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petrosov
8 / 29 / 06

College/School Dean: Mary Ann Haley
9 / 26 / 2006

Vice Provost for Regional Campuses: _____
/ /

Provost: _____
/ /

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Basic Data Sheet - Page 1

Preparation Date 8/22/2006 2:31:54 PM **Requested Effective Year** 2007F

Course Title GENERAL UNIVERSITY PHYSICS I

Subject Area PHY **Course Number** 23101 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev GEN UNIVERSITY PHYSICS I **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 5 **Maximum Credit** 5

Credit By Exam CBE-D **Activity Type** LEC

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 3

CIP Code 400801

Prerequisite (limit text to two lines)

Pre- or corequisite MATH 12002.

Catalog Description (limit text to five lines)

Principles of mechanics, heat and sound at calculus level. Four hours lecture-recitation and three hours lab weekly.

For course revision, enter previous course title, number and credit.

Previous Course Title ~~GENERAL UNIVERSITY PHYSICS~~

Previous Subject Area and Course Number ~~PHY 23101~~ **Prev Min Hrs** 5 **Prev Max Hrs** 5

Writing Expectations

Homework, quizzes, and exams.

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PHY 232

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 23101

Instructor(s) Contributing to preparation Manley

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 60

1. Vectors	2
2. Translational equilibrium	2
3. Rotational equilibrium	2
4. Rectilinear motion	4
5. Gravity and Newton's Second Law	3
6. Motion in a plane	3
7. Work and energy	3
8. Impulse and momentum	3
9. Rotation	4
10. Elasticity	2
11. Harmonic motion	4
12. Relativistic mechanics	2
13. Hydrostatics and hydrodynamics	4
14. Temperature and heat	4
15. Transfer of heat	1
16. Thermal properties of matter	2
17. Laws of thermodynamics	3
18. Molecular properties of matter	1
19. Traveling waves	3
20. Vibrating bodies	2
21. Acoustic phenomena	3
Midterm exams	3

Textbooks(s) used in this course

PHYSICS FOR SCIENTISTS AND ENGINEERS, 3rd edition, by Douglas Giancoli (Prentice Hall, 2000).

Reference text:

UNDERSTANDING PHYSICS, 1st edition, by Cummings, Law, Redish, and Cooney (Wiley, 2004).

G. Petratos /BG 8/24/06

Chair, Director, School Dean or Campus Dean PHY 240

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 8/23/2006

Purpose of Proposal: Revise Course
Subject Area: PHY
Course Number: 32562
Course Title: AERODYNAMICS
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
○ Title		○	Grade Rule
○ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
○ Credit Hours	If applicable >	○	LER Status (G)
○ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

NONE

Units Consulted (See guidelines for Instructions)

NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petratos / BG
8 / 24 / 06

College/School Dean: Mary Ann Haley
9 / 26 / 2006

Vice Provost for Regional Campuses: _____
/ /

Provost: _____
/ /

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PHY 244

Basic Data Sheet - Page 1

Preparation Date 8/23/2006 4:16:57 PM **Requested Effective Year** 2007F

Course Title AERODYNAMICS

Subject Area PHY **Course Number** 32562 **Course Fee** 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev AERODYNAMICS **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-D **Activity Type** LEC

Grade Rule UP 5

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 3

CIP Code

Prerequisite (limit text to two lines)

PHY 13002 OR 23102.

Catalog Description (limit text to five lines)

MULTISPEED AERODYNAMICS INCLUDING TOPICS IN FLUID MECHANICS, AIRFOIL AND WING THEORY, STABILITY AND CONTROL, PERFORMANCE, AND AERODYNAMIC LOADS.

For course revision, enter previous course title, number and credit.

Previous Course Title AERODYNAMICS

Previous Subject Area and Course Number ~~PHY 32562~~ **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations

HOMEWORK AND 2 MIDTERM EXAMS, PLUS FINAL

Next Page

PHY 845

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 32562

Instructor(s) Contributing to preparation HUBIN

Instructor(s) Expected to teach this course PHYSICS FACULTY

Content Outline

Total Hours 45

1. STATIC PROPERTIES OF THE ATMOSPHERE	2
2. SUBSONIC FLOW	3
3. TRANSONIC AND SUPERSONIC FLOW	4
4. AIR SPEED AND MACH NUMBER DETERMINATION	4
5. AIRFOIL PROPERTIES	3
6. AIRFOIL COEFFICIENTS	3
7. SOME HISTORY	2
8. AIRFOILS COMPARED	3
9. PROPERTIES OF WINGS	4
10. LIFT, DRAG, AND POWER FOR THE COMPLETE AIRCRAFT	4
11. AIRCRAFT PERFORMANCE	3
12. STALLS, DIVES, AND TURNS	3
13. WINDS, LOOPS, ETC.	3
14. OTHER TOPICS	2
*** MIDTERM EXAM I ***	1
*** MIDTERM EXAM II ***	1

Textbooks(s) used in this course

THE SCIENCE OF FLIGHT, PILOT-ORIENTED AERODYNAMICS,
by W. N. Hubin (IOWA STATE UNIV. PRESS, 1992)

G. Petratos JBC 8/24/06

Chair, Director, School Dean or Campus Dean

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 8/22/2006

Purpose of Proposal: Revise Course

Subject Area: PHY

Course Number: 32564

Course Title: MATERIALS PHYSICS

Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
◉ Crs Number		○	Cross-Listed/Slash
◉ Title		○	Grade Rule
◉ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
○ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: NONE

Units Consulted (See guidelines for Instructions): NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petratos / BQ
8 / 24 / 06

College/School Dean: Mary Ann Haley
9 / 26 / 2006

Vice Provost for Regional Campuses: _____
_____ / _____ / _____

Provost: _____
_____ / _____ / _____

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PHY 247

Basic Data Sheet - Page 1

Preparation Date 8/21/2006 2:45:32 PM **Requested Effective Year** 2007F

Course Title INTRODUCTION TO MATERIALS PHYSICS

Subject Area PHY **Course Number** 22564 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev INTROI TO MATERIALS PHYSICS **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 3

CIP Code 400899

Prerequisite (limit text to two lines) PHY 23102 or equivalent.

Catalog Description (limit text to five lines) Survey of mechanical and electronic properties of materials with application in science and technology. Metals, semiconductors, ceramics, polymers and liquid crystals and other special materials will be addressed.

For course revision, enter previous course title, number and credit.

Previous Course Title MATERIALS PHYSICS

Previous Subject Area and Course Number PHY 32564 **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations Exams and homework

Next Page

PHY 248

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 22564

Instructor(s) Contributing to preparation Allender, Almasan, Schroeder, Sprunt

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 45

1. Mechanical Properties Structure and bonding forces, Relationship of macroscopic and microscopic properties, Pure metals and alloys, properties, strength, and stability Special materials and treatments: iron and steel	10
2. Electronic Properties Electrical properties (conduction mechanism, metals - semiconductors - superconductors) Magnetic properties (origin of magnetism and applications) Optical properties (interaction of light with matter) Thermal properties (heat capacity, thermal conduction and expansion)	21
3. Selected Materials Ceramics Plastics and polymers Liquid crystals Composite materials Nanomaterials	12
Midterm exams	2

Textbooks(s) used in this course

Suggested textbooks:

Understanding Materials Science, by Hummel (Springer 1999)
The Physics of Solids, by Turton (Oxford 2000)
Properties of Materials, by White (Oxford 1999)
Introduction to Materials Science, by Mercier et al. (Elsevier 2002)
Introduction to Liquid Crystals, by Collings (CRC 1997)

G. Petrakos /BA 8/24/06

Chair, Director, School Dean or Campus Dean

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 8/22/2006

Purpose of Proposal: Revise Course
Subject Area: PHY
Course Number: 35101
Course Title: MECHANICS I
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
◉ Title		○	Grade Rule
◉ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

NONE

Describe Impact on Other Programs, Policies or Procedures

NONE

Units Consulted (See guidelines for Instructions)

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petrutso
8 / 24 / 06

College/School Dean: Mary Ann Haley
9 / 26 / 2006

Vice Provost for Regional Campuses: _____
/ /

Provost: _____
/ /

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PHY 250

Basic Data Sheet - Page 1

Preparation Date 8/21/2006 12:19:16 AM **Requested Effective Year** 2007F

Course Title CLASSICAL MECHANICS

Subject Area PHY **Course Number** 35101 **Course Fee** 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev CLASSICAL MECHANICS **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 4 **Maximum Credit** 4

Credit By Exam CBE-D **Activity Type** LEC

Grade Rule U/5

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 3

CIP Code 400899

Prerequisite (limit text to two lines)

PHY 23102 (or equivalent) and MATH 32052

Catalog Description (limit text to five lines)

Modern description of mechanics including both Lagrangian and Hamilton formulations, with applications to central-force motion, coupled oscillations, rigid body motion, and motion in noninertial reference frames.

For course revision, enter previous course title, number and credit.

Previous Course Title MECHANICS I

Previous Subject Area and Course Number ~~PHY 35101~~ **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations

Weekly homework plus exams.

Next Page

PHY 351

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 35101

Instructor(s) Contributing to preparation Manley, Mann, Schroeder

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 60

1. INTRODUCTION Newtonian mechanics for a single particle	7
2. OSCILLATIONS Simple harmonic oscillator Damped and driven oscillations	9
3. LAGRANGIAN AND HAMILTONIAN DYNAMICS Derivation of Lagrangian and Hamilton equations of motion starting from Hamilton's principle Generalized coordinates Conservation laws	10
4. CENTRAL FORCE MOTION Relative motion (center-of-mass system) Derivation of equations of motion as an application of the Lagrangian formulation Effective potential to describe motion qualitatively Planetary motion (the Kepler problem)	8
5. DYNAMICS OF A SYSTEM OF PARTICLES Center of mass concept Conservation laws	4
6. MOTION IN NONINERTIAL REFERENCE FRAMES Rotational coordinate system Coriolis and centrifugal forces	3
7. DYNAMICS OF RIGID BODIES Inertia tensor Calculation of moments of inertia Applications (e.g., yo yo, boomerangs, bowling)	6
8. COUPLED OSCILLATIONS Two coupled harmonic oscillators General problems of coupled oscillators Normal modes	7
9. OTHER TOPICS E.g., chaos, classical scattering	4
MIDTERM EXAMS	2

Textbooks(s) used in this course

Representative textbooks:

CLASSICAL DYNAMICS OF PARTICLES AND SYSTEMS, 5th edition, by Thornton and Marion (Thomson, 2004).
CLASSICAL MECHANICS, by John R. Taylor (University Science Books, 2005),

G. Petratos /BG 8/24/06

Chair, Director, School Dean or Campus Dean

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 8/22/2006

Purpose of Proposal: Revise Course
Subject Area: PHY
Course Number: 45201
Course Title: ELECTROMAGNETIC THEORY I
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
⦿ Title		○	Grade Rule
⦿ Title Abbreviatio		○	Credit By Exam
⦿ Prerequisite	If applicable >	○	Course Fee
⦿ Credit Hours	If applicable >	○	LER Status (G)
⦿ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: NONE

Units Consulted (See guidelines for Instructions): NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Pedrotti
8 / 24 / 06

College/School Dean: Mary Ann Haley
9 / 26 / 2006

Vice Provost for Regional Campuses: _____
/ /

Provost: _____
/ /

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Main Menu

PHY 253

Basic Data Sheet - Page 1

Preparation Date 8/21/2006 2:59:28 PM **Requested Effective Year** 2007F

Course Title ELECTROMAGNETIC THEORY

Subject Area PHY **Course Number** 45201 **Course Fee**

Slash Course 55201 **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev ELECTROMAGNETIC THEORY **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 4 **Maximum Credit** 4

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 3

CIP Code 400899

Prerequisite (limit text to two lines) MATH 32052 AND 16 HOURS OF PHYSICS.

Catalog Description (limit text to five lines) Properties of electric and magnetic fields developed by vector methods. Treatment of static fields in vacuum and matter. Theory of classical electromagnetic fields with emphasis on dynamic fields.

For course revision, enter previous course title, number and credit.

Previous Course Title ELECTROMAGNETIC THEORY I

Previous Subject Area and Course Number ~~PHY 45201~~ **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations Weekly homework and exams.

Next Page

PHY 254

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 45201

Instructor(s) Contributing to preparation Katramatou, Keane, Petratos, Sprunt

Instructor(s) Expected to teach this course Physics Faculty.

Content Outline

Total Hours 60

ELECTROSTATICS Coulomb's law - Electric Field; Curl of E Field - Electric Potential; Poisson and Laplace Eq'ns; Electrostatic Boundary Conditions; Energy of Discrete Charges and Continous Charge Distribution; Conductors	8
SPECIAL TECHNIQUES Laplace Equation - Separation of Variables; Method of Images; Multipole expansion of Electric Potential; Electric Field of a Dipole	7
ELECTRIC FIELDS IN MATTER Polarization; Field of a Polarized Object; Gauss' Law in the Presence of Dielectrics; Linear Dielectrics	7
MAGNETOSTATICS Lorentz Field Eq'n; Currents and Forces; Continuity Eq'n; Biot-Savart Law; Divergence and Curl of Mag. Field; Magnetic Vector Potential; Magnetostatic Boundary Conditions; Vector Potential - Multipole Expansion	8
MAGNETIC FIELDS IN MATTER Magnetization; Paramagnetism, Diamagnetism and Ferromagnetism; Field of a Magnetized Object; Auxiliary Field H - Ampere's Law	4
ELECTRODYNAMICS Ohm's law and EMF (review); Motional EMF; Faraday's Law and Induced E fields; Self Inductance; Energy in magnetic fields; Displacement current and Ampere-Maxwell law; Maxwell's equations in vacuum and matter; Magnetic charge	6
CONSERVATION LAWS Continuity equation and Poynting's theorem; Newton's third law in Electrodynamics	2
EM WAVES Plane waves (review); Wave equation for E and B; Monochromatic plane waves; Energy and momentum in EM waves; EM waves in linear dielectric media; Wave guides	7
POTENTIALS Scalar and vector potentials; Gauge transformations; Coulomb and Lorentz gauges	2
RADIATION Dipole radiation; Radiation by a point charge	3
E&M AND RELATIVITY Special relativity and 4-vectors (review); Magnetism as a relativistic phenomenon; Transformation of E and B; Electrodynamics in tensor notation; Relativistic potentials	4
MIDTERM EXAMS	2

Textbooks(s) used in this course

INTRODUCTION TO ELECTRODYNAMICS, 3rd edition, by David J. Griffiths.

M. Petratos JBa 8/24/06

Chair, Director, School Dean or Campus Dean

PHP 0255

Main Menu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 8/22/2006

Purpose of Proposal: Revise Course
Subject Area: PHY
Course Number: 55201
Course Title: ELECTROMAGNETIC THEORY I
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
◉ Title		○	Grade Rule
◉ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: NONE

Units Consulted (See guidelines for Instructions): CPAY

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petrotos 8 / 24 / 06

College/School Dean: Mary Ann Haley 9 / 26 / 2006

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

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PHY 256

Basic Data Sheet - Page 1

Preparation Date 8/22/2006 4:44:47 PM **Requested Effective Year** 2007F

Course Title ELECTROMAGNETIC THEORY

Subject Area PHY **Course Number** 55201 **Course Fee** 0

Slash Course 45201 **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev ELECTROMAGNETIC THEORY **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 4 **Maximum Credit** 4

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule ~~GE~~ GJ

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 4

CIP Code 400899

Prerequisite (limit text to two lines) MATH 32052 OR EQUIVALENT AND 16 HOURS OF PHYSICS, OR PERMISSION; graduate standing.

Catalog Description (limit text to five lines) Properties of electric and magnetic fields developed by vecfor methods. Treatment of static fields in vaccuum and matter. Theory of classical electromagnetic fields with emphasis on dynamic fields.

For course revision, enter previous course title, number and credit.

Previous Course Title ELECTROMAGNETIC THEORY I

Previous Subject Area and Course Number ~~PHY 55201~~ **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations WEEKLY HOMEWORK, PLUS EXAMS.

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PHY 257

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 55201

Instructor(s) Contributing to preparation Katramatou, Keane, Petratos, Sprunt

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 60

ELECTROSTATICS Coulomb's law - Electric Field; Curl of E Field - Electric Potential; Poisson and Laplace Eq'ns; Electrostatic Boundary Conditions; Energy of Discrete Charges and Continous Charge Distribution; Conductors	8
SPECIAL TECHNIQUES Laplace Equation - Separation of Variables; Method of Images; Multipole expansion of Electric Potential; Electric Field of a Dipole	7
ELECTRIC FIELDS IN MATTER Polarization; Field of a Polarized Object; Gauss' Law in the Presence of Dielectrics; Linear Dielectrics	7
MAGNETOSTATICS Lorentz Field Eq'n; Currents and Forces; Continuity Eq'n; Biot-Savart Law; Divergence and Curl of Mag. Field; Magnetic Vector Potential; Magnetostatic Boundary Conditions; Vector Potential - Multipole Expansion	8
MAGNETIC FIELDS IN MATTER Magnetization; Paramagnetism, Diamagnetism and Ferromagnetism; Field of a Magnetized Object; Auxiliary Field H - Ampere's Law	4
ELECTRODYNAMICS Ohm's law and EMF (review); Motional EMF; Faraday's Law and Induced E fields; Self Inductance; Energy in magnetic fields; Displacement current and Ampere-Maxwell law; Maxwell's equations in vacuum and matter; Magnetic charge	6
CONSERVATION LAWS Continuity equation and Poynting's theorem; Newton's third law in Electrodynamics	2
EM WAVES Plane waves (review); Wave equation for E and B; Monochromatic plane waves; Energy and momentum in EM waves; EM waves in linear dielectric media; Wave guides	7
POTENTIALS Scalar and vector potentials; Gauge transformations; Coulomb and Lorentz gauges	2
RADIATION Dipole radiation; Radiation by a point charge	3
E&M AND RELATIVITY Special relativity and 4-vectors (review); Magnetism as a relativistic phenomenon; Transformation of E and B; Electrodynamics in tensor notation; Relativistic potentials	4
MIDTERM EXAMS	2

Textbooks(s) used in this course

INTRODUCTION TO ELECTRODYNAMICS, 3rd edition, by David J. Griffiths.

G. Petratos /Ba 8/24/06

Chair, Director, School Dean or Campus Dean

PHY 258

Main Menu

Mark Manley <manley@marksun.physics.kent.edu>
09/21/2006 10:45 AM

To Jonathan Selinger <jvs@lci.kent.edu>
cc manley@kent.edu, mhaley@kent.edu, kpoots@kent.edu, Gerassimos Petratos <gpetrato@kent.edu>, Bryon Anderson <bdanders@kent.edu>, Bryon Anderson <anderson@hpacq.kent.edu>, Chris Kurtz
bcc
Subject Re: Physics curriculum revisions

PHY 455-4

Dear Jonathan,

Thank you for the statement of support. I will pass your request along to the Physics Department administration. Clearly, we will need to take every care to introduce our revised curriculum smoothly.

Best regards,
Mark

Jonathan Selinger wrote:

> Dear Mark,
>
> Following up on the CCC meeting of September 7, 2006, I have discussed the proposed Physics Department curriculum revisions with my colleagues in the Chemical Physics Interdisciplinary Program. We support these proposed changes, and feel that the revision of PHY 4/55201, Electromagnetic Theory I, will be beneficial for our first-year graduate students. Our only request is that you coordinate the new schedule for PHY 4/55201 with us, in order to be sure that it won't conflict with our other required first-year courses.
>
> I won't be able to attend the CCC meeting of September 21 because I'm out of town, so I just wanted to pass along this information by e-mail.
>
> Best regards,
>
> Jonathan

Jonathan Selinger
Professor of Chemical Physics and Ohio Eminent Scholar
Liquid Crystal Institute
Kent State University
P. O. Box 5190
Kent, OH 44242

Phone: (330) 672-4875
Fax: (330) 672-2796
E-mail: jvs@lci.kent.edu

PHY 258.B

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 8/22/2006

Purpose of Proposal: Revise Course
Subject Area: PHY
Course Number: 45301
Course Title: THERMODYNAMICS
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
◉ Title		○	Grade Rule
◉ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
○ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: NONE

Units Consulted (See guidelines for Instructions): NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: A. Petrator /BG 8 / 24 / 06

College/School Dean: Mary Ann Haley 9 / 26 / 2006

Vice Provost for Regional Campuses: ___ / ___ / ___

Provost: ___ / ___ / ___

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Main Menu

2007 259

Basic Data Sheet - Page 1

Preparation Date 8/21/2006 3:30:14 PM **Requested Effective Year** 2007F

Course Title THERMAL PHYSICS

Subject Area PHY **Course Number** 45301 **Course Fee** 0

Slash Course 55301 **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev THERMAL PHYSICS **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule UG 5

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 3

CIP Code 400899

Prerequisite (limit text to two lines) PHY 36001

Catalog Description (limit text to five lines) An introduction to thermodynamics and statistical mechanics, with applications in material science and engineering.

For course revision, enter previous course title, number and credit.

Previous Course Title THERMODYNAMICS

Previous Subject Area and Course Number ~~PHY 45301~~ **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations Weekly Homework, plus exams.

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PHY 260

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 45301

Instructor(s) Contributing to preparation Allender, Mann, Portman

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 45

ENERGY IN THERMODYNAMICS A first definition of temperature, thermometers; equipartition theorem; Heat and work; heat capacity	7
THE SECOND LAW OF THERMODYNAMICS (ISOLATED SYSTEMS) Multiplicity and probability; Very large systems and Stirling's approximation; Definition of Entropy; Examples: paramagnet, Einstein solid, ideal gas	5
ENTROPY'S RELATION TO OTHER MACROSCOPIC VARIABLES Entropy and temperature; Entropy and heat; the thermodynamic identity; Chemical potential	4
ENGINES, REFRIGERATORS AND CYCLES Maximum efficiencies and the second law of thermodynamics	5
FREE ENERGY Available work; Force towards equilibrium; Thermodynamic identities	5
PHASE TRANSITIONS OF PURE SUBSTANCES (INTRODUCTION)	5
BOLTZMANN STATISTICS Boltzmann factor; Partition functions; Average values; Partition function and free energy	6
SIMPLE EXAMPLES IN QUANTUM STATISTICS	5
MIDTERM EXAMS	3

Textbooks(s) used in this course

Suggested texts:

INTRODUCTION TO THERMAL PHYSICS, by Daniel V. Schroeder (1999);
THERMAL PHYSICS, by Ralph Baierlien (1999).

G. Petratos /BC 8/24/06

Chair, Director, School Dean or Campus Dean

PHY 261

Main Menu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 8/22/2006

Purpose of Proposal: Revise Course
Subject Area: PHY
Course Number: 55301
Course Title: THERMODYNAMICS
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
◉ Title		○	Grade Rule
◉ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
○ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

NONE

Units Consulted (See guidelines for Instructions)

NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petrator
8 / 24 / 06

College/School Dean: Mary Ann Haley
9 / 26 / 2006

Vice Provost for Regional Campuses: _____
___ / ___ / ___

Provost: _____
___ / ___ / ___

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PHY 2602

Basic Data Sheet - Page 1

Preparation Date 8/21/2006 3:36:41 PM **Requested Effective Year** 2007F

Course Title THERMAL PHYSICS

Subject Area PHY **Course Number** 55301 **Course Fee** 0

Slash Course 45301 **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev THERMAL PHYSICS **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule ~~G~~ J

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 4

CIP Code 400899

Prerequisite (limit text to two lines) PHY 36001 OR EQUIVALENT, OR PERMISSION; graduate standing.

Catalog Description (limit text to five lines) An introduction to thermodynamics and statistical mechanics, with applications in material science and engineering.

For course revision, enter previous course title, number and credit.

Previous Course Title THERMODYNAMICS

Previous Subject Area and Course Number ~~PHY 55360~~ **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations Weekly Homework, plus exams.

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PHY 2603

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 55301

Instructor(s) Contributing to preparation Allender, Mann, Portman

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 45

ENERGY IN THERMODYNAMICS A first definition of temperature, thermometers; equipartition theorem; Heat and work; heat capacity	7
THE SECOND LAW OF THERMODYNAMICS (ISOLATED SYSTEMS) Multiplicity and probability; Very large systems and Stirling's approximation; Definition of Entropy; Examples: paramagnet, Einstein solid, ideal gas	5
ENTROPY'S RELATION TO OTHER MACROSCOPIC VARIABLES Entropy and temperature; Entropy and heat; the thermodynamic identity; Chemical potential	4
ENGINES, REFRIGERATORS AND CYCLES Maximum efficiencies and the second law of thermodynamics	5
FREE ENERGY Available work; Force towards equilibrium; Thermodynamic identities	5
PHASE TRANSITIONS OF PURE SUBSTANCES (INTRODUCTION)	5
BOLTZMANN STATISTICS Boltzmann factor; Partition functions; Average values; Partition function and free energy	6
SIMPLE EXAMPLES IN QUANTUM STATISTICS	5
MIDTERM EXAMS	3

Textbooks(s) used in this course

Suggested texts:

INTRODUCTION TO THERMAL PHYSICS, by Daniel V. Schroeder (1999);
THERMAL PHYSICS, by Ralph Baierlien (1999).

G. Petrates /Ba 8/24/06

Chair, Director, School Dean or Campus Dean

PHY 264

Main Menu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 8/22/2006

Purpose of Proposal: Revise Course

Subject Area: PHY

Course Number: 45403

Course Title: COMPUTER ANALYSIS OF EXPERIMENTAL MEASUREMENTS

Minimum Credit: ~~3~~ 2 Maximum Credit: ~~3~~ 2

Selected items are new

○ Subject Area		◉	Activity Type
○ Crs Number		○	Cross-Listed/Slash
◉ Title		○	Grade Rule
◉ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: NONE

Units Consulted (See guidelines for Instructions): CS

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petratoo /BG
8 / 24 / 06

College/School Dean: Mary Ann Haley
9 / 26 / 2006

Vice Provost for Regional Campuses: _____
___/___/___

Provost: _____
___/___/___

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PHY 265

Basic Data Sheet - Page 1

Preparation Date 8/21/2006 4:05:24 PM **Requested Effective Year** 2007F

Course Title DATA ANALYSIS AND COMPUTATIONAL PHYSICS TECHNIQUES

Subject Area PHY **Course Number** 45403 **Course Fee**

Slash Course 55403 **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev DATA ANAL and COMP PHY TEC **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 3

CIP Code 110101

Prerequisite (limit text to two lines) MATH 12003 AND PHY 23102, OR PERMISSION BY INSTRUCTOR.

Catalog Description (limit text to five lines) Study of uncertainties in physical measurements. Data reduction and error analysis techniques. Monte Carlo simulation method. Least-squares fits to data. Basic computational physics techniques.

For course revision, enter previous course title, number and credit.

Previous Course Title COMPUTER ANALYSIS OF EXPERIMENTAL MEASUREMENTS

Previous Subject Area and Course Number PHY 45403 **Prev Min Hrs** 2 **Prev Max Hrs** 2

Writing Expectations Weekly homework, plus exams.

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PHY 266

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** ~~45403~~

Instructor(s) Contributing to preparation Almasan, Katramatou, Margetis, Petratos

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 45

UNCERTAINTIES IN MEASUREMENTS	2
ESTIMATES OF MEANS AND ERRORS	4
BASIC CONCEPTS OF PROBABILITY AND PROBABILITY DISTRIBUTIONS	4
ERROR ANALYSIS - PROPAGATION OF ERRORS	4
MONTE CARLO SIMULATION METHOD	6
LEAST-SQUARES FITS	9
SELECTED TOPICS OF COMPUTATIONAL PHYSICS	10
REVIEW OF UNIX/C AND/OR STATISTICAL ANALYSIS PACKAGE	5
MIDTERM EXAM	1

Textbooks(s) used in this course

DATA REDUCTION AND ERROR ANALYSIS FOR THE PHYSICAL SCIENCES, 3rd edition, by Philip Bevington and Keith Robinson;

INTRODUCTORY COMPUTATIONAL PHYSICS, by Andi Klein and Alexander Godunov.

Reference Texts:

1. AN INTRODUCTION TO ERROR ANALYSIS - THE STUDY OF UNCERTAINTIES IN PHYSICAL MEASUREMENTS, by John Taylor
2. A PRACTICAL GUIDE TO DATA ANALYSIS FOR PHYSICAL SCIENCE STUDENTS, by Louis Lyons
3. DATA ANALYSIS - STATISTICAL AND COMPUTATIONAL METHODS FOR SCIENTISTS AND ENGINEERS, by Siegmund Brandt
4. COMPUTATIONAL METHODS IN PHYSICS AND ENGINEERING, by Samuel Wong
5. COMPUTATIONAL PHYSICS: PROBLEM SOLVING WITH COMPUTERS, by Rubin Landau and Manuel Paez

G. Petratos 8/24/06

Chair, Director, School Dean or Campus Dean

PHY 267

Main Menu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 8/22/2006

Purpose of Proposal: Revise Course
Subject Area: PHY
Course Number: 55403
Course Title: COMPUTER ANALYSIS OF EXPERIMENTAL MEASUREMENTS
Minimum Credit: ~~3~~ 2 Maximum Credit: ~~3~~ 2

Selected items are new

○ Subject Area		◉	Activity Type
○ Crs Number		○	Cross-Listed/Slash
◉ Title		○	Grade Rule
◉ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: NONE

Units Consulted (See guidelines for Instructions): CS

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petratos IBQ 8 / 24 / 06

College/School Dean: Mary Ann Haley 9 / 26 / 2006

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

Please print before leaving page

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PHY 268

Basic Data Sheet - Page 1

Preparation Date 8/21/2006 4:28:01 PM **Requested Effective Year** 2007F

Course Title DATA ANALYSIS AND COMPUTIONAL PHYSICS TECHNIQUES

Subject Area PHY **Course Number** 55403 **Course Fee**

Slash Course 45403 **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev DATA ANAL and COMP PHY TEC **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule GJ

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 4

CIP Code 279999

Prerequisite (limit text to two lines) MATH 12003 and PHY 23102, or equivalent, or permission of instructor; graduate standing.

Catalog Description (limit text to five lines) Study of uncertainties in physical measurements. Data reduction and error analysis techniques. Monte Carlo simulation method. Least-squares fits to data. Basic computational physics techniques.

For course revision, enter previous course title, number and credit.

Previous Course Title COMPUTER ANALYSIS OF EXPERIMENTAL MEASUREMENTS

Previous Subject Area and Course Number PHY 55403 **Prev Min Hrs** 2 **Prev Max Hrs** 2

Writing Expectations Homework and exams.

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PHY 269

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** ~~55408~~

Instructor(s) Contributing to preparation Almasan, Katramatou, Margetis, Petratos

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 45

UNCERTAINTIES IN MEASUREMENTS	2
ESTIMATES OF MEANS AND ERRORS	4
BASIC CONCEPTS OF PROBABILITY AND PROBABILITY DISTRIBUTIONS	4
ERROR ANALYSIS - PROPAGATION OF ERRORS	4
MONTE CARLO SIMULATION METHOD	6
LEAST-SQUARES FITS	9
SELECTED TOPICS OF COMPUTATIONAL PHYSICS	10
REVIEW OF UNIX/C AND/OR STATISTICAL ANALYSIS PACKAGE	5
MIDTERM EXAM	1

Textbooks(s) used in this course

DATA REDUCTION AND ERROR ANALYSIS FOR THE PHYSICAL SCIENCES, 3rd edition, by Philip Bevington and Keith Robinson;

INTRODUCTORY COMPUTATIONAL PHYSICS, by Andi Klein and Alexander Godunov.

Reference Texts:

1. AN INTRODUCTION TO ERROR ANALYSIS - THE STUDY OF UNCERTAINTIES IN PHYSICAL MEASUREMENTS, by John Taylor
2. A PRACTICAL GUIDE TO DATA ANALYSIS FOR PHYSICAL SCIENCE STUDENTS, by Louis Lyons
3. DATA ANALYSIS - STATISTICAL AND COMPUTATIONAL METHODS FOR SCIENTISTS AND ENGINEERS, by Siegmund Brandt
4. COMPUTATIONAL METHODS IN PHYSICS AND ENGINEERING, by Samuel Wong
5. COMPUTATIONAL PHYSICS: PROBLEM SOLVING WITH COMPUTERS, by Rubin Landau and Manuel Paez

G. Petratos /BG 8/24/06

Chair, Director, School Dean or Campus Dean

PHY 220

Main Menu

KENT STATE
UNIVERSITY

To: Mark Manley, Coordinator of Undergraduate Studies, Department of Physics
From: Feodor F. Dragan, Curriculum Coordinator, Department of Computer Science
Re: Revisions of existing lecture course "Computer Analysis of Experimental Measurements" (PHY 45403/55403) to a lecture/lab course with the same number called "Data Analysis and Computational Physics Techniques".
Date: September 3rd, 2006

The Department of Computer Science is supportive of the Department of Physics' proposal to revise their existing lecture course "Computer Analysis of Experimental Measurements" (PHY 45403/55403) to a lecture/lab course with the same number called "Data Analysis and Computational Physics Techniques".

The course proposed by physics does not seem to infringe or overlap any courses currently offered by Computer Science.

cc: R. Walker, G. Petratos

PHY 270A

Department of Computer Science
233 MSB Summit Street • P.O. Box 5190 • Kent, OH 44242-0001
Phone (330) 672-9039 • Fax (330) 672-7824 • http://www.cs.kent.edu/~jmaletic/ • jmaletic@cs.kent.edu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 8/22/2006

Purpose of Proposal: Revise Course

Subject Area: PHY

Course Number: 45501

Course Title: FUNDAMENTALS OF MODERN OPTICS

Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
◉ Title		○	Grade Rule
◉ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
○ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: NONE

Units Consulted (See guidelines for Instructions): NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petrakos / BG
8 / 24 / 06

College/School Dean: Mary Ann Haley
9 / 26 / 2006

Vice Provost for Regional Campuses: _____
_____ / _____ / _____

Provost: _____
_____ / _____ / _____

Please print before leaving page PHY 271

Main Menu

Basic Data Sheet - Page 1

Preparation Date 8/21/2006 5:00:00 PM **Requested Effective Year** 2007F

Course Title ELECTROMAGNETIC WAVES AND MODERN OPTICS

Subject Area PHY **Course Number** 45501 **Course Fee**

Slash Course 55501 **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev EM WAVES AND MODERN OPTICS **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 3

CIP Code 400807

Prerequisite (limit text to two lines) PHY 45201

Catalog Description (limit text to five lines) Interactions between light and matter from both a macroscopic and microscopic perspective; producing and controlling light; devices and spectroscopic techniques based on modern optics.

For course revision, enter previous course title, number and credit.

Previous Course Title FUNDAMENTALS OF MODERN OPTICS

Previous Subject Area and Course Number PHY 45501 **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations Homework, plus exams.

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PHY 222

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 45501

Instructor(s) Contributing to preparation Mann

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 45

INTRODUCTION	1
WAVES Wave equation; adding waves; 1-dimensional Fourier transforms; coherence	6
MAXWELL'S EQUATIONS AND ELECTROMAGNETIC WAVES Photons; uniform dielectric and/or conducting media; energy and momentum	3
LIGHT AND MATERIALS Macroscopic and microscopic views of linear response Origin of refractive index Dielectrics and metals Optical anisotropy and polarization Superluminal and subluminal light	6
REFLECTION AND SCATTERING Different levels of optical theory (Fermat, EM, etc.)	3
GEOMETRICAL OPTICS, INCLUDING ABERRATIONS AND LENS AS FOURIER TRANSFORM	5
INTERFERENCE AND DIFFRACTION Fabry-Perot and other interferometers 2-dimensional Fourier transforms Frauenhofer and Fresnel diffraction	8
SPECIAL TOPICS IN MODERN OPTICS (Choice depending on class interest) Lasers and Gaussian beam optics Nonlinear optics Spectroscopies Adaptive optics for astronomy, etc. Holography	11
MIDTERM EXAMS	2

Textbooks(s) used in this course

Suggested text:

OPTICS, 4th edition, by Eugene Hecht (2002).

G. Petrelos JBa 8/24/06

Chair, Director, School Dean or Campus Dean

PHY 273

Main Menu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 8/22/2006

Purpose of Proposal: Revise Course

Subject Area: PHY

Course Number: 55501

Course Title: FUNDAMENTALS OF MODERN OPTICS

Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
◉ Title		○	Grade Rule
◉ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
○ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: NONE

Units Consulted (See guidelines for Instructions): NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petratos / BQ
8 / 24 / 06

College/School Dean: Mary Ann Haley
9 / 26 / 2006

Vice Provost for Regional Campuses: _____
___ / ___ / ___

Provost: _____
___ / ___ / ___

Please print before leaving page PHY 274

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Basic Data Sheet - Page 1

Preparation Date 8/21/2006 5:08:55 PM **Requested Effective Year** 2007F

Course Title ELECTROMAGNETIC WAVES AND MODERN OPTICS

Subject Area PHY **Course Number** 55501 **Course Fee**

Slash Course 45501 **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev EM WAVES AND MODERN OPTICS **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule GJ

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 4

CIP Code 400807

Prerequisite (limit text to two lines) PHY 55201 or equivalent; graduate standing.

Catalog Description (limit text to five lines) Interactions between light and matter from both a macroscopic and microscopic perspective; producing and controlling light; devices and spectroscopic techniques based on modern optics.

For course revision, enter previous course title, number and credit.

Previous Course Title FUNDAMENTALS OF MODERN OPTICS

Previous Subject Area and Course Number PHY 55501 **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations Homework, plus exams.

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PHY 225

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 55501

Instructor(s) Contributing to preparation Mann

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 45

INTRODUCTION	1
WAVES Wave equation; adding waves; 1-dimensional Fourier transforms; coherence	6
MAXWELL'S EQUATIONS AND ELECTROMAGNETIC WAVES Photons; uniform dielectric and/or conducting media; energy and momentum	3
LIGHT AND MATERIALS Macroscopic and microscopic views of linear response Origin of refractive index Dielectrics and metals Optical anisotropy and polarization Superluminal and subluminal light	6
REFLECTION AND SCATTERING Different levels of optical theory (Fermat, EM, etc.)	3
GEOMETRICAL OPTICS, INCLUDING ABERRATIONS AND LENS AS FOURIER TRANSFORM	5
INTERFERENCE AND DIFFRACTION Fabry-Perot and other interferometers 2-dimensional Fourier transforms Frauenhofer and Fresnel diffraction	8
SPECIAL TOPICS IN MODERN OPTICS (Choice depending on class interest) Lasers and Gaussian beam optics Nonlinear optics Spectroscopies Adaptive optics for astronomy, etc. Holography	11
MIDTERM EXAMS	2

Textbooks(s) used in this course

Suggested text:

OPTICS, 4th edition, by Eugene Hecht (2002).

G. Petrator /BA 8/24/06

Chair, Director, School Dean or Campus Dean

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 8/22/2006

Purpose of Proposal: Revise Course
Subject Area: PHY
Course Number: 46401
Course Title: INTRODUCTION TO SOLID STATE
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
◉ Title		○	Grade Rule
◉ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
○ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

NONE

Units Consulted (See guidelines for Instructions)

NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petratos / BG
8 / 29 / 06

College/School Dean: Mary Ann Haley
9 / 26 / 2006

Vice Provost for Regional Campuses: _____
___/___/___

Provost: _____
___/___/___

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PHY 277

Basic Data Sheet - Page 1

Preparation Date 8/21/2006 5:40:24 PM **Requested Effective Year** 2007F

Course Title INTRODUCTION TO SOLID STATE PHYSICS

Subject Area PHY **Course Number** 46401 **Course Fee**

Slash Course 56401 **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev INTROI TO SOLID STATE PHY **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule U5

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 3

CIP Code 400808

Prerequisite (limit text to two lines) PHY 36002.

Catalog Description (limit text to five lines) Fundamental unifying concepts and experimental techniques needed to understand thermal, electrical and optical properties of ions and electrons in solids. Special topics of current research.

For course revision, enter previous course title, number and credit.

Previous Course Title INTRODUCTION TO SOLID STATE

Previous Subject Area and Course Number PHY 46401 **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations Homework, plus exams.

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PHY 228

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 46401

Instructor(s) Contributing to preparation Allender, Quader, Schroeder

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 45

BASIC THEMES OF SOLID STATE	1
CRYSTAL STRUCTURES AND INTERATOMIC FORCES Crystal state, symmetries, crystal lattices, amorphous solids, bonding	4
DIFFRACTION FROM CRYSTALS X-ray, neutron and electron diffraction; Bragg's law; scattering from atoms and crystals; reciprocal lattice and diffraction; experimental techniques	6
LATTICE VIBRATIONS Harmonic lattice vibrations; phonons; phonon density of states; specific heat; transport; lattice optical properties	6
FREE ELECTRON MODEL Free-electron Fermi gas, conduction electrons; specific heat, transport; AC conductivity, optical properties	6
ENERGY BANDS Electron bands in solids, Bloch Theorem; momentum space, Brillouin zones; nearly free-electron model, energy gap, Bragg reflection; tight-binding model, energy bands; metals, insulators, semiconductors; electron density of states; electron specific heat, transport; electron dynamics in electric and magnetic field; experimental methods	9
SEMICONDUCTORS Band structure; carrier concentrations, intrinsic semiconductors; impurity states; electrical conductivity, mobility; optical properties; applications, semiconductor devices, p-n junction, transistor, diode, semiconductor laser; integrated circuits, microelectronics	6
SPECIAL TOPICS Selection from topics such as Magnetism; Superconductivity; Modern Experimental Techniques	5
MIDTERM EXAMS	2

Textbooks(s) used in this course

Recommended textbook:

ELEMENTARY SOLID STATE PHYSICS, by M. Ali Omar (Addison-Wesley-Longman, 1993).

Supplementary textbooks:

INTRODUCTORY SOLID STATE PHYSICS, by H. P. Myers (Taylor & Francis, 1977);
SOLID STATE PHYSICS, by J. S. Blakemore (Cambridge Univ. Press, 1985).

G. Petratos /BA 8/24/06

Chair, Director, School Dean or Campus Dean

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 8/22/2006

Purpose of Proposal: Revise Course
Subject Area: PHY
Course Number: 56401
Course Title: INTRODUCTION TO SOLID STATE
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
◉ Title		○	Grade Rule
◉ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
○ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: NONE

Units Consulted (See guidelines for Instructions): NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: G. Petratos / BG
8 / 29 / 06

College/School Dean: Mary Ann Haley
9 / 26 / 2006

Vice Provost for Regional Campuses: _____
___/___/___

Provost: _____
___/___/___

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PHY 280

Basic Data Sheet - Page 1

Preparation Date 8/21/2006 5:49:26 PM **Requested Effective Year** 2007F

Course Title INTRODUCTION TO SOLID STATE PHYSICS

Subject Area PHY **Course Number** 56401 **Course Fee**

Slash Course 46401 **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev INTRO TO SOLID STATE PHY **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule GJ

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 4

CIP Code 400808

Prerequisite (limit text to two lines) PHY 36002, or equivalent; graduate standing.

Catalog Description (limit text to five lines) Fundamental unifying concepts and experimental techniques needed to understand thermal, electrical and optical properties of ions and electrons in solids. Special topics of current research.

For course revision, enter previous course title, number and credit.

Previous Course Title INTRODUCTION TO SOLID STATE

Previous Subject Area and Course Number PHY 56401 **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations Homework, plus exams.

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PHY 781

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 56401

Instructor(s) Contributing to preparation Allender, Quader, Schroeder

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 45

BASIC THEMES OF SOLID STATE	1
CRYSTAL STRUCTURES AND INTERATOMIC FORCES Crystal state, symmetries, crystal lattices, amorphous solids, bonding	4
DIFFRACTION FROM CRYSTALS X-ray, neutron and electron diffraction; Bragg's law; scattering from atoms and crystals; reciprocal lattice and diffraction; experimental techniques	6
LATTICE VIBRATIONS Harmonic lattice vibrations; phonons; phonon density of states; specific heat; transport; lattice optical properties	6
FREE ELECTRON MODEL Free-electron Fermi gas, conduction electrons; specific heat, transport; AC conductivity, optical properties	6
ENERGY BANDS Electron bands in solids, Bloch Theorem; momentum space, Brillouin zones; nearly free-electron model, energy gap, Bragg reflection; tight-binding model, energy bands; metals, insulators, semiconductors; electron density of states; electron specific heat, transport; electron dynamics in electric and magnetic field; experimental methods	9
SEMICONDUCTORS Band structure; carrier concentrations, intrinsic semiconductors; impurity states; electrical conductivity, mobility; optical properties; applications, semiconductor devices, p-n junction, transistor, diode, semiconductor laser; integrated circuits, microelectronics	6
SPECIAL TOPICS Selection from topics such as Magnetism; Superconductivity; Modern Experimental Techniques	5
MIDTERM EXAMS	2

Textbooks(s) used in this course

Recommended textbook:

ELEMENTARY SOLID STATE PHYSICS, by M. Ali Omar (Addison-Wesley-Longman, 1993).

Supplementary textbooks:

INTRODUCTORY SOLID STATE PHYSICS, by H. P. Myers (Taylor & Francis, 1977);
SOLID STATE PHYSICS, by J. S. Blakemore (Cambridge Univ. Press, 1985).

G. Petrakos /BG 8/24/06

Chair, Director, School Dean or Campus Dean

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Attachment 9

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____

DATE OF PREPARATION: 10/6/2006

Purpose of Proposal: ~~Revise~~ Program Add

Department: POL

Requested Effective Term: 2007F

SIS Code or Brief ID of Program Affected by Action (e.g. A BS CHEM, WMST MNR, DTP CERT, etc.): Combined B.A./M.A. Program

Description of Proposal (please use upper case): ~~Revise~~ the Combined B.A./M.A. Program to allow 30 combined hours for the B.A./M.A. Program
Establish

Describe Impact on Other Programs: None

Units Consulted (See guidelines for Instructions): None

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: _____ 10 / 6 / 2006

College/School Dean: Mary Ann Haley 10 / 6 / 2006

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

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INTEROFFICE MEMO

DEPARTMENT OF POLITICAL SCIENCE
KENT STATE UNIVERSITY

TO: Mary Ann Haley, Interim Assistant Dean
College of Arts and Sciences

FROM: Thom Yantek, Director of Undergraduate Studies
Department of Political Science

SUBJECT: revising the Combined Baccalaureate and Master's Program

DATE: September 8, 2006

Mary Ann, the Political Science Department would like to offer a pilot program involving an augmented Combined Baccalaureate and Master's Program. In the current era of state-wide pressures to wring every possible economy out of the college experience, we feel that this proposal offers real promise to deliver a considerably greater value to students and their families—and ultimately to the taxpayers of Ohio—without in any way diminishing the quality of the education received. Indeed, by offering them greater value for their tuition dollars, we believe that more students will be attracted to graduate study at KSU than otherwise would be the case.

I am hoping that this item can receive full consideration at the September 21 meeting of the College Curriculum Committee, thus giving it a chance of getting "on the books" in time for Fall2007 implementation.

POL 96

A Proposal to Augment the Combined Baccalaureate and Master's Program

Subject Specification:

The intention of this proposal is to permit the Political Science Department to increase the number of graduate hours that may be "double-counted" toward an undergraduate degree.

Background Information:

Presently, students with outstanding undergraduate records may be admitted to a graduate-degree program in their major departments and have up to twelve (12) hours of graduate work also count (i.e., "double-count") toward their undergraduate major requirements. (See pages 391-392 of the *2005-2006 Kent State University Undergraduate Catalog*, attached, for the criteria for participation.) Students must satisfy all the normal requirements for graduate admission prior to enrolling in the program.

Although the Combined Baccalaureate and Master's Program has been available to KSU students for years, it is only infrequently utilized. While any number of reasons may account for that low rate of participation (e.g., lack of awareness of the program; difficulty of applying for graduate school admission prior to the senior year of undergraduate work; etc.), it is quite possible that the limit of twelve hours that may be double-counted (typically only around one-third or less of the number of hours required for a graduate degree) serves as something of a disincentive for students to matriculate into the Combined curriculum.

Our goal is to produce a more educated workforce—one better able to deal with the kinds of problems that we confront in an increasingly complex society; problems that require a more sophisticated skill-set —but at lower cost to students and their parents as well as to the citizens of Ohio who subsidize them. And if in accomplishing that objective we can also increase retention of our undergraduates while simultaneously encouraging their matriculation into our graduate programs—both likely outcomes—then the argument for approving the plan put forward here becomes all the stronger.

Accordingly, the Political Science Department is proposing a pilot program to see whether the Combined program would be more attractive if students could get more "bang for their buck" by being allowed to count more graduate hours toward their undergraduate degrees. In particular, we are proposing that Public Policy submajors (i.e., those in the BAA concentration of the POL BA program) be able to count up to thirty (30) hours in the Master of Public Administration (MPA) program toward their undergraduate requirements, including the major in Political Science. The advantage of such a move would be to allow us to promote a four-and-a-half- to five-year Combined BA/MPA program. In other words, with careful planning, outstanding students could leave Kent State after only four and a half years with both a B.A. (in Political Science, with a concentration in Public Policy) and an M.P.A. degree.

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Alternatively, those same, outstanding students could earn both degrees and participate in either the Washington Program in National Issues (WPNI) or the Columbus Program in Intergovernmental Issues (CPII) and still be done with both degree programs in only five years. ***This "value-added" aspect of the proposed modification of the Combined program should be of considerable interest to students, to their parents, and to the elected officials who represent them in Columbus.*** It would represent an excellent case of the old adage, "doing more with less". And for that reason, its successful implementation could serve as a model for many departments across the university.

To demonstrate the feasibility of the program that is being proposed, consider the following model:

Area	Requirement	Area	Requirement
YEAR ONE – Fall Semester		YEAR ONE – Spring Semester	
ENGL 10001		Soc. Science	LER #1
Foreign Lang.	Elementary I	Foreign Lang.	Elementary II
Math/Logic	LER	Hum/Arts	LER #1
POL	10100	POL	10004
Basic Science	LER #1	POL	10300
US 10001	University Orientation		
YEAR TWO – Fall Semester		YEAR TWO – Spring Semester	
ENGL 10002		Soc. Science	LER #2
Foreign Lang.	Intermediate I	Foreign Lang.	Intermediate II
POL	10500	POL	30003
POL	30002	Hum/Arts	LER #2
Basic Science	LER #2	Soc. Science	LER #3
YEAR THREE – Fall Semester		YEAR THREE – Spring Semester	
PADM/POL	60381/60003*	PADM	60372**
PADM	60370**	PADM	60375**
General – UD	Elective	General – UD	Elective
General – UD	Elective	General – UD	Elective
Basic Science	LER #3	Hum/Arts	LER #3
YEAR FOUR – Fall Semester		YEAR FOUR – Spring Semester	
PADM	60374**	PADM	60373***
PADM	60574***	PADM	60379***
POL	40391 (WIC)	PADM	60492***
PADM	Area Specialization #1***	General – UD	Elective
General – UD	Elective	General – UD	Elective‡
YEAR FOUR – Summer Semester			
PADM 60392 (Internship)			
YEAR FIVE – Fall Semester			
PADM	60470		
PADM	60382		
PADM	Area Specialization #2		
PADM	Area Specialization #3		

* replaces POL 30001
** in lieu of UD elective in Public Policy submajor
*** in lieu of UD general elective
‡ baccalaureate degree conferred at this point

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It should be emphasized that students still would complete their baccalaureate requirements in the first four years and thus could be awarded their bachelor's degrees at that time, thus allowing the additional hours they would take in the fifth year to be compensated at the higher subsidy rate for graduate study.

Alternatively, students might wish to avail themselves of the considerable advantages offered by the Columbus Program in Intergovernmental Issues (CPII) or the Washington Program in National Issues (WPNI). Those students could do so and still complete the undergraduate and graduate programs in only five years, as the following plan of study demonstrates:

Area	Requirement	Area	Requirement
YEAR ONE – Fall Semester		YEAR ONE – Spring Semester	
ENGL 10001		Soc. Science	LER #1
Foreign Lang.	Elementary I	Foreign Lang.	Elementary II
Math/Logic	LER	Hum/Arts	LER #1
POL	10100	POL	10004
Basic Science	LER #1	POL	10300
US 10001	University Orientation		
YEAR TWO – Fall Semester		YEAR TWO – Spring Semester	
ENGL 10002		Soc. Science	LER #2
Foreign Lang.	Intermediate I	Foreign Lang.	Intermediate II
POL	10500	POL	30003
POL	30002	Hum/Arts	LER #2
Basic Science	LER #2	Soc. Science	LER #3
YEAR THREE – Fall Semester		YEAR THREE – Spring Semester	
PADM/POL	60381/60003*	WPNI**	15 hrs. ◇
PADM	60370**		
General – UD	Elective		
Hum/Arts	LER #3		
Basic Science	LER #3		
YEAR FOUR – Fall Semester		YEAR FOUR – Spring Semester	
POL	40391 (WIC)	PADM	60372***
PADM	60374***	PADM	60492***
PADM	60574***	PADM	60375***
PADM	Area Specialization #1***	PADM	Area Specialization #3***
PADM	Area Specialization #2***	General – UD	Elective ‡
YEAR FIVE – Fall Semester		YEAR FIVE – Spring Semester	
PADM	60470	PADM	60373
PADM	60382	PADM	60379

* replaces POL 30001
** in lieu of UD electives in Public Policy submajor
*** in lieu of UD general elective
◇ waives PADM 60392 – Internship requirement
‡ baccalaureate degree conferred at this point

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Alternatives and Consequences:

To fail to enact this proposal would be to continue to allow only twelve hours to double-count toward both degrees. In that case, there is little reason to expect any additional interest in the Combined BA/MA Program beyond the minimal degree presently exhibited. Alternatively, some number of credit hours greater than twelve but less than thirty could be approved but that would diminish the potential attractiveness of the modified program, as the obvious "marketing hook" of the four-and-a-half or five-year "pitch" would be negated.

In addition, failure to adopt this program would fly in the face of a burgeoning, national trend toward such opportunities. Under the aegis of the Professional Master's Initiatives, the Council of Graduate Schools (CGS) in recent years has promoted the "professionalization" of various areas of local/regional workforce need via the awarding of master's degrees that are specifically not geared toward subsequent work toward a doctoral degree. Public administration has been identified as one area in particular for such initiatives. CGS now seeks to augment their initial efforts by developing Professional Master's (PMA) programs in the humanities and social sciences. (See attached documentation from CGS.) The augmented Cobined B.A./M.A. program being proposed by the Political Science Department, as outlined earlier, could serve as a pilot program in this regard—one that could be implemented easily so as to generate a quick indication of the feasibility and of the attractiveness of such programs. As the attached documentation indicates, a pool of funds is available (originating with the Ford Foundation) for programs that meet the CGS's mission.

Specific Recommendation and Justification:

The Political Science Department recommends immediate adoption of the recommended change (with an eye toward implementation in the Fall 2007 semester), as failure to enact it would miss an opportunity to increase the value of students' educational experiences at KSU. In addition, if the program proposed here can be shown to be effective at recruiting more students into our graduate (M.P.A.) program, it can serve as a model for many departments across the University.

Timetable and Actions Required:

The Political Science Department urges immediate adoption of this proposal, so that it can take effect with the Fall 2007 semester.

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COMBINED BACCALAUREATE AND MASTER'S PROGRAM

Persons with outstanding undergraduate records or exemplary professional credentials may be eligible for one of the following enrollments in a combined baccalaureate and master's program:

I. A Combined Baccalaureate/Master's for Degree Students Early In Their Undergraduate Studies
Students who have achieved a GPA of
3.50 after 60 semester hours
3.40 after 75 semester hours
3.30 after 90 semester hours
or 3.20 after 105 semester hours
may apply for early admission to a master's degree program by:

A. Completing the Application for Admission.

B. Completing the Combined Baccalaureate and Master's Program form, which includes:
1. Listing the courses at the undergraduate level that need to be taken for the baccalaureate degree.
2. The beginning date for graduate study.
3. Listing of graduate courses to be utilized in satisfying the undergraduate degree. (In participating departments/schools, students may apply up to 12 of their accumulated graduate
their undergraduate d
dents' undergraduate
graduate coursework
substituted.) In some
may be substituted on
work and cannot be us
(Please check with the
vidual department.) Th
work and the number of credits to be applied toward an undergraduate degree requires the approval of the graduate chair in the students' academic department and the appropriate undergraduate and graduate deans.

30 in proposal

C. Providing three letters of recommendation from the instructors who are familiar with the students' achievements and intended academic goals.

D. Submitting any needed test scores from standardized examinations.

II. Combined Baccalaureate/Master's Program for Specified Professional Programs

A. Combined Baccalaureate/Master's Degree Program in Speech Pathology and Audiology Leading to Clinical Certification
Students who have earned 90 semester hours and achieved a minimum GPA of 3.00 may, with approval of the School of Speech Pathology and Audiology, apply for admission to the combined program. Admission will be based upon satisfactory GRE scores, three letters of recommendation and completion of the Application for Admission and Combined Baccalaureate and Master's Program forms.

B. Combined Baccalaureate/Master's Program in the College of Business Administration and Graduate School of Management
Students must have earned 90 semester hours to apply for the Combined Baccalaureate/Master's Program in the College of Business Administration. In addition, they must meet the GPA requirements outlined under Item I.

C. Combined Baccalaureate/Master's Program in the Center for International and Comparative Programs and the Graduate School of Management Leading to the Bachelor of Arts and Master of Business Administration Degrees
Students must be international relations majors and complete their undergraduate coursework in the first three years of study. In addition, students must pass a language proficiency exam, have a cumulative GPA of 3.30 and earn a minimum GMAT score of 525 before being admitted to the M.B.A. program. In the fourth year of this combined program, students take graduate business courses that are applicable to the undergraduate degree as electives and to the M.B.A. degree as foundation coursework. During the final year, students take advanced graduate business coursework leading to the M.B.A. degree.

D. Combined Baccalaureate in Fashion Merchandising/Master of Business Administration in the College of Business and Graduate School of Management
Fashion merchandising majors who qualify may enroll in the combined Bachelor of Science in Fashion Merchandising/Master's of Business Administration program and complete both degrees within five years. Careful planning and advising are needed in order to successfully complete the programs in a timely way. Students should work closely with their faculty advisor if they intend to follow this plan.

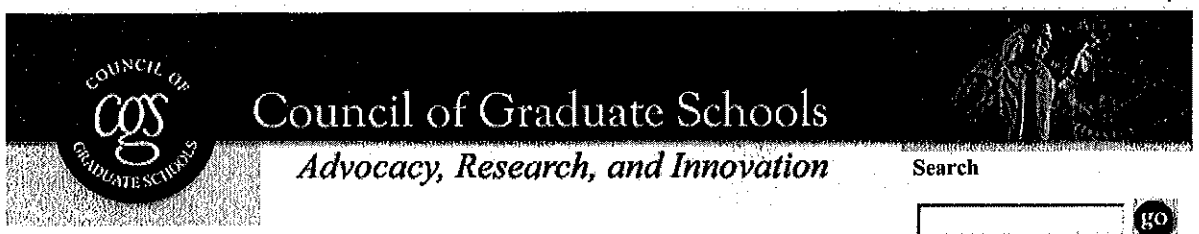
PBL 101

In the freshman year, the math choice should be MATH 11012 or MATH 12002. When the student has achieved 90 hours or more in the merchandising program (beginning of the junior year) and has a GPA of 3.3 or higher, they should apply for conditional admission to the MBA program. This application must occur no later than April 1 of the junior year. The GMAT exam must be completed with an appropriately high score at the time application is made.

E. The Combined Bachelor of Science/Master of Arts Degrees in Visual Communication Design
This is a five-year degree program with optional concentrations in 2D graphic design, 3D graphic design and illustration. Students who pass the junior portfolio review, complete a minimum of 90 semester hours, demonstrate excellence in formal organization and conceptual problem-solving abilities and technical skills and maintain a minimum 3.00 overall GPA and a 3.25 in the major will be invited or may petition to enter this program. An overall GPA of 3.00 and a major GPA of 3.00 in both the bachelor's and master's programs will be required for graduation.

III. A Nontraditional Master's Degree Student
In rare instances, persons who have not completed a baccalaureate degree will be considered for admission to the appropriate graduate unit due to unusual and exemplary experiential learning. Such applicants may apply for admission by presenting for departmental consideration a curricular plan encompassing undergraduate and graduate coursework to achieve a liberal educational background and professional graduate degree and three letters of recommendation attesting to their potential for graduate study. Upon departmental recommendation and the approval of the dean of the appropriate graduate unit, the applicants will be admitted to undertake graduate work. Upon successful completion of the curricular plan and the particular master's degree requirements, the students will be awarded the master's degree.

POL 102



Professional Master's Initiatives

The CGS Professional Master's Initiatives are designed to help member institutions respond to documented local and regional workforce needs and student interest/demand for master's programs that prepare graduates for careers in business, government and non-profit (BGN) employment sectors. In the natural sciences, social sciences, and humanities, baccalaureate graduates generally have insufficient technical or disciplinary background, limited mastery of desired skills sets, and not enough understanding of non-academic work to qualify for professional employment. Doctorate graduates are often over-qualified in research but lack professional skills required for BGN careers.

Traditional disciplinary master's programs have generally focused on preparing graduates for doctoral programs or professional areas such as law or medicine. Three exceptions, engineering, social work, and public administration, for example, have developed master's-level programs that prepare graduates for non-academic careers. But in most Liberal Arts disciplines, few graduates (roughly 20% in the natural sciences and social sciences; 40% in the humanities) ever pursue graduate education, and those that do most often do so in education, business, or health professions rather than their undergraduate major area. Professional master's degrees provide an alternative to doctoral education for those preparing for BGN careers.

The Council of Graduate Schools is actively engaged in the following Professional Master's Initiatives:

- CGS Professional Master's Grant Initiatives
- CGS and Sloan Foundation Initiative to Institutionalize the PSM

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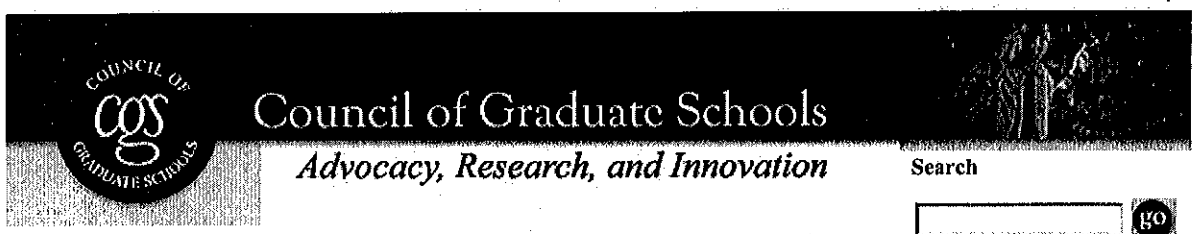
Pol. 103



Advocacy, Research, and Innovation

PSM / PMA Grant Initiatives

The Sloan Foundation Professional Science Masters (PSM) initiative began in 1997 with grants to 14 research universities to support the founding of programs in the natural sciences and mathematics, followed by a targeted bioinformatics set of programs at another 12 research institutions. In 2001, a Sloan grant to CGS extended the PSM initiative to master's-focused institutions, which award 40% of science and mathematics master's degrees and where faculty are heavily invested in master's education.

In 2002, CGS conducted a survey for the Ford Foundation that indicated a trend toward professionalization of master's degrees offered by social sciences and humanities departments at both doctoral-focused and master's-focused institutions. As a result, the Ford Foundation funded a CGS proposal to promote the development of Professional Masters (PMA) programs in the humanities and social sciences.

CGS has partnered with the Sloan Foundation and the Ford Foundation to support feasibility studies for 134 professional master's programs at 81 institutions, and grants to 54 of those programs at 37 universities to implement new PSM or PMA programs.

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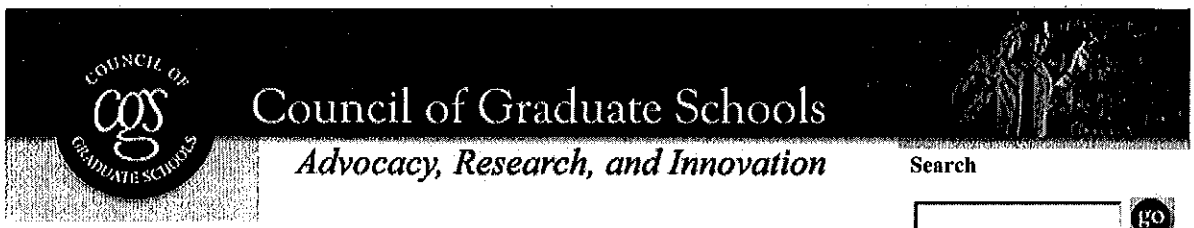
PDL 104



Advocacy, Research, and Innovation

About the CGS/Ford PMA Initiative

The Council of Graduate Schools began a Professional Master's Initiative in the Social Sciences and Humanities in 2002 with a grant from the Ford Foundation for research on the professionalization of master's education in these fields. A second Ford grant in May of 2003 allowed CGS to make CGS/Ford planning grants to thirty-eight CGS member institutions in February of 2004 to determine the feasibility of creating new professional master's programs or adding professional elements to existing master's programs across an array of social science and humanities departments. Based upon the initial results of those planning efforts and the continued strong interest among universities in establishing PMA programs, CGS and Ford made grants to eighteen universities to implement the most promising programs proposed as a result of the CGS/Ford PMA planning grants.

As a part of its preliminary PMA activities in 2003, CGS studied descriptions of master's programs on websites of humanities and social science departments for evidence of professional indicators. Master's programs that did not admit students directly and awarded master's degrees only to students who left or failed to complete a doctoral program were excluded from the study. Over 350 master's programs in 10 disciplines were analyzed, including 46 in Public Administration, which was used as an exemplar of a professional social science master's program. Programs were found to represent a continuum from "classical" master's programs (designed to prepare graduates for doctoral study, with no indication of professional elements) to "applied" programs (that include some professional elements designed to prepare graduates of the discipline to practice a specific specialty; e.g., a sociology degree with an "aging studies" major), to "professional" programs (designed to prepare students for a broad range of career options in business, government and non-profit settings that require a substantial disciplinary grounding and also a high level professional skills).

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Council of Graduate Schools

Advocacy, Research, and Innovation

CGS PSM and PMA Awards

CGS has awarded approximately $1.4M in grants to member institutions to conduct feasibility studies or to implement professional master's programs that meet local/regional workforce needs, have high interest/demand from potential students, and are appropriate and financially feasible for the university and its mission. Nearly 150 institutions have submitted proposals for CGS planning or implementing over 250 professional master's programs. Awards have been made to 81 institutions to plan for 134 programs. Implementation grants have been made to 47 of the 81 universities to establish at total of 54 new professional master's programs. Of those, 19 universities are working to establish 28 new PSM programs with CGS/Sloan grant funds, and 18 universities are implementing 26 new PMA programs with CGS/Ford grant funds.

Information on CGS Professional Master's Grants by program and award type is available below:

CGS/Sloan Foundation Professional Science Master's (PSM) Grants:

- PSM Planning Grant Awards
- PSM Implementation Grant Awards

CGS/Ford Foundation Professional Master's in the Social Sciences & Humanities (PMA) Grants:

- PMA Planning Grant Awards
- PMA Implementation Grant Awards

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Council of Graduate Schools

Advocacy, Research, and Innovation

PMA Planning Grant Awards

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American University	Applied Social Sciences
Austin Peay State University	Organizational/Community Leadership
California State University - Long Beach	Technical/Professional Writing
California State University - Stanislaus	Applied Sociology
	Gerontology
Columbia University	Quantitative Methods Social Science
Fordham University	Justice & Criminology
	Information Science/Technology
	Documentary Editing
	Applied Psychological Methods
George Washington University	Fine/Decor Arts Appraisals
	Mental Health/Substance Abuse Diagnosis
	Museums/Social Services
Kansas State University	Security Studies
	Community Development
Lehigh University	Second Language Acquisition
New Mexico Highlands University	Cultural Resources Management
	Multimedia Exhibit Design
Purdue University	Science Communication
Radford University	Social Science Research
	Crime Analysis
State University of New York - Albany	Health Communications
	Women, Leadership, Public Policy
State University of New York - Buffalo	International Trade: French Canadian/Carribean
	International Trade: Latin America
University of Arizona	Human Language Technolgy
	Professional Communications & Writing
University of Colorado - Boulder	Public History
University of Hartford	Professional Communication
University of Kentucky	Diplomacy/International Commerce
University of Massachusetts - Boston	Geographic Information Technology
University of Missouri - Columbia	Local/Regional Development
University of North Carolina - Greensboro	Health Policy & Program Analysis
University of North Carolina - Wilmington	Environmental Studies
University of Texas - El Paso	Communications, Sociology, Public Management
University of the Pacific	Communications & Sports Sciences
University of Utah	Conflict Resolution
Virginia Commonwealth University	Language & International Affairs
	Strategic Communication

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Advocacy, Research, and Innovation

PMA Implementation Grant Awards

American University	Professional Sociology
Appalachian State University	Applied Public History
Buffalo State College	Community Health Promotion
Claremont Graduate University	Archival Studies
	Museum Studies
	Arts and Cultural Management
Cleveland State University	International Relations
Eastern Michigan University	Human Language Technology
John Carroll University	Non-profit Administration
Lehigh University	Biopharmaceutical Economics
Indiana University Purdue University - Indianapolis	Geographical Information Systems
	Museum Studies
Sarah Lawrence College	Genetics Research Ethics
	Genetics/Public Health Advocacy
Southern Illinois University - Edwardsville	Criminal Justice
	Professional/Technical Writing
State University of New York - Albany	Economic Forecasting
University of California - Santa Cruz	Social Documentation
University of Colorado - Boulder	English as a Second Language
	Development Studies-Geography
University of Maryland - Baltimore County	Public History
University of North Carolina - Charlotte	Applied Philosophy
University of North Carolina - Greensboro	Women's/Gender Study
University of North Carolina - Wilmington	Applied Behavior Analysis
	Applied Gerontology
	Criminal Justice

Back to Awards

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POL 109

Attachment 10

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Curriculum Bulletin Number: _____
Date Proposal Approved by EPC: ____/____/____
Effective Semester/Year of Proposal: Fall _____
Date of Preparation: _____

Purpose of Proposal	Adding five options to the Reporting/Editing concentration in the Journalism and Mass Communication graduate major and restructuring the theoretical core.
Department	**School of Journalism and Mass Communication**
Requested Effective Term	2007 - Fall
Purpose	◯ Policy ◯ Program
Preparation Date	9/22/07 mm/dd/ccyy
Description of Proposal CCI MA JMC	Revise the MA in Journalism and Mass Communication by ~~This proposal will~~ restructuring the theoretical core of the Reporting/Editing, and Media Management concentrations by adding, as a requirement ~~a course in~~ JMC 60001 Theory of Mass Communication ~~Theory~~. The plan calls for deleting JMC 60009 Social Role of the Mass Media from the theoretical core. JMC also proposes a revision in the Reporting/Editing concentration [BAA] with the addition of five program options in: newspaper, magazine, convergence, broadcast and journalism education. The proposed magazine option will require the addition of one new course, JMC 60021 Advanced Magazine Writing.
Describe Impact on Other Programs, Policies, or Procedures	NO IMPACT ON OTHER PROGRAMS
Units Consulted, including Library (See Guidelines For Instructions)	None

REQUIRED ENDORSEMENTS

Chair/Director/Campus Dean	[signature]	10 / 9 / 06
College/School Dean	[signature]	10 / 10 / 06
Vice Provost for Regional Campuses		/ /
Provost		/ /

Proposal Summary

Title: Journalism and Mass Communication Graduate Curriculum

Subject Specifications: This action constitutes changes to the Reporting/Editing concentration in the graduate program.

Background Information
Description of action including its intended effect: The restructuring of the core and development of five new options in the curriculum of the Reporting/Editing concentration is in response to the demand in the current professional environment to provide graduates with multiple competencies. This proposal follows the School's self-study for the 2006 Graduate Program Review by RAGS and the realization that many students [illegible] were actually seeking courses that are reflected in the proposed options. The changes to the current curriculum will allow students to select from a choice of five options within the concentration: newspaper, magazine, broadcast, convergence and journalism education.

Most of the courses in the proposed concentration options will be taught concurrently with undergraduate courses and already have established graduate course numbers. The theoretical foundation of the concentration will also be strengthened as we return, JMC 60001, Seminar in Mass Communication Theory to our core.

The audience for the programs will not change. Potential students will continue to be non traditional re-toolers attending graduate school to advance in current careers or change to new ones. We will continue to attract recent graduates without journalism backgrounds and current JMC undergraduates through our Plus 24 dual degree program.

While we do not expect the changes to have a significant fiscal impact on JMC resources and enrollment in the Reporting/Editing concentration, the proposal would provide students with a more focused and structured program of study. The proposal also supports the School's mission. As the program currently stands, four courses (Role of the Editor, Specialized Reporting, Professional News Editing and Precision Journalism) have not been offered in almost three years because of decreased student demand. JMC faculty advisers have routinely had to make substitutions with classes such as: online journalism, computer assisted reporting and reporting public affairs. The aforementioned courses are now part of the proposed curriculum options.

Reporting/Editing Concentration

New Course:

Create **JMC 60021, Advanced Magazine Writing** and make it a requirement in the Reporting/Editing concentration: magazine option.

DELETE the following from required JMC courses:

JMC 60009 *Social Role of the Mass Media as a requirement in the Journalism and Mass Communication theoretical core for* ***Reporting/Editing, Media Management and Individualized Program*** *concentrations.*

ADD the following to the required JMC courses:

JMC 60001 Mass Communication Theory as a requirement *in the Journalism and Mass Communication theoretical core for* ***Reporting/Editing, Media Management and Individualized Program*** *concentrations:*

ADD the following to the required JMC courses:

JMC 66092 Internship as a requirement in the Reporting/Editing concentration.

ADD the following to the required JMC courses in Reporting/Editing options:

Magazine option:

JMC 56016 Magazine Publishing
JMC 50005 Feature Writing
JMC 60021 Advanced Magazine Writing
Or
JMC 66010 Specialized Reporting
(ex., Business, Science)

Electives:
Choose two or three from the following list
JMC 56009 Reporting Public Affairs
JMC 56020 Magazine Design
JMC 60021 Advanced Magazine Writing
JMC 66010 Specialized Reporting
JMC 50095 ST: Design for Cybermedia
JMC 66015 Role of the Editor
JMC 50004 Computer Assisted Reporting
JMC 60009 Social Role of the Mass Media
JMC 50012 Online Journalism

Professional Prerequisites: (GPA counts but hours do not)
JMC 50002 Reporting for Mass Media
JMC 50003 Editing for Mass Media
VCD 37000 Visual Design for Media Advanced

Newspaper option:

JMC 56009 Reporting Public Affairs
JMC 50004 Computer Assisted Reporting
JMC 50005 Feature Writing

JMC 56021 Magazine Writing & Editing
Or
JMC 66010 Specialized Reporting
(ex., Business, Science)

Choose two or three from the following list:
JMC 50012 Online Journalism
JMC 56016 Magazine Publishing
JMC 56020 Magazine Design
JMC 56021 Magazine Writing & Editing
JMC 50095 ST: Design for Cybermedia
JMC 66010 Specialized Reporting
JMC 66015 Role of the Editor
JMC 60009 Social Role of the Mass Media
IAKM/COMM/SLIS/VCD 50000/60000 – one class as appropriate, approved by adviser

Professional Prerequisites: (GPA counts but hours do not)
JMC 50002 Reporting for Mass Media
JMC 55051 Reporting Broad. News

Journalism Educators option:
JMC 66005 Professional News Editing
JMC 50004 Computer Assisted Rpt.
or
JMC 55012 Online Journalism
JMC 56009 Reporting Public Affairs

Elective Courses (8 hrs.)
JMC 60009 Seminar: Social Role
JMC 60195 ST: Managing Diversity

Professional Prerequisites: : (GPA counts but hours do not)
JMC 50002 Reporting for Mass Media
JMC 55051 Reporting Broad. News

Broadcast option:
JMC 55052 Advanced Bd. News
JMC 56009 Reporting Public Affairs
JMC 50004 Computer Assisted Rpt.
JMC 60195 Advanced TV Producing
Choose one or two
JMC 56054 Documentary
JMC 55012 Online Journalism
JMC 60195 Online Collab. Producing
JMC 60009 Seminar Soc. Role

Elective Courses (3 hrs.)
One course approved by adviser

Professional Prerequisites: : (GPA counts but hours do not)
JMC 22002 Videography Basics
JMC 50002 Reporting for Mass Media
JMC 55051 Reporting Broad. News

Convergence option:

JMC 50012 Online Journalism
JMC 55051 Reporting Broadcast News
JMC 56009 Reporting Public Affairs
JMC 60195 ST: Collaborative Online Prod
Electives:
Choose one or two from the following list:
JMC 50095 ST: Design for Cybermedia
JMC 66015 Role of the Editor
JMC 50004 Computer Assisted Reporting
JMC 60009 Social Role of the Mass Media
JMC 55052 Advanced Broadcast News
JMC 56054 Documentary
One course approved by adviser

Professional Prerequisites: (GPA counts but grades do not)
JMC 22002 Videography Basics
JMC 50002 Reporting for Mass Media
JMC 55051 Reporting Broad. News

Conformity of action with mission of sponsoring unit: The new curriculum for the graduate major with a reporting/editing concentration conforms to the mission of the School of Journalism and Mass Communication and will provide graduate students with a more focused and structured program that is grounded with a stronger theoretical core. At the same time, the changes are flexible enough to allow students to receive a media specialization.

Rationale for action: These curricular changes will address the need for advanced and entry-level electronic media professionals with the knowledge and skills needed to understand report and edit for the mass media. In light of the proliferation of multiple media platforms, graduates from this program can expect a broad range of opportunities in the ever-growing and changing journalism field.

Effect on current programs, offerings, students, staff: There is no increase in the number of required hours students must take to complete this degree, only in the professional prerequisites for some proposed options within the reporting/editing

concentration. Courses no longer relevant to the reporting/editing concentration were also deleted.

Scope of action. The new curriculum will be ready for implementation in Fall 2007.

Fiscal impact of action. As the field of journalism expands and strives to attract or keep audiences, the need for media professionals with multiple writing and editing skills could attract more students to this major. Current faculty in the school will teach new and existing courses in the proposed curricular changes.

Alternatives and Consequences: The alternative would be to not make these curricular changes and not provide graduate students with the current knowledge needed for today's journalism. Consequences would be a curriculum that is outdated and does not cover current content in the field.

Specific Recommendation and Justification: The recommendation is to implement the curricular changes for the graduate Journalism and Mass Communication major for Fall 2007.

Timetable and Actions Required:

Action	Timetable
Approved proposal at FAC	Spring 2006 for implementation in Fall 2007
Submit proposal to CCC	Fall 2006 for implementation in Fall 2007
Submit proposal to EPC	Fall 2006 for implementation in Fall 2007

JOURNALISM AND MASS COMMUNICATION

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The School of Journalism and Mass Communication offers professionally oriented graduate study in Journalism and Mass Communication and public relations leading to the Master of Arts degree. This program prepares students for careers in a media marketplace characterized by free enterprise and freedom of expression.

Four tracks are available: public relations, reporting/editing for print and broadcast media, media management and for those with strong professional backgrounds, an individualized program of study. Students may emphasize cybermedia in any track. The program is designed to provide professional preparation and enhancement both for students who have undergraduate degrees and/or professional experience in journalism and mass communication and those without such background and experience. While the emphasis of the program is professional, students who wish to structure their M.A. program to provide a foundation for future study of journalism and mass communication at the doctoral level may do so through the individualized program of study.

More information on the program and on application procedures is available from the graduate coordinator, School of Journalism and Mass Communication. Visit the school's Web site at http://www.jmc.kent.edu for more information.

Master of Arts

ADMISSION

In addition to regular application requirements of the university, admission to the Master of Arts program requires a minimum 3.0 (A=4.0) undergraduate grade point average; three letters of recommendation; submission of scores on the Graduate Record Examination; submission of a statement of purpose; and submission of a resume to the School of Journalism and Mass Communication. GRE scores may be waived for significant professional experience as determined by the graduate studies committee.

PROGRAM REQUIREMENTS

Students must successfully complete a minimum of 36 semester hours of graduate credit. All students complete a common core of conceptual courses in addition to required professional courses for each track. Approved electives include theoretical, conceptual and professional courses in journalism and mass communication. Electives from other academic units of the

Can Concentration

Four concentrations are available, public relations, reporting/editing for print and broadcast media, media management and for those with strong professional backgrounds, an individualized program of study. Within the reporting/editing concentration, students choose among five options: newspaper, magazine, broadcast, convergence and journalism educator.

.KSU School of Journalism and Mass Communication
Master's Program Course Requirements
Reporting /Editing: Broadcast Option

Course	Hours
Required Core Courses (16-19 hrs.)	
JMC 60000 Intro to Grad Study	1 hour
JMC 60002 Legal Prob. of Mass Comm.	3 hours
JMC 60003 Ethics	3 hours
JMC 60001 Theory	3 hours
JMC 60007 Research Methods, OR	
other approved research methods course	3 hours
JMC 60396 Master's Prof. Project, OR	
JMC 60296 Advanced Readings	3 hours
OR	
JMC 60199/60299 Thesis I, II	6 hours

50 percent of coursework must be at the 60000 level.
50 percent of coursework must have JMC course numbers

Required Professional Courses (14 hrs.)	
JMC 56052 Advanced Bd. News	3 hours
JMC 56009 Reporting Public Affairs	4 hours
JMC 50004 Computer Assisted Rpt.	3 hours
JMC 60195 Advanced TV Producing	3 hours
JMC 66092 Internship*	1 hours *
Choose one or two ***	
JMC 56054 Documentary	3 hours
JMC 50012 Online Journalism	3 hours
JMC 60195 Online Collab. Pro.	3 hours
JMC 60009 Social Role	3 hours

Total Hours Needed 36

***Internship may be waived**
****Recommendation from meeting with adviser**
***** Thesis option choose one, non thesis choose two**

Professional Prerequisite Courses (hours do not count toward degree, but grades do)

JMC 22002 Videography Basics	1 hours
JMC 50002 Reporting for Mass Media	3 hours
JMC 55051 Reporting Broad. News	3 hours

KSU School of Journalism and Mass Communication

Master's Program Course Requirements

Reporting/Editing: Newspaper Option

Professional Prerequisites*

JMC 50002 Reporting for Mass Media	3 hours
JMC 50003 Editing for Mass Media	

Required Core Courses (16-19)

JMC 60000 Intro to Graduate Studies	1 hour
JMC 60002 Legal Problems	3 hours
JMC 60003 Ethics	3 hours
JMC 60001 Theory	3 hours
JMC 60007 Research Methods	
Or other approved research course	3 hours
JMC 60396 Master's Professional Project	
Or	
JMC 60296 Advanced Readings	3 hours
Or	
JMC 60199/60299 Thesis I, II	6 hours

Required Professional Courses (14)

JMC 56009 Reporting Public Affairs	4 hours
JMC 50004 Computer Assisted Reporting	3 hours
JMC 50005 Feature Writing	3 hours
JMC 56021 Magazine Writing & Editing	3 hours
Or	
JMC 66010 Specialized Reporting (ex., Business, Science)	
JMC 66092 Internship	1 hour **

50 percent of coursework must be at the 60000 level.
50 percent of coursework must have JMC course numbers

Choose one or two from the following list

JMC 50012 Online Journalism	3 hours
JMC 56016 Magazine Publishing	3 hours
JMC 56020 Magazine Design	3 hours
JMC 56021 Magazine Writing & Editing	3 hours
JMC 60195 ST: Design for Cybermedia	3 hours
JMC 66010 Specialized Reporting	3 hours
JMC 66015 Role of the Editor	3 hours
JMC 60009 Social Role of the Mass Media	3 hours

IAKM/COMM/SLIS/VCD 50000/60000 – one class as appropriate, approved by adviser

Total hours **36**

*Hours do not count toward graduation, but grades do. Students may be exempted from the classes only by a vote of the graduate studies committee upon the recommendation of the graduate studies coordinator, the news sequence coordinator and the student's individual adviser. If they are exempted from the prerequisites, they may substitute higher level classes. Students will be exempted only with significant professional experience as exhibited by a portfolio or other documentation as required by the coordinators.

**Recommendation from initial meeting with news faculty (may be waived).

KSU School of Journalism and Mass Communication
Master's Program Course Requirements

Reporting/Editing: Magazine Option

Professional Prerequisites* (**9 hrs.**)		
*JMC 50002	Reporting for Mass Media	3 hours
*JMC 50003	Editing for Mass Media	3 hours
VCD 37000	Visual Design for Media Advanced	3 hours
Required Core Courses (16-19)		
JMC 60000	Intro to Graduate Studies	1 hour
JMC 60002	Legal Probs	3 hours
JMC 60003	Ethics	3 hours
JMC 60001	Theory	3 hours
JMC 60007	Research Methods	
Or other approved research course		3 hours
JMC 60396	Master's Professional Project	
Or		
JMC 60296	Advanced Readings	3 hours
Or		
JMC 60199/60299	Thesis I, II	6 hours

50 percent of coursework must be at the 60000 level.
50 percent of coursework must have JMC course numbers

Required Professional Courses (10 -11)		
JMC 56016	Magazine Publishing	3 hours
JMC 50005	Feature Writing	3 hours
JMC 60021	Advanced Magazine Writing	3 hours
Or		
JMC 66010	Specialized Reporting (ex., Business, Science)	3 hours
JMC 66092	Internship	1 to 2 hours **
Electives:		
Choose two or three from the following list***		
JMC 56009	Reporting Public Affairs	4 hours
JMC 56020	Magazine Design****	3 hours
JMC 60021	Advanced Magazine Writing	3 hours
JMC 66010	Specialized Reporting	3 hours
JMC 50095	ST: Design for Cybermedia****	3 hours
JMC 66015	Role of the Editor	3 hours
JMC 50004	Computer Assisted Reporting	3 hours
JMC 60009	Social Role of the Mass Media	3 hours
JMC 50012	Online Journalism	3 hours
Total hours		**36**

*This class should be taken by anyone without significant professional news experience as directed by the academic adviser assigned. Hours do not count toward graduation, but grades do.
**Recommendation from initial meeting with news faculty (may be waived)
*Students doing a six-hour Thesis will select only two.

KSU School of Journalism and Mass Communication
Master's Program Course Requirements
Reporting/Editing: Convergence Option

Professional Prerequisites*

JMC 50002	Reporting for Mass Media	3 hours
JMC 50003	Editing for Mass Media	3 hours
JMC 22002	Video Basics	1 hour

Required Core Courses (16-19)

JMC 60000	Intro to Graduate Studies	1 hour
JMC 60002	Legal Problems	3 hours
JMC 60003	Ethics	3 hours
JMC 60001	Theory	3 hours
JMC 60007	Research Methods	
Or other approved research course		3 hours
JMC 60396	Master's Professional Project	
Or		
JMC 60296	Advanced Readings	3 hours
Or		
JMC 60199/60299	Thesis I, II	6 hours

50 percent of coursework must be at the 60000 level.
50 percent of coursework must have JMC course numbers

Required Professional Courses (13-14)

JMC 50012	Online Journalism	3 hours
JMC 55051	Reporting Broadcast News	3 hours
JMC 56009	Reporting Public Affairs	4 hours
JMC 60195	ST: Collaborative Online Prod	3 hours
JMC 66092	Internship	1 hour**

Electives:
Choose one or two from the following list***

JMC 60195	ST: Design for Cybermedia	3 hours
JMC 66015	Role of the Editor	3 hours
JMC 50004	Computer Assisted Reporting	3 hours
JMC 60009	Social Role of the Mass Media	3 hours
JMC 55052	Advanced Broadcast News	3 hours
JMC 56054	Documentary	3 hours
One course approved by adviser		3 hours***
	Total hours	**36 hours**

*Hours do not count toward graduation, but grades do.
** Recommendation from initial meeting with news faculty (may be waived)
***Students doing a six-hour Thesis will select only one.

KSU School of Journalism and Mass Communication
Master's Program Course Requirements
Reporting/Editing: For Journalism Educators Option

Course	Hours
Required Core Courses (16 – 19 hrs)	
JMC 60000 Intro. To Grad Study	1 hours
JMC 60002 Legal Prob. Of Mass Comm.	3 hours
JMC 60003 Ethics	3 hours
JMC 60001 Theory	3 hours
JMC 60007 Research Methods	3 hours
OR	
Other approved research methods course	
JMC 60396 Master's Prof. Project	3 hours
OR	
JMC 60199/60299 Thesis I, II	6 hours

(JMC 57003 Teaching High School Journalism would be required if the student has not taken the undergraduate JMC 47003 thus limiting the student to a 3-credit hour project.)

Required Professional Courses (11 hrs.)	
JMC 66005 Professional News Editing	3 hours
**JMC 50004 Computer Assisted Rpt.	3 hours
or	
**JMC 55012 Online Journalism	3 hours
JMC 56009 Reporting Public Affairs	4 hours
JMC 66092 Internship	1 hour.*

50 percent of coursework must be at the 60000 level.
50 percent of coursework must have JMC course numbers

Elective Courses (9 hrs.)	
JMC 60009 Social Role	3 hours
JMC 60195 ST: Managing Diversity	3 hours
Others as recommended by adviser***	
Total Hours Needed	**36**

Professional Prerequisite Courses

Part of the issue here is the difference between those who are Kent State University Integrated Language Arts graduates and those who may have come from elsewhere. Our students would have taken Media, Power and Culture, Media Writing and possibly even Media Information Gathering. Without those, they would need to take at least JMC 50002.

*Internship may be waived after initial meeting with assigned academic adviser.

** Students writing a Thesis should take only six elective hours.

***Recommendation made after initial meeting with adviser

Proposal Summary
Media Management

Title: Journalism and Mass Communication Graduate Curriculum

Subject Specifications: This action constitutes changes to the **Media Management** concentration in the graduate program.

Background Information
Description of action including its intended effect: The theoretical foundation of the graduate concentration will be strengthened as we return, JMC 60001, Mass Communication Theory to the core of required classes.

This change the core follows the School's self-study for the 2006 Graduate Program Review by RAGS and the realization that many students in the Media Management concentration needed a stronger grounding in Mass Communication theory to be successful in the capstone courses of thesis or project which require a research component

The audience for the programs will not change. Potential students will continue to be non traditional re-toolers attending graduate school to advance in current careers or change to new ones. We will continue to attract recent graduates without journalism backgrounds and current JMC undergraduates through our Plus 24 dual degree program.

We do not expect the changes to have a fiscal impact on JMC resources since the graduate coordinator will teach the Communications Theory course. The school has provided a one-course load lift this semester, fall 2006, so that Professor Evonne Whitmore can develop the course as a 2006-2007 Moulton Scholar. If approved, the course will be offered for the first time in fall 2007.

Media Management Concentration

DELETE the following from required JMC courses:
JMC 60009 *Social Role of the Mass Media as a requirement in the Journalism and Mass Communication theoretical core for the* ***Media Management*** *concentration.*

ADD the following to the required JMC courses:
JMC 60001 Mass Communication Theory as a requirement *in the Journalism and Mass Communication theoretical core for* ***Media Management*** concentration.

Conformity of action with mission of sponsoring unit: The new curriculum for the graduate major with a Media Management concentration conforms to the mission of the School of Journalism and Mass Communication and will provide graduate students with a more focused and structured program that is grounded with a stronger theoretical core. At

the same time, the changes are flexible enough to allow students to receive a media specialization.

Rationale for action: These curricular changes will address the need for advanced and entry-level electronic media professionals with the knowledge needed to have an historical and theoretical framework for how mass communication functions. The course will also better prepare students who choose the thesis or project capstone options.

Effect on current programs, offerings, students, staff: There is no increase in the number of required hours students must take to complete this degree.

Scope of action. The new curriculum will be ready for implementation in Fall 2007.

Fiscal impact of action. . Current faculty in the school will teach the proposed course.

Alternatives and Consequences: The alternative would be to not make these curricular changes and continue to require a course that the graduate studies committee believes is no longer useful because of its lack of theoretical grounding. Consequences would be a curriculum that is outdated and does not provide students with a theoretical grounding in mass communications needed to be successful in today's ever-changing media world.

Specific Recommendation and Justification: The recommendation is to implement the curricular changes for the graduate Journalism and Mass Communication major for Fall 2007.

Timetable and Actions Required:

Action	Timetable
Approved proposal at FAC	Spring 2006 for implementation in Fall 2007
Submit proposal to CCC	Fall 2006 for implementation in Fall 2007
Submit proposal to EPC	Fall 2006 for implementation in Fall 2007

2007 – 2008

KSU School of Journalism and Mass Communication
Master's Program Course Requirements
Media Management

Course	Completed	Hours
Required Core Courses (16-19 hrs.)		
JMC 60000 Intro to Grad Study, OR JMC 67094 Coll. Teaching: Journalism	_____	1
JMC 60002 Legal Prob. of Mass Comm.	_____	3
JMC 60003 Seminar: Ethics	_____	3
~~JMC 60009 Seminar: Social Role~~	_____	3
JMC 60001, 3 Theory of Mass Comm		
JMC 60007 Research Methods, OR other approved research methods course	_____	3
JMC 60396 Master's Prof. Project, OR JMC 60296 Advanced Readings	_____	3
OR		
JMC 60199/60299 Thesis I, II	_____	6
Required Professional Courses (9 hrs.)		
JMC 50015 Media Management	_____	3
JMC 60015 Adv. Media Mgmt.	_____	3
Choose one: JMC 60195 ST: Managing Diversity JMC 66020 Precision Journalism JMC 64072 Admin. Probs. In R/TV JMC 68001 PR Management Any BAD Marketing course	_____	3
Elective Courses (8-11 hrs.) Only 4 hours of workshop credit count toward the degree.		
_____	_____	____
_____	_____	____
_____	_____	____
_____	_____	____
50 percent of coursework must be at the 60000 level. 50 percent of coursework must have JMC course numbers	**Total Hours Needed**	**36**

Professional Prerequisite Courses (hours do not count toward degree)

JMC 50002 Reporting for Mass Media	_____	3
JMC 50003 Editing for Mass Media	_____	3

Adviser's Signature:_____ Date:_____

Graduate Coordinator's Signature:_____Date:_____

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Date of Preparation: August 14, 2006

Purpose of Proposal: NEW ~~ADD~~ Course

Current Course Title: Advanced Magazine Writing

Department: JOURNALISM AND MASS COMMUNICATION

Course Number: 6002[redacted] 60021

Minimum Credit: 3 Maximum Credit: 3

Place an x by those items that are new or revised

- (X) Prefix
- (X) Title
- (X) Title Abbreviation
- (X) Number/Slash
- (X) Prerequisite
- (X) Credit Hours
- (X) Description
- (X) CIP/HEGIS
- (X) Activity Type
- (X) Cross-Listed/Slashed
- (X) Grade Rule
- (X) Credit By Exam

---If applicable---

- ( ) Course Fee
- ( ) LER Status (G)
- ( ) WIC (W)
- ( ) Diversity (D)

Describe Impact on Other Programs, Policies, or Procedures: NO IMPACT

Units Consulted, including Library (See Guidelines For Instructions): NOT APPLICABLE

REQUIRED ENDORSEMENTS

Chair/Director/Campus Dean	[signature]	10 / 9 / 06
College/School Dean	[signature]	10 / 10 / 06
Vice Provost for Regional Campuses		/ /
Provost		/ /

Basic Data Sheet

Preparation Date: **8/14/2006** Requested Effective Year: **2007**

Course Title: **Advanced Magazine Writing**

Department: **JMC**

Course Number: **60021**

Slash Course: _____ _____

The only applicable combinations are: 4-5; 4-5-7; 6-7

Cross-listed with: _____

Course Title Abbrev.: ~~AMW~~ Advanced Magazine Writing

KSU Type: _____

Minimum Credit: **3** Maximum Credit: **3**

Credit Connector: **F**

Grade Rule: G~~C~~ J

Credit by Exam: **CBE-N**

Activity Type: ~~LEC~~ LEC

Course Fee: _____ Per Credit Hour

Following four fields completed by the Provost's Office

OBR Program Code: _____

OBR Course Level: _____

CIP Code: _____

Prerequisite: **JMC 56016 and ~~JMC~~ 50005**

Catalog Description: **Course builds on content in JMC 56016 and 50005. Purpose is to refine and hone writing skills for non-fiction magazine stories in print and online.**

For course revision, enter previous title, abbr., number and credit.

Previous Course Title **none**

Previous Dept. & Course Number: _____ Prev Min Hrs _____ Prev Max Hrs: _____

Chair, Director, School Dean or Campus Dean

Writing Expectations: **Write multiple stories**

Instructor(s) expected to teach this course: **Ann Schierhorn, Jacquieline Marino**

Basic Data Sheet - Page 2

Instructor(s) Contributing to Content: **Ann Schierhorn**

Content Outline:	Hrs:
Introduction	3
Evaluating online presentation	3
Pitching story ideas	3
Story structure for print and online	3
Editing for web	3
Queries	3
Fact checking	6
Evaluating professional articles	6
Coaching	3
Microediting	3
Polishing stories	9
TOTAL:	45

Textbook(s) used in this course: **American Magazine Writing 2006; Columbia University Press**

Attachment 11

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____
DATE OF PREPARATION: 10/16/2006

Purpose of Proposal: New Program

Department: NURSING

Requested Effective Term: 2007F

SIS Code or Brief ID of Program Affected by Action: CAA: Parent Child Nursing
(e.g. A BS CHEM, WMST MNR, DTP CERT, etc.)

Description of Proposal (please use upper case):
Establish two new concentrations under the MSN in Nursing (MSN NURS): Pediatric Nurse Practitioner Concentration and the Pediatric clinical Nurse Sepcialist Concentration.
HAA HBA

Describe Impact on Other Programs:
Studernts are likely to increase the desire to obtain post master's cerrtificates in the other concentration or in Family Npand thereby increase their marketable skills.

Units Consulted (See guidelines for Instructions):
Parent Child Nursing faculty, Master's Curriculum Committee, Dean and Faculty.

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Karen A. Beld
10 / 17 / 06

College/School Dean: [illegible]
10 / 17 / 06

Vice Provost for Regional Campuses: _____
/ /

Provost: _____
/ /

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Main Menu

KENT STATE
UNIVERSITY

INTEROFFICE MEMORANDUM

TO: DR. GAYLE ORMISTON, ASSOCIATE PROVOST, FACULTY AFFAIRS AND CURRICULUM
MS. THERESE TILLETT, COORDINATOR OF CURRICULUM SERVICES
DR. DAN FINOTELLO, ACTING DEAN OF GRADUATE STUDIES

FROM: DR. KAREN BUDD, DIRECTOR GRADUATE PROGRAMS, COLLEGE OF NURSING

SUBJECT: ADDITION OF THE PEDIATRIC NURSE PRACTITIONER (PNP) AND THE CLINICAL NURSE SPECIALIST (PCNS) CONCENTRATIONS AND POST-MASTER'S PCNS CERTIFICATE PROGRAM, AND REVISION OF THE PNP POST-MASTER'S CERTIFICATE PROGRAM

DATE: 10/17/2006

CC: EPC FILE

Having the approval by vote of the College of Nursing faculty, I am requesting that the subject item be placed on the next agenda (October 23, 2006) of the EPC, effective for Academic Year 2007-2008.

This item reflects the establishment of the Pediatric Nurse Practitioner and Clinical Nurse Specialist concentrations. It will also serve to convert Special Topics course numbers currently used in the Post Master's Pediatric Nurse Practitioner Certificate program (C806) to existing course numbers, and to establish the Post Master's Pediatric Clinical Nurse Specialist Certificate program. These changes will create consistency with the existing Adult NP and proposed Family NP programs, will more efficiently utilize our faculty and resources, and better meet student needs and certification requirements.

If approved, we request the following actions:

Concentration/Certificate	*Action*	*Effective Term*
Pediatric Nurse Practitioner	Assign new sub-major code	Fall 2007
Pediatric Clinical Nurse Specialist	Assign new sub-major code	Fall 2007
Post Master's Pediatric Nurse Practitioner C806	Convert ST courses to existing course numbers	Fall 2007
Post Master's Pediatric Clinical Nurse Specialist	Assign new certificate code	Fall 2007

Enclosed are the written proposal and rationale, current and proposed program plans (graduate requirements), CCP Form to Revise the Program, CCP forms and Basic Data Sheets adding four new courses, CCP forms inactivating six existing courses, and new catalog copy to reflect this revision of program.

Proposal Summary

Title: Establish two Pediatric Nursing Concentrations within the Master's of Science degree and Establish Post Master's Certificate for Pediatric Clinical Nurse Specialist

Subject Specification: The intent of this proposal is to establish two pediatric nursing concentrations and one post master's certification to prepare graduates for the professional roles of Pediatric Nurse Practitioner and Pediatric Clinical Nurse Specialist.

Background and Rationale:

By action of the Educational Policies Council in Spring, 2006, the Parent Child Nursing (PCN) concentration was abandoned effective Fall '07. The plan was to incorporate the content taught in three PCN "umbrella" conceptual courses into Woman's Health and Pediatric nurse practitioner and clinical nurse specialist concentrations.
Pediatric advanced practice student nurses enroll in five courses that prepare them for certification in the role of Pediatric Nurse Practitioner or Pediatric Clinical Nurse Specialist. As nursing practice has become more advanced, certification boards and nursing licensing boards have become more specific in their requirements. The current PNP courses, while meeting certification and nursing licensing requirements, were named in general terms such as "PNP I" that did not indicate content. "PNPs practice under their state Nurse Practice Act and in accordance with individual state laws and regulations. Since all fifty (50) states vary in their regulations as to the definition, scope of practice, and prescriptive authority of nurse practitioners, specific state requirements for practice must be identified and met" (National Association of Pediatric Nurse Practitioners, 2004). Should specific course titles with objectives that clearly specify required content not be identified, certification boards may no longer permit our graduates to sit for certification. In addition, expanding expertise in family assessment and counseling used by practitioners in both roles warrants adding a course to each program plan.

The establishment of these concentrations is consistent with the mission of the College of Nursing, which is to "Prepare nurses at undergraduate and graduate level who possess the characteristics and capabilities congruent with professional and societal needs. An emphasis on the search for knowledge as well as the transmission and interpretation of knowledge encourages students to reason critically, write and speak clearly, understand their role as citizens, function effectively in society, make ethical and aesthetic judgments, and accept responsibility for continued intellectual growth. This emphasis prepares the student to address the life-long issues of a changing world."

Scope and Fiscal Impact of Action:

Pediatric Nurse Practitioner (PNP) and Pediatric Clinical Nurse Specialist (PCNS) students will share two courses, which uses faculty efficiently and represents cost savings for the CON and the University in an era of shrinking federal and state

funds. Further, Family Nurse Practitioner (FNP) students also will enroll in two Pediatric Nurse Practitioner courses. Graduates of all three concentrations (PNP, PCNS, and FNP) likely will enroll in post-certificate programs of the other two.

Actions Proposed:

1. Delete the requirement for PCN courses in the PNP and PCNS curriculum plan.
2. Replace existing courses with new courses as follows:
    a. NURS 61021 Advanced Pediatric Assessment and Health Promotion will replace NURS 60062, PNP I
    b. NURS 61022 Primary Care of Acutely Ill Children will replace NURS 60062
    c. NURS 61023 Care of Acutely Ill Children will replace NURS 60067, PCNS II
    d. NURS 60024 Care of Chronically Ill Children will replace 60070, PNP III
3. Increase NURS 61021, NURS 61022, NURS 60023, NURS 60024 each by one credit hour to allow adequate classroom lecture time.

Timetable and Actions Required:

College of Nursing Masters Curriculum Committee	February 13, 2006
College of Nursing Faculty	May 16, 2006
Submission to University Educational Policy Council	October 16, 2006 for October 23, 2006 meeting

Implementation: Fall 2007

Proposed Full Time Curriculum Plan
Master's of Science in Nursing
Concentration Primary Care Pediatric Nurse Practitioner

Course No	Course name	Credits	Year
NURS61021+	**Advanced Pediatric Assessment and Health Promotion**	**5**	**Fall year 1**
NURS60101	Theoretical Basis-Nursing	3	Fall Year 1
NURS61095	ST: Adv. Human Physiology & Pathology	3	Fall year 1
	TOTAL CREDITS	**11**	
NURS61022+	**Primary Care of Acutely Ill Children**	**5**	**Spring year 2**
NURS60441	APN Pharmacology	3	Spring year 1
NURS60401	Nursing Research Methods I	2	Spring year 2
	TOTAL CREDITS	**10**	
NURS60037	Pediatric NP Practicum	2	Summer year 1
	TOTAL CREDITS	**2**	
NURS61024+	**Care of Chronically Ill Children**	**4**	**Fall year 2**
NURS60402	Nursing Research Methods II	3	
NURS60450 NURS60451	Ethical & Cultural Issues # Or Health Policy and Delivery Systems #	2	Spring 2/Fall 2
	TOTAL CREDITS	**9**	
NURS60074	Pediatric Nurse Practitioner Capstone Practicum	4	Spring 2
NURS60006^	**Introduction to Family Assessment & Counseling in Nursing**	**3**	**Spring 2**
NURS60498	Research (optional)	(2)	
	TOTAL CREDITS	**7(9)**	
	TOTAL CREDITS FOR PROGRAM	**39(41)**	

As of 2005, either Ethical & Cultural Issues - or - Health Policy & Delivery Systems is required.
Note: Research (N60498) is still an optional course

+ = New courses to be added to Pediatric NP program
^ = New course to be introduced with the Family NP program.

Proposed Full Time Curriculum Plan
Master's of Science in Nursing
Concentration Pediatric Clinical Nurse Specialist

Course No	Course name	Credits	Year
NURS61021+	**Advanced Pediatric Assessment and Health Promotion**	**5**	**Fall year 1**
NURS60101	Theory Basis in Nursing	3	Fall Year 1
NURS61095	ST: Adv. Human Physiology & Pathology	3	Fall year 1
	TOTAL CREDITS	**11**	
NURS61023+	**Care of Acutely Ill Children**	**5**	**Spring year 2**
NURS60441	APN Pharmacology	3	Spring year 1
NURS60401	Nursing Research Methods I	2	Spring year 2
	TOTAL CREDITS	**10**	
NURS61024+	**Care of Chronically Ill Children**	**4**	**Fall year 2**
NURS60402	Nursing Research Methods II	3	
NURS60450 NURS60451	Ethical & Cultural Issues# Or Health Policy and Delivery Systems #	2	Spring 2/Fall 2
	TOTAL CREDITS	**9**	
NURS60075	Pediatric Clinical Nurse Specialist Capstone Practicum	4	Spring year 2
NURS60006^	**Introduction to Family Assessment & Counseling in Nursing**	**3**	**Spring 2**
NURS60498	Research (optional)	(2)	
	TOTAL CREDITS	**7(9)**	
	TOTAL CREDITS FOR PROGRAM	**37(39)**	

As of 2005, either Ethical & Cultural Issues - or - Health Policy & Delivery Systems is required.
Note: Research (N60498) is still an optional course

+ = New courses to be added to Pediatric CNS program
^ = New course to be introduced with the Family NP program.

COLLEGE OF NURSING

Laura Cox Dzurec, Dean
113 Henderson Hall
330-672-7930

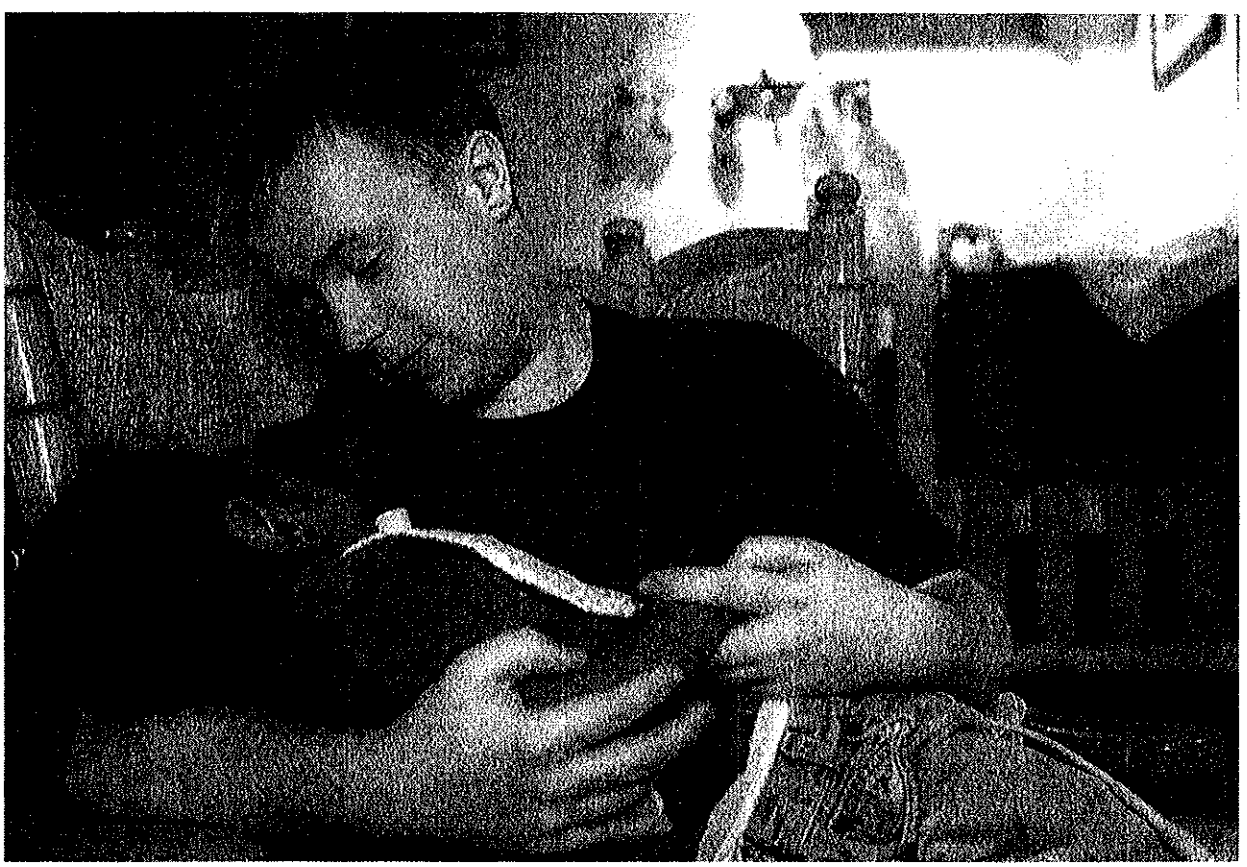
The Kent State University College of Nursing offers the Doctor of Philosophy (Ph.D.), the Master of Science in Nursing (M.S.N.), several post-master's certificate programs and two dual-degree programs in combination with other non-nursing master's programs at Kent State University. The dual-degree programs offered are the Master of Science in Nursing/Master of Business Administration and the Master of Science in Nursing/Master of Public Administration. The Ph.D. in Nursing is offered jointly with The University of Akron College of Nursing. The College of Nursing is accredited by the National League for Nursing and the Commission on Collegiate Nursing Education.

The joint program for the Doctor of Philosophy is characterized by excellence through scholarship, integrity and caring. The primary purpose of the program is to produce nurse scholars. This purpose is realized through the development, testing and dissemination of nursing knowledge derived from theories and models of nursing practice as well as from the social, legal, political and economic aspects of health care policies and practices. Interdisciplinary collaboration and community outreach are emphasized throughout the program, and graduates are characterized by the excellence of their leadership, research, teaching, or application of nursing and health care policy.

The Master of Science in Nursing (M.S.N.) program incorporates concepts of advanced practice nursing throughout the program. Students are prepared to function in clinical, managerial or leadership roles as dictated by their concentration and role specialties, and to be eligible for doctoral study. The program's graduates hold leadership positions in a variety of roles in urban and rural settings in Ohio and nationally. Graduates of the advanced practice programs at Kent State University are eligible for National certification examination.

* Substitute Plan red attached

The M.S.N. has concentrations in the areas of nursing of the adult, nursing and health care management, psychiatric-mental health nursing and parent-child nursing. The roles of Clinical Nurse Specialist (CNS) and Nurse Practitioner (NP) exist in all the clinical concentrations. The two roles can be combined or separately pursued in psychiatric-mental health nursing. Psychiatric mental health nursing CNS role is further subdivided into adults or child-adolescent. Parent-child nursing is



~~Subdivided into women's health and pediatric nursing for each of the CNS or NP roles.~~

The dual-degree programs of the Master of Science in Nursing and the Master of Business Administration (M.S.N.-M.B.A.) and the Master of Science in Nursing and the Master of Science in Public Administration (M.S.N.-M.P.A.) are designed for experienced nurses whose career goals include assuming middle- or executive-management positions in health services agencies or companies, or who are interested in starting their own businesses. Practical management knowledge and skills are concurrently integrated with nursing courses and relevant management experiences in the form of practica and internships. Both curriculae are cost and time effective for nurses with clear goals and demanding schedules. Clinical courses are not required but may be added if desired. Graduates of these programs are also prepared to pursue doctoral study.

Persons seeking additional information on graduate study in nursing should consult the College of Nursing, Office of Graduate Affairs at 330-672-8761 or http://dept.kent.edu/nursing.

Master of Science in Nursing

ADMISSION

In addition to regular application requirements of the university, admission to the Master of Science in Nursing degree program requires the following information. Applications can be obtained through the College of Nursing, Office of Graduate Affairs and Graduate Studies, Office of Research & Graduate Studies or online at https://admissions.rags.kent.edu. Students should retain personal copies of the information submitted.

1. Current licensure as a registered nurse by the Ohio Board of Nursing.
2. A baccalaureate and/or graduate degree from an accredited university.
3. A registered nurse with a baccalaureate degree in a non-nursing field may be eligible for entrance into the master's program pending an interview with selected faculty and acceptable grade point averages (see below).
4. An undergraduate grade point average of 3.0 on a 4.0 scale.
5. Satisfactory completion of a statistics course, recommended but not necessarily required, within the previous five years and an elementary course in research methodology.
6. Three letters of reference, preferably from individuals who can address the applicant's ability to master graduate study.
7. Submission of scores on the Graduate Record Examination. The Graduate Record Examination is required for applicants with an undergraduate GPA of 2.99 or less on a 4.00 scale.
8. A pre-admission interview, by telephone or in person, with the program director. The interview is used to establish a fit between student goals and the desired College of Nursing graduate program as recommended by the interviewer(s).
9. A 300-word essay describing professional goals and reasons for seeking graduate nursing education. Students seeking admission to the Interdisciplinary Gerontology program must focus their essay on their career interest in gerontology.
10. Students seeking admission to the Interdisciplinary Gerontology program must specifically request admission into that program. This request may take the form of a letter submitted with their other materials.

Students submitting application to the dual-degree programs follow the process that is described under the nursing dual-degree information.

Applications to the College of Nursing for the M.S.N. and or the dual-degree programs are reviewed on a rolling admission basis. It is strongly recommended that students begin application as early as possible in the year prior to expected admission.

Applicants desiring additional information regarding admissions may contact the College of Nursing graduate office, 330-672-2234. Admission is determined by members of a graduate faculty committee who provide a holistic review of the required documents and interview results stated above.

TRANSFER CREDITS

Transfer credits are described elsewhere in this catalog. Students requesting transfer of course hours or evaluation of courses taken elsewhere for equivalency to Kent State courses must submit their request to the College of Nursing outlining the grounds upon which the request is being made and, if possible, present syllabi, catalog descriptions or other pertinent information to support their petition.

ANNUAL REQUIRED DOCUMENTATION

Once accepted into the program each student is required to present, at the time of entrance and annually thereafter, documentation of: licensure as a registered nurse, CPR certification, current immunizations and BCI background checks. This information is required by clinical sites as well as for accreditation reviews. At student clinical sites, students must also display their name badges (purchased through the College of Nursing) that indicate their name and status as graduate students of the Kent State University College of Nursing.

FINANCIAL ASSISTANCE

Federal traineeships for full- and part-time students may be available for financial assistance on an annual basis subject to the amount of federal funds granted to the college. University graduate assistantships and fellowships are also available for students who apply and qualify. Other sources of financial aid are described elsewhere in this catalog. A list of other funding agencies for graduate education is available through the College of Nursing Office of Research and Graduate Affairs by students wishing to apply for funds. Some employers also fund students for graduate education.

PROPOSED CATALOG COPY:

COLLEGE OF NURSING

Dr. Laura Dzurec, Dean
113 Henderson Hall
330-672-7930
ldzurec@kent.edu

The Kent State University College of Nursing offers the Doctor of Philosophy (Ph.D.), the Master of Science in Nursing (M.S.N.), several post-master's certificate programs and two dual-degree programs in combination with other non-nursing master's programs at Kent State University. The dual-degree programs offered are the Master of Science in Nursing/Master of Business Administration and the Master of Science in Nursing/Master of Public Administration. The Ph.D. in Nursing is offered jointly with The University of Akron College of Nursing. The College of Nursing is accredited by the Commission on Collegiate Nursing Education.

The joint program for the Doctor of Philosophy is characterized by excellence through scholarship, integrity and caring. The primary purpose of the program is to produce nurse scholars.

This purpose is realized through the development, testing and dissemination of nursing knowledge derived from theories and models of nursing practice as well as from the social, legal, political and economic aspects of health care policies and practices. Interdisciplinary collaboration and community outreach are emphasized throughout the program, and graduates are characterized by the excellence of their leadership, research, teaching, or application of nursing and health care policy.

The Master of Science in Nursing (M.S.N.) program incorporates concepts of advanced practice nursing throughout the program. Students are prepared to function in clinical, managerial or leadership roles as dictated by their concentration and role specialties, and to be eligible for doctoral study. The program's graduates hold leadership positions in a variety of roles in urban and rural settings in Ohio and nationally. Graduates of the advanced practice programs at Kent State University are eligible for National certification examinations.

The M.S.N. has concentrations in the areas of nursing of the adult, family, geriatric, women's health, pediatric, psychiatric-mental health, and nursing and health care management. The roles of Nurse Practitioner (NP) and Clinical Nurse Specialist (CNS) exist in all the clinical concentrations, except for Family and Geriatric, where only the NP role exists at this time. The two roles can be combined or separately pursued in psychiatric-mental health nursing. Psychiatric mental health nursing CNS role is further subdivided into adult or child-adolescent.

CERTIFICATE OF CURRICULUM PROPOSALS AND BASIC DATA SHEETS TO ADD EACH THE FOLLOWING NEW COURSES:

NURS61021 ADVANCED PEDIATRIC ASSESSMENT AND HEALTH PROMOTION (5 CHRS)

NURS61022 PRIMARY CARE OF ACUTELY ILL CHILDREN [NP ONLY] (5 CHRS)

NURS61023 CARE OF ACUTELY ILL CHILDREN [CNS ONLY] (5 CHRS)

NURS61024 CARE OF CHRONICALLY ILL CHILDREN (4 CHRS)

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 10/16/2006

Purpose of Proposal	New Course
Subject Area	NURSING
Course Number	61021
Course Title	Advanced Pediatric Assessment & Health Promotion
Minimum Credit	5 Maximum Credit 5

Selected items are new

◉ Subject Area		◉ Activity Type
◉ Crs Number		◉ Cross-Listed/Slash
◉ Title		◉ Grade Rule
◉ Title Abbreviatio		◉ Credit By Exam
◉ Prerequisite	If applicable	◉ Course Fee
◉ Credit Hours	If applicable	◉ LER Status (G)
◉ Description	If applicable	◉ WIC (W)
◉ CIP/HEGIS	If applicable	◉ Diversity

Describe Impact on Other Programs, Policies or Procedures

This course will be a required course in the proposed Family Nurse Practitioner concentration.

Units Consulted (See guidelines for Instructions)

Women's Health and Adult Nurse Practioner faculty, Master's Curriculum Committee, Dean, Faculty

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean Karen H. Budd
10 / 17 / 06

College/School Dean [signature]
10 / 17 / 06

Vice Provost for Regional Campuses _____
/ /

Provost _____
/ /

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Main Menu

Basic Data Sheet - Page 1

Preparation Date 9/1/2006 12:11:57 PM **Requested Effective Year** 2007

Course Title Advanced Pediatric Assessment & Health Promotion

Subject Area NURS **Course Number** 61021 **Course Fee** 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Adv Ped Assess Hlth Promo **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 5 **Maximum Credit** 5

Credit By Exam CBE-N **Activity Type** CLN

Grade Rule GJ

Following three fields completed by the Provost's Office

OBR Program Code 71

OBR Course Level 4

CIP Code

Prerequisite (limit text to two lines) NURS60101 pre- or co-requisite; graduate standing.

Catalog Description (limit text to five lines) Initial pediatric course emphasizes primary care of infants, children and teens with a holistic approach to well child development, health promotion, illness prevention, and management of developmental challenges with a family centered approach. Assessment & lab on first 4 Thursdays of semester. Clinicals will be held at primary care sites.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Clinical records including physical exam write-ups, journaling, documentation of clinical activities and summary of evidence based practice articles. Handouts, prepared for colleagues, on a phenomenon or concept of growth and development and health promotion.

Next Page

Basic Data Sheet - Page 2

Subject Area NURS **Course Number** 61021

Instructor(s) Contributing to preparation Mary D. Calabro

Instructor(s) Expected to teach this course Mary D. Calabro

Content Outline

Total Hours 0

Lecture: 3 credit hours (45 class hours) to include the following content:

Advanced pediatric assessment - 8 hrs (lab ration 3:1)
Contraceptives - 2 hr
Principles, theories and assessment tools of growth & develop. - 2 hr
Concepts of holistic and culturally sensitive health promotion - 2 hr
Family systems theory and assessment, attachment, bonding - 2 hr
Mental health promotion - 2 hr
Immunizations - 3 hr
Growth, development, health promotion, illness prevention in infancy, childhood and adolescence - 10 hr
Nutrition for health promotion in infants and toddlers - 2 hr
Nutrition for health promotion of school age/teens - 3 hr
Obesity prevention - 2 hr
Health promotion of athletic children/teens - 2 hr
Literacy, promotion in primary care; assessment of health care literataure 2 hr
Clinical conferences - 3 hrs (ration 3:1)

Clinical: 2 credit hours at 4:1 ratio for 120 clinical hours

Textbooks(s) used in this course

A Pocket Guide to Contraceptive Technology - order from: www.managingcontraception.com or 404-373-0530

Craft-Rosenburg & Deheny (Eds.) (2001). Nursing interventions for infants, children & families. Sage

☐
Boynton, R. (2003). Manual of ambulatory pediatrics (5th ed.). Lippincott, Williams & Wilkins. ISBN 0397554729 (or latest edition)

☐
Burns, C. (2004). Pediatric primary care: A handbook for nurse practitioners (3rd ed). W. B. Saunders: Philadelphia. ISBN 0721680623

☐
Dixon, S. & Stein, M. (2005). Encounters with children: Pediatric behavior and development, (4th ed.). Mosby. ISBN 0-323-02915-9 Available 9/23/05.

☐
Jarvis, (2004). Physical examination & health assessment (4th ed). W. B. Saunders: Philadelphia. ISBN 0721684246

☐
Bright Futures pocket developmental guide. Order online at Bright Futures, www.brightfutures.org or National Center for

Karen H. Budd

Chair, Director, School Dean or Campus Dean

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 10/16/2006

Purpose of Proposal: New Course
Subject Area: NURSING
Course Number: 61022
Course Title: Primary Care of Acutely Ill Children
Minimum Credit: 5 Maximum Credit: 5

Selected items are new

◉ Subject Area		◉ Activity Type	
◉ Crs Number		◉ Cross-Listed/Slash	
◉ Title		◉ Grade Rule	
◉ Title Abbreviatio		◉ Credit By Exam	
◉ Prerequisite	If applicable	◉ Course Fee	
◉ Credit Hours	If applicable	◉ LER Status (G)	
◉ Description	If applicable	◉ WIC (W)	
◉ CIP/HEGIS	If applicable	◉ Diversity	

Describe Impact on Other Programs, Policies or Procedures:
This course will be a required component of the Family Nurse Practioner concentration.

Units Consulted (See guidelines for Instructions):
Women's Health and Adult Nurse Practioner faculty, Master's Curriculum Committee, Dean and Faculty

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Karen M. Bull 10 / 17 / 06

College/School Dean: [illegible] 10 / 17 / 06

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

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Basic Data Sheet - Page 1

Preparation Date 9/1/2006 12:19:50 PM **Requested Effective Year** 2007

Course Title Primary Care of Acutely Ill Children

Subject Area NURS **Course Number** 61022 **Course Fee** 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Prim Care Acutely Ill Child **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 5 **Maximum Credit** 5

Credit By Exam CBE-N **Activity Type** CLN

Grade Rule GJ

Following three fields completed by the Provost's Office

OBR Program Code 71

OBR Course Level 4

CIP Code

Prerequisite (limit text to two lines) Prerequisite NURS61021; Pre- or co-requisites: Advanced Human Physiology and Pathology, and graduate standing.

Catalog Description (limit text to five lines) Clinical course emphasizing development of competent clinical advanced practice nursing skills for and comprehensive knowledge of acute physical and psychosocial illnesses in children including diagnoses, management and evaluation in primary care. Clinical is in acute primary care setting.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Clinical records, journaling, handouts for colleagues, advanced practice nursing intervention paper.

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Basic Data Sheet - Page 2

Subject Area NURS **Course Number** 61022

Instructor(s) Contributing to preparation Mary D. Calabro

Instructor(s) Expected to teach this course Mary D. Calabro

Content Outline

Total Hours 0

Lecture: 3 credit hours class time to include the following content 45 contract hrs

Advanced practice interventions: for pain, crisis, acute illnesses, psychosocial health - 15 hrs
Focused history and physical - 2 hr
Pediatric Acute Illnesses and conditions of: ear disorders; eye disorders; female sexually transmitted diseases/female genitourinary; male genitourinary; nose, throat and mouth; respiratory system; gastrointestinal system; integumentary system; musculoskeletal system including sports/athletic injuries - 15 hrs
Communicable diseases - 3 hrs
Acute psychological disorders - 2 hrs
Triage/symptom management; emergencies; bites/stings
Pediatric pharmacology
Clinical conference at ratio of 3:1 (lab) - 4 hrs

Clinical: 2 credit hours with 4:1 ratio

Textbooks(s) used in this course

Gunn, U. L. & Nochyba, C. (latest edition). Harriett Lane Handbook (16th ed.). Mosby ISBN: 0-323-01486-0 or PDA equivalent.

Hill, N. L. (2004). Management guidelines for pediatric nurse practitioners (2nd ed.). F.A. Davis. ISBN: 0803611021

Kaye, D. L. , Montgomery, M. E. & Munson, S. W. (2002). Child and Adolescent Mental Health. Lippincott, Williams, & Wilkins. ISBN 0-7817-3015-5

Dermotology Book Cohen, B. A. (2004/2005) Pediatric Dermatology (3rd ed.) . Mosby. ISBN: 0-7234-3010-1
OR Goldsmith, L. A. & Lazarus, G. S. (1997). Adult and pediatric dermatology. F. A. Davis ISBN: 0-8036-0146-8
OR Weston, W., Lano, A. T. & Mariolli, J. G. (2002). Color textbook of pediatric dermotology (3rd ed.). Mosby. ISBN: 0-323-01821-1

Pharmacology: Drug Book Taketoino, C. K. (latest edition). Pediatric Dosage Handbook (10th ed.). Lexicomp. ISBN: 1591950589
OR Turkoski, B. & Lang, B. R.. (latest edition). Drug information on handbook for advanced practice nursing. Lexicomp. ISBN: 1-59195-029-5

Karen N. Budd

Chair, Director, School Dean or Campus Dean

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CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 10/16/2006

Purpose of Proposal	New Course
Subject Area	NURSING
Course Number	61023
Course Title	Care of Acutely Ill Children
Minimum Credit	5 Maximum Credit 5

Selected items are new

◉	Subject Area	◉	Activity Type
◉	Crs Number	◉	Cross-Listed/Slash
◉	Title	◉	Grade Rule
◉	Title Abbreviatio	◉	Credit By Exam
◉	Prerequisite If applicable	◉	Course Fee
◉	Credit Hours If applicable	◉	LER Status (G)
◉	Description If applicable	◉	WIC (W)
◉	CIP/HEGIS If applicable	◉	Diversity

Describe Impact on Other Programs, Policies or Procedures

Units Consulted (See guidelines for Instructions)

Women's Health Nursing faculty, Master's Curriculum Committee, Dean, Faculty
No discernable impact.

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Karen M. Budd
10 / 17 / 06

College/School Dean: [signature]
10 / 17 / 06

Vice Provost for Regional Campuses: _____
/ /

Provost: _____
/ /

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Basic Data Sheet - Page 1

Preparation Date 9/1/2006 12:44:21 PM **Requested Effective Year** 2007

Course Title Care of Acutely Ill Children

Subject Area NURS **Course Number** 61023 **Course Fee** 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Care of Acutely Ill Child **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 5 **Maximum Credit** 5

Credit By Exam CBE-N **Activity Type** CLN

Grade Rule GJ

Following three fields completed by the Provost's Office

OBR Program Code 71

OBR Course Level 4

CIP Code

Prerequisite (limit text to two lines) Prerequisite NURS61021; Pre- or co-requisites : Advanced Human Physiology and Pathology, and graduate standing.

Catalog Description (limit text to five lines) Clinical course focuses on the complex physical and psychosocial needs of hospitalized acutely ill children and their families. Analysis and synthesis of holistic assessment serve as conceptual framework for advanced practice nursing interventions. Clinical sites individualized.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Clinical records, journaling, handouts for colleagues, advanced practice nursing intervention paper pertaining to a phenomenon/concept of acute illness.

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Basic Data Sheet - Page 2

Subject Area NURS **Course Number** 61023

Instructor(s) Contributing to preparation As assigned

Instructor(s) Expected to teach this course As assigned

Content Outline

Total Hours 0

Lecture: 3 credit hours classroom to include the following content: 45 contact hrs

Advanced practice interventions: for pain, crisis, acute illnesses -, psycho social health - 13 hrs
Family-centered care of hospitalized infant, child, and adolescent - 2 hrs
Focused history and physical - 2 hrs
Pediatric acute illnesses (including infections) and conditions of: respiratory, renal, gastrointestinal, musculoskeltal, neurologic system, nutritional status, fluid and electriye imbalance - 13 hrs
Communicable diseases - 3 hrs
Acute psychological disorders - 7 hrs
Symptom management - 2 hrs
Pediatric pharmacology 2 hrs
Discharge planning / school work completion
Clinical conference at ratio of 3:1 (lab) - 4 hrs

Clinical: 2 credit hours clinical with 4:1 ratio

Textbooks(s) used in this course

Gunn, U. L. & Nochyba, C. (latest edition). Harriett Lane Handbook (16th ed.). Mosby ISBN: 0-323-01486-0 or PDA equivalent.

Berkowitz, C. (2000). Pediatrics: A primary care approach (2nd ed.). ISBN: 0-7216-81832

Hill, N. L. (2004). Management guidelines for pediatric nurse practitioners (2nd ed.). F.A. Davis. ISBN: 0803611021

Kaye, D. L. , Montgomery, M. E. & Munson, S. W. (2002). Child and Adolescent Mental Health. Lippincott, Williams, & Wilkins. ISBN 0-7817-3015-5

Dermotology Book Cohen, B. A. (2004/2005) Pediatric Dermatology (3rd ed.) . Mosby. ISBN: 0-7234-3010-1
OR Goldsmith, L. A. & Lazarus, G. S. (1997). Adult and pediatric dermatology. F. A. Davis ISBN: 0-8036-0146-8
OR Weston, W., Lano, A. T. & Mariolli, J. G. (2002). Color textbook of pediatric dermotology (3rd ed.). Mosby. ISBN: 0-323-01821-1

Pharmacology: Drug Book Taketoino, C. K. (latest edition). Pediatric Dosage Handbook (10th ed:). Lexicomp. ISBN: 1591950589 OR Turkoski, B. & Lang, B. R.. (latest edition). Drug information on handbook for advanced practice nursing. Lexicomp. ISBN: 1-59195-029-5

Karen W. Budd

Chair, Director, School Dean or Campus Dean

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CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 10/16/2006

Purpose of Proposal: New Course
Subject Area: NURSING
Course Number: 61024
Course Title: Care of Chronically Ill Children
Minimum Credit: 4 Maximum Credit: 4

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable	◉	Course Fee
◉ Credit Hours	If applicable	◉	LER Status (G)
◉ Description	If applicable	◉	WIC (W)
◉ CIP/HEGIS	If applicable	◉	Diversity

Describe Impact on Other Programs, Policies or Procedures:
Dissolves the Parent Child Nursing sub-major and separates Womens Health NP from Pediatric NP, establishing distinct clinical tracks for each.

Units Consulted (See guidelines for Instructions):
Master's Curriculum Committee, Dean, Faculty

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Karen A. Budd
10 / 17 / 06

College/School Dean: [signature]
10 / 17 / 06

Vice Provost for Regional Campuses: _____
/ /

Provost: _____
/ /

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Basic Data Sheet - Page 1

Preparation Date 9/1/2006 12:52:58 PM **Requested Effective Year** 2007

Course Title Care of Chronically Ill Children

Subject Area NURS **Course Number** 61024 **Course Fee** 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Care of Chronic Ill Child **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 4 **Maximum Credit** 4

Credit By Exam CBE-N **Activity Type** CLN

Grade Rule GJ

Following three fields completed by the Provost's Office

OBR Program Code 71

OBR Course Level 4

CIP Code

Prerequisite (limit text to two lines) Prerequisites NURS61022

Catalog Description (limit text to five lines) Clinical course emphasizing development of competent clinical advanced practice nursing skills for and comprehensive knowledge of chronic illnesses/conditions in children, including diagnoses, management and evaluation in primary care. Concepts of chronic illness and interventions for families are explored. Clinical sites focus on chronic illnesses.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Journaling of clinical experience; summary and synthesis of research and evidence based practice; development of weekly informational summary for colleagues on chronic illness topic; case studies holistic assessment and care of pediatric client with chronic illness.

Next Page

Basic Data Sheet - Page 2

Subject Area NURS **Course Number** 61024

Instructor(s) Contributing to preparation Mary D. Calabro

Instructor(s) Expected to teach this course Mary D. Calabro

Total Hours 0

Content Outline

Lecture: 2.5 credit hours to include the following course content: 37.5 contact hours

Phenomena and concepts of chronic illnesses: implications for children, families and community - 1 hr
Hierarchal framework of advanced practice nursing interventions for children with special needs/chronic conditions - 1 hr
Overview of publicly funded medical and educational intervention programs including Help me Grow, IDEA, Disability Acts - 1.5 hr
ADD & ADHD - 2 hr
Movement Disorders: for ex: cerebral palsy - 2 hr
Juvenile Rheumatoid arthritis - 2 hr
Chronic allergic conditions; reactive airway - 2 hr
Asthma - 2 hr
Cystic Fibrosis - 2 hr
Sickle Cell - 2 hr
Hematology and Oncology - 2 hr
Chronic Pain - 2 hr
Diabetes - 2 hr
Chronic gastrointestinal conditions - 2 hr
Pervasive Developmental Disorders and Autism - 2 hr
Epilepsy & seisure disorders - 2 hr
Eating disorders, including obesity - 2 hr
Domestic violence, including child abuse: physical and sexual 2 hr
Substance abuse: overview of and treatments 2 hr
Clinical discussion 4:1 ratio

Clinical 1.5 credit hours at 4:1/credit for 90 hours.

Textbooks(s) used in this course

Jackson, P. L. & Vessey, J. A. (2004). Primary care of the child with a chronic condition, (3rd ed.). St. Louis: Mosby-Year Books.

Kaye, K. L. Montgomery, M. E. & Munson, S. W. (2002). Child and adolescent mental health. Philadelphia: Lippincott, Williams, & Wilkins.

Zitelli, B. J. & Davis, H. W. (2002). Atlas of pediatric physical diagnosis, (4th ed.). St. Louis: Mosby-Wolfe.

Karen M. Budd

Chair, Director, School Dean or Campus Dean

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CERTIFICATE OF CURRICULUM PROPOSALS
TO INACTIVATE EACH OF THE FOLLOWING COURSES:

NURS60062 PEDIATRIC NP 1
NURS60063 PEDIATRIC CNS 1

NURS60066 PEDIATRIC NP 2
NURS60067 PEDIATRIC CNS 2

NURS60070 PEDIATRIC NP 3
NURS60071 PEDIATRIC CNS 3

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 10/16/2006

Purpose of Proposal	Inactivate Course
Subject Area	NURSING
Course Number	60062
Course Title	Pediatric Nurse Practitioner I
Minimum Credit	4 Maximum Credit 4

Describe Impact on Other Programs, Policies or Procedures	Course content is being integrated into new Pediatric NP course, Advanced Pediatric Assessment and Health Promotion.
Units Consulted (See guidelines for Instructions)	Parent Child Nursing faculty, Master's Curriculum Committee, Dean and CON faculty

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	Karen A. Berg 10 / 17 / 06
College/School Dean	[illegible] 10 / 17 / 06
Vice Provost for Regional Campuses	____ / ____ / ____
Provost	____ / ____ / ____

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CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 9/1/2006

Purpose of Proposal	Inactivate Course
Subject Area	NURSING
Course Number	60063
Course Title	Pediatric Clinical Nurse Specialist I
Minimum Credit	4 Maximum Credit 4

Describe Impact on Other Programs, Policies or Procedures	Course content is being integrated into new Pediatric CNS course, Advanced Pediatric Assessment and Health Promotion.
Units Consulted (See guidelines for Instructions)	Parent Child Nursing faculty, Master's Curriculum Committee, Dean, CON faculty.

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	Karen S. Budd 9 / 14 / 06
College/School Dean	[illegible] 9 / 14 / 06
Vice Provost for Regional Campuses	___ / ___ / ___
Provost	___ / ___ / ___

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DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 9/1/2006

Purpose of Proposal	Inactivate Course
Subject Area	NURSING
Course Number	60066
Course Title	Pediatric Nurse Practitioner II
Minimum Credit	4
Maximum Credit	4

Describe Impact on Other Programs, Policies or Procedures	Course content is being integrated into new Pediatric NP course, Primary Care of Acutely Ill Children.
Units Consulted (See guidelines for Instructions)	Parent Child Nursing faculty, Master's Curriculum Committee, Dean, CON faculty

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Karen N. Beckl
9 / 14 / 06

College/School Dean: [signature]
9 / 14 / 06

Vice Provost for Regional Campuses: _____
___/___/___

Provost: _____
___/___/___

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CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 9/1/2006

Purpose of Proposal	Inactivate Course
Subject Area	NURSING
Course Number	60067
Course Title	Pediatric Clinical Nurse Specialist II
Minimum Credit	4
Maximum Credit	4

Describe Impact on Other Programs, Policies or Procedures	Course content is being integrated into new Pediatric CNS course, Care of Acutely Ill Children.
Units Consulted (See guidelines for Instructions)	Parent Child Nursing faculty, Master's Curriculum Committee, Dean, CON faculty

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	Karen Jr Budd 9 / 14 / 06
College/School Dean	[illegible] 9 / 14 / 06
Vice Provost for Regional Campuses	___ / ___ / ___
Provost	___ / ___ / ___

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CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 9/1/2006

Purpose of Proposal	Inactivate Course
Subject Area	NURSING
Course Number	60070
Course Title	Pediatric Nurse Practitioner III
Minimum Credit	3
Maximum Credit	3

Describe Impact on Other Programs, Policies or Procedures	Course content is being integrated into new Pediatric NP course, Care of Chronically Ill Children.
Units Consulted (See guidelines for Instructions)	Parent Child Nursing faculty, Master's Curriculum Committee, Dean, CON faculty

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	Karen N. Budd 9 / 14 / 06
College/School Dean	[illegible] 9 / 14 / 06
Vice Provost for Regional Campuses	___ / ___ / ___
Provost	___ / ___ / ___

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CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 9/1/2006

Purpose of Proposal	Inactivate Course
Subject Area	NURSING
Course Number	60071
Course Title	Pediatric Clinical Nurse Specialist III
Minimum Credit	3
Maximum Credit	3

Describe Impact on Other Programs, Policies or Procedures	Course content is being integrated into new Pediatric CNS course, Care of Chronically Ill Children.
Units Consulted (See guidelines for Instructions)	Parent Child Nursing faculty, Master's Curriculum Committee, Dean, CON faculty

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	Karen M. Budd 9 / 14 / 06
College/School Dean	[illegible] 9 / 14 / 06
Vice Provost for Regional Campuses	/ /
Provost	/ /

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____

DATE OF PREPARATION: 10/16/2006

Purpose of Proposal: New Program

Department: NURSING

Requested Effective Term: 2007F

SIS Code or Brief ID of Program Affected by Action: NURS CONCENTRATION CN MSN

(e.g. A BS CHEM, WMST MNR, DTP CERT, etc.)

Description of Proposal (please use upper case):

To establish the Family Nurse Practioner (FNP) concentration. The FNP is number one in current demand and job recruitment for NP programs nationwide, and expected to accelerate with Geriatric Nurse Practioners. Emergency Departments, Indigent Care Clinics as well as the current national explosion of retail health-care clinics are all requesting Family Nurse Practitioners as opposed to Adult Nurse Practitioners and Pediatric Nurse Practitioners. Specialty recruitment is, however, still driving the Adult Nurse Practitioner market in Cardiology, Renal, Geriatrics, Endocrine and Pulmonary. Malone and Ursuline (in development) are the only FNP programs that currently exist in this geographical area, largely because KSU does not offer it. With limited enrollment in the Pediatric and Women's Health Nurse Practitioner programs, we have available faculty who could provide the needed educational expertise.

Describe Impact on Other Programs:

The establishment of the FNP concentration should serve to enhance the enrollment in the Women's Health and Pediatric NP programs, which have had limited enrollment in recent years. Since many of the courses in the FNP will overlap existing courses in both the PNP and WHNP programs, students are more likely to continue on to earn a post master's certificate in either PNP or WHNP to round out their education and specialties, making them highly marketable.

IAA Code

Units Consulted (See guidelines for Instructions):

Women's Health, Pediatric and Adult nursing program directors and faculty, Master's Curriculum Committee, Dean, Faculty

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Karen N. Budd
10 / 17 / 06

College/School Dean: [illegible]
10 / 17 / 06

Vice Provost for Regional Campuses: _____
/ /

Provost: _____
/ /

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KENT STATE
UNIVERSITY

INTEROFFICE MEMORANDUM

TO: DR. GAYLE ORMISTON, ASSOCIATE PROVOST, FACULTY AFFAIRS AND CURRICULUM
MS. THERESE TILLETT, COORDINATOR OF CURRICULUM SERVICES
DR. DAN FINOTELLO, ACTING DEAN OF GRADUATE STUDIES

FROM: DR. KAREN BUDD, DIRECTOR GRADUATE PROGRAMS KB

SUBJECT: PROPOSAL TO ADD FAMILY NURSE PRACTITIONER CONCENTRATION AND POST MASTER'S FAMILY NURSE PRACTITIONER CERTIFICATE.

DATE: 10/17/2006

CC: EPC FILE

Per the approval by vote of the College of Nursing faculty, I am requesting that the subject item be placed on the next (October 23, 2006) agenda of the EPC, effective for Academic Year 2007-2008. This item reflects the proposal for the addition of a Family Nurse Practitioner concentration and the review and proposed revision of the Post Master's Family Nurse Practitioner certificate.

If approved, we request a new sub-major code be assigned to the Family Nurse Practitioner concentration, and the revision of requirements for Certificate Code C802 previously assigned to the Post Master's Family Nurse Practitioner Certificate.

Enclosed are the written proposal and rationale, program plans (graduation requirement sheets) for the Family Nurse Practitioner and Post Master's Family Nurse Practitioner Certificate, CCP Forms to add concentration and revise the Post Master's Certificate, CCP forms and Basic Data Sheets adding two new courses and changing the name of an existing course (listed below), and new catalog copy.

Course No.	Course Name	Effective Sem/Yr
NURS60006	Introduction to Family Assessment and Counseling in Nursing	Fall 2007
NURS60492	Family Primary Care NP Role Practicum	Fall 2007
NURS60044	Name changed to NP Summer Practicum	Fall 2007

Please contact me if any questions remain.

tlp
enclosures

Proposal: Addition of a Concentration
Masters of Science in Nursing (MSN) and Post Master's Certificate
Family Nurse Practitioner
October 16, 2006

Subject Specification: The intent of this proposal is the addition of a concentration in Family Nursing which will prepare graduates to function as Family Nurse Practitioners (FNPs).

Background Information: The Family NP (FNP) was previously offered at KSU CON as a Post Master's Certificate 1998-2000 in three summer special topics courses completed over two summers for didactic hours. We conducted no marketing and six students enrolled by word of mouth. The program required a total of 600 clinical hours acquired over a one year period; 400 hours in Pediatrics, and 200 in Women's Health.

Taught by: S.Fleming, M. Calabro, P. Cukr (deceased), and P. Baller.

A training grant was written and never funded.

Program was discontinued due to faculty shortage in ANP tract and one FNP (S. Fleming) assigned to ANP courses.

Rationale: The FNP is number one in current demand for NP programs nationwide, number one in current job recruitment and projected to accelerate with the Geriatric Nurse Practitioner (GNP). The University of Akron does not offer a FNP program. Malone and Ursuline are developing FNP programs because we do not offer it. Emergency Departments, Indigent Care Clinics, as well as current national explosion of retail health-care clinics, are all requesting the FNP versus the Adult Nurse Practitioner (ANP) and Pediatric Nurse Practitioners (PNP). Current specialty recruitment, however, still drives the ANP market i.e., Cardiology, Renal, Geriatrics, Endocrine, and Pulmonary. There is currently limited enrollment in KSU's PNP and Women's Health NP (WHNP) programs and the availability of faculty who could provide the needed educational expertise to the FNP program.

With conversion of NURS60206, Ambulatory Diagnostics, to web-based and eliminating NURS60205, Epidemiology, for the FNP student, this will open fall Tues afternoon so the FNP students could take NURS60062, Pediatric Health Assessment and Health Promotion a 4 credit hour course, and NURS60066, Pediatric Primary Care Acute, Also a 5 credit hour course in the spring of the second clinical year, both co-taught by FNP/PNP/WHNP faculty. Students would also take a hybrid version NURS60002 Introduction to Family Assessment and Counseling (offered in the spring) for 3 credit hours. The program will consist of 53 credit hours and approximately 700-800 clinical hours.

Anticipated enrollment in the first academic year offered (2007-2008) is expected to be eight.

Resources: FTE FNP faculty will increase ½-1 + summer support (candidates are available).

Clinical Sites: Clinical sites in FNP settings are more readily available than those for the Adult NP.

Support: Training Grants recently awarded for rural care and ED training.

Impact on other courses: An increase in overall enrollment and trend will likely mandate us offering NURS60041 Advanced Health Assessment in two sections with new programming as CCF program evolves.

Duplication, Encroachment, Impact on Departments, College, Regional Resources:

There is no Family Nurse Practitioner programs in the Kent State system and the closest state competing program is at Ohio State University. Malone College and Ursuline have new programs with limited enrollment. The program will increase graduate enrollment for the College of Nursing. We have ability to absorb the increase in the number of students without adding more than one FTE in the clinical courses and will help rectify under enrollment in the Pediatric & Woman's Health Programs by placing the FNP students in there existing courses. There will be no measurable impact on regional resources. The Adult Nurse Practitioner program will likely see a loss of 2-3 students that will select the FNP tract. Currently the ANP program has an overall enrollment of 8-12 students a year with a projected 100% increase in enrollment.

MASTER OF SCIENCE IN NURSING
FAMILY NURSE PRACTITIONER
PROGRAM PROPOSAL
Effective Fall 2007

[Full Time Program Plan]

Year 1	**Fall Semester**	**CHRS**
NURS60041	Advanced Assessment for Adult Health	3
NURS61021+	**Advanced Pediatric Assessment & Health Promotion**	**5**
NURS60101[w]	Theoretical Basis in Nursing	3
NURS60195	ST:Advanced Human Physiology & Pathology	3
	Total	**14**
Year 1	**Spring Semester**	**CHRS**
NURS60042	Adult Primary Care I	5
NURS60441[w]	Advanced Pharmacology (required for prescriptive authority)	3
NURS61022+	**Primary Care Acutely Ill Children**	**5**
NURS60206	Ambulatory Diagnostics	2
NURS60204 Elective	Healthcare Issues in Aging* (optional)	(3)
	Total	**15 (18)**
Year 1	**Summer Semester**	
NURS60044	NP Summer Practicum (new name)	2
NURS60401[w]	Nursing Research Methods I	2
	Total	**4**
Year 2	**Fall Semester**	**CHRS**
NURS60043	Adult Primary Care II	5
NURS60402[w]	Nursing Research Methods II	3
NURS60451[w]	Health Policy & Delivery System	2
	Total	**10**
Year 2	**Spring Semester**	**CHRS**
NURS60492^	**Family Primary Care NP Role Practicum**	**4**
NURS60450[w]	Ethical & Cultural Issues	2
NURS60006^	**Intro to Family Assessment and Counseling in Nursing**	**3**
	Total	**9**
	Total Program Credit Hours	**52(55)**

+New courses established with Peds NP proposal eff. F07
^New courses established with Family NP proposal eff. F07

[w]Web-based course

Students must complete 700 hours of supervised clinical practice as a part of this program for National Certification.

MASTER OF SCIENCE IN NURSING
FAMILY NURSE PRACTITIONER
PROGRAM PROPOSAL
Effective Fall 2007

[Part Time (3 year) Program Plan]

Year 1	**Fall Semester**	**CHRS**
NURS60101[w]	Theoretical Basis in Nursing	3
NURS61095	Advanced Human Physiology & Pathology	3
	Total	**6**
Year 1	**Spring Semester**	**CHRS**
NURS60441[w]	Advanced Pharmacology (required for prescriptive authority)	3
NURS60450[w]	Ethical & Cultural Issues	2
NURS60204 Elective	Healthcare Issues in Aging* (optional)	(3)
	Total	**5(8)**
Year 1	**Summer Semester**	**CHRS**
NURS60401[w]	Nursing Research Methods I	2
	Total	**2**
Year 2	**Fall Semester**	**CHRS**
NURS60041	Advanced Assessment for Adult Health	3
NURS61021+	**Advanced Pediatric Assessment & Health Promotion**	**5**
	Total	**8**
Year 2	**Spring Semester**	**CHRS**
NURS60042	Adult Primary Care I	5
NURS60402[w]	Nursing Research Methods II	3
NURS61022+	**Primary Care Acutely Ill Children**	**5**
NURS60206	Ambulatory Diagnostics	2
	Total	**15**
Year 2	**Summer Semester**	
NURS60044	NP Summer Practicum (new name)	2
	Total	**2**
Year 3	**Fall Semester**	**CHRS**
NURS60043	Adult Primary Care II	5
NURS60451[w]	Health Policy & Delivery System	2
	Total	**7**
Year 3	**Spring Semester**	**CHRS**
NURS60492^	Family Primary Care NP Role Practicum	4
NURS60006^	Intro to Family Assessment and Counseling in Nursing	3
	Total	**7**
	Total Program Credit Hours	**52(55)**

+New courses established with Peds NP proposal eff. F07
^New courses established with Family NP proposal eff. F07

[w]Web-based course

Students must complete 700 hours of supervised clinical practice as a part of this program for National Certification.

MASTER OF SCIENCE IN NURSING
FAMILY NURSE PRACTITIONER
PROGRAM PROPOSAL
Effective Fall 2007

[Part Time (3 ½ year) Program Plan]

Year 1	**Spring Semester**	**CHRS**
NURS60101[w]	Theoretical Basis in Nursing	3
NURS60450[w]	Ethical & Cultural Issues	2
	Total	**5**
Year 1	**Summer Semester**	**CHRS**
NURS60401[w]	Nursing Research Methods I	2
	Total	**2**
Year 2	**Fall Semester**	**CHRS**
NURS61095	Advanced Human Physiology & Pathology	3
NURS60441[w]	Advanced Pharmacology (required for prescriptive authority)	3
	Total	**6**
Year 2	**Spring Semester**	**CHRS**
NURS60402[w]	Nursing Research Methods II	3
NURS60204 Elective	Healthcare Issues in Aging* (optional)	(3)
	Total	**3(6)**
Year 3	**Fall Semester**	**CHRS**
NURS60041	Advanced Assessment for Adult Health	3
NURS61021+	**Advanced Pediatric Assessment & Health Promotion**	5
	Total	**8**
Year 3	**Spring Semester**	**CHRS**
NURS60042	Adult Primary Care I	5
NURS61022+	**Primary Care Acutely Ill Children**	5
NURS60206	Ambulatory Diagnostics	2
	Total	**12**
Year 3	**Summer Semester**	**CHRS**
NURS60044	NP Summer Practicum (new name)	2
	Total	**2**
Year 4	**Fall Semester**	**CHRS**
NURS60451[w]	Health Policy & Delivery System	2
NURS60043	Adult Primary Care II	5
	Total	**7**
Year 4	**Spring Semester**	**CHRS**
NURS60492^	**Family Primary Care NP Role Practicum**	4
NURS60006^	**Intro to Family Assessment and Counseling in Nursing**	3
	Total	**7**
	Total Program Credit Hours	**52(55)**

+New courses established with Peds NP proposal eff. F07
^New courses established with Family NP proposal eff. F07

[w]Web-based course

Students must complete 700 hours of supervised clinical practice as a part of this program for National Certification.

CCP FORMS AND BASIC DATA SHEETS
TO ADD THE FOLLOWING NURSING COURSES:

NURS60006 INTRODUCTION TO FAMILY ASSESSMENT AND COUNSELING IN NURSING
NURS60492 FAMILY PRIMARY CARE NP ROLE PRACTICUM

AND

CCP FORM AND BASIC DATA SHEET
TO REVISE THE FOLLOWING NURSING COURSE:

NURS60044 NAME CHANGE ONLY
FROM:
ADULT HEALTH PRIMARY CARE NURSE PRACTITIONER ADVANCED PRACTICUM

TO:
NP SUMMER PRACTICUM

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 9/13/2006

Purpose of Proposal	New Course
Subject Area	NURS
Course Number	60006
Course Title	Introduction to Family Assessment and Counseling in Nursing
Minimum Credit	3
Maximum Credit	3

Selected items are new

◉ Subject Area		◉ Activity Type	
◉ Crs Number		◉ Cross-Listed/Slash	
◉ Title		◉ Grade Rule	
◉ Title Abbreviatio		◉ Credit By Exam	
◉ Prerequisite	If applicable	◉ Course Fee	
◉ Credit Hours	If applicable	◉ LER Status (G)	
◉ Description	If applicable	◉ WIC (W)	
◉ CIP/HEGIS	If applicable	◉ Diversity	

Describe Impact on Other Programs, Policies or Procedures

This course will enhance the Pediatric, Women's Health and Family NP programs.

Units Consulted (See guidelines for Instructions)

Women's Health, Pediatric, Adult and Psychiatric nursing program directors, faculty, Master's Curriculum Committee, Dean, Faculty

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Karen H. Budd
9 / 20 / 06

College/School Dean: [illegible]
9 / 20 / 06

Vice Provost for Regional Campuses: _____
/ /

Provost: _____
/ /

Please print before leaving page

Main Menu

Basic Data Sheet - Page 1

Preparation Date 9/13/2006 4:15:29 PM **Requested Effective Year** 2007F

Course Title Introduction to Family Assessment and Counseling in Nursing

Subject Area NURS **Course Number** 60006 **Course Fee** 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Intro to Fam Assess Counsel **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LLB

Grade Rule GJ

Following three fields completed by the Provost's Office

OBR Program Code 71

OBR Course Level 4

CIP Code

Prerequisite (limit text to two lines) Graduate Standing

Catalog Description (limit text to five lines) Study of theoretical approaches to counseling interventions with families and couples. Current status of research and evaluation of care is examined.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** 0 **Prev Max Hrs** 0

Writing Expectations Students will be required to present a case formulation.

Next Page

Basic Data Sheet - Page 2

Subject Area NURS **Course Number** 60006

Instructor(s) Contributing to preparation C. Draucker

Instructor(s) Expected to teach this course C. Draucker

Content Outline

Total Hours 45

1. Conduct a family assessment
2. Evaluate theoretical approaches to conseling of families and couples
3. Critique relevant theoretical principles of family counseling in goal oriented interventions
4. Analyze the relationship of family and couple counseling theory and research
5. Evaluate the current status of family and couple counseling from a history of science point of view

Textbooks(s) used in this course

Nichols, M. P. & Schwartz, R. C. (2006). Family Counseling: Concepts and Methods. Boston: Allyn & Bacon

Weeks, G. R., & Treat, S. R. (2001). Couples in Treatment. New York: Brunner/Routledge

Wachtel, P. L. (1993). Therapeutic communication: Principles and effective practice. New York: Guilford Press.

Karen H. Budd

Chair, Director, School Dean or Campus Dean

Main Menu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 9/13/2006

Purpose of Proposal: Revise Course
Subject Area: NURS
Course Number: 60044
Course Title: Adult Health Primary Care Nurse Practitioner Advanced Practicum
Minimum Credit: 2 Maximum Credit: 2

Selected items are new

- ○ Subject Area
- ☑ Crs Number
- ◉ Title
- ◉ Title Abbreviatio
- ○ Prerequisite If applicable
- ○ Credit Hours If applicable
- ○ Description If applicable
- ○ CIP/HEGIS If applicable
- ☑ Activity Type
- ○ Cross-Listed/Slash
- ○ Grade Rule
- ○ Credit By Exam
- ○ Course Fee
- ○ LER Status (G)
- ○ WIC (W)
- ○ Diversity

Describe Impact on Other Programs, Policies or Procedures: None

Units Consulted (See guidelines for Instructions): Women's Health, Pediatric and Adult nursing program directors and faculty, Master's Curriculum Committee, Dean, Faculty

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Karen J. Budd 9/20/06

College/School Dean: [illegible] 9/20/06

Vice Provost for Regional Campuses: ___/___/___

Provost: ___/___/___

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Main Menu

Basic Data Sheet - Page 1

Preparation Date 9/13/2006 4:54:59 PM **Requested Effective Year** 2007F

Course Title NP SUMMER PRACTICUM

Subject Area NURS **Course Number** 60092 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev NP SUMMER PRACTICUM **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 2 **Maximum Credit** 2

Credit By Exam CBE-N **Activity Type** PRA

Grade Rule GL

Following three fields completed by the Provost's Office

OBR Program Code 71

OBR Course Level 4

CIP Code 511603

Prerequisite (limit text to two lines) NURS 60041 and graduate standing.

Catalog Description (limit text to five lines) The purpose of this course is to provide an individualized, goal directed clinical practicum primary care. This course addresses professional issues of Nurse Practitioners. In addition, the student will participate in the care of culture diverse population through the Migrant Farmer Camp.

For course revision, enter previous course title, number and credit.

Previous Course Title ADULT HEALTH PRIMARY CARE NURSE PRACTITIONER ADVANCED PRACTICUM

Previous Subject Area and Course Number NURS60044 **Prev Min Hrs** 2 **Prev Max Hrs** 2

Writing Expectations Manuscript proposal for a journal article.

Next Page

Basic Data Sheet - Page 2

Subject Area NURS **Course Number** 60092

Instructor(s) Contributing to preparation S. Fleming, Patty Baller

Instructor(s) Expected to teach this course S. Fleming, Patty Baller

Content Outline

Total Hours

1.Integrate an understanding of current and landmark literature on nurse practitioner advanced nursing history, issues, roles and practice.

2.Continue to develop comprehensive clinical assessment skills, including cultural implications and management skills related to common problems and conditions in primary care.

3.Identify and evaluate patient interventions regarding the goals of patient care and patient outcomes as a result of the NP care rendered.

4.Consider legal issues, licensure requirements and prescription guidelines for the NP.
80 clinical hours
5 class meetings @ 2 hours

Textbooks(s) used in this course

Buppert, Carolyn (2005). The primary care provider's guide to compensation and quality: How to get paid and not get sued. (spiral book with diskette for windows) Aspen Publishers Inc, Gaithersburg, MD ISBN 0834217449

Buppert, Carolyn. (2003). Nurse practitioner's business practice and legal guide (2nd ed.). Jones & Butler, Inc. ISBN 076373341

Recommended:

Joel, Lucille. (2004). Advanced practice nursing. Philadelphia: F.A. Davis Pub. Co. ISBN 0803611196

Sheehy, C. McCarthy, M. (1998). Advanced practice nursing. Philadelphia: F.A. Davis

Lubkin, I.M. & Larson, P.D. (2002). Chronic illness. Sudbury, MA: Jones & Bartlerr Pub. 6th ed.

Karen M. Budd

Chair, Director, School Dean or Campus Dean

Main Menu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 9/13/2006

Purpose of Proposal: New Course
Subject Area: NURS
Course Number: 60492
Course Title: Family Primary Care Nurse Practitioner Role Practicum: OB/GYN and Pediatrics
Minimum Credit: 5 Maximum Credit: 5

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable	◉	Course Fee
◉ Credit Hours	If applicable	◉	LER Status (G)
◉ Description	If applicable	◉	WIC (W)
◉ CIP/HEGIS	If applicable	◉	Diversity

Describe Impact on Other Programs, Policies or Procedures: None

Units Consulted (See guidelines for Instructions): Womens' Health, Pediatric and Adult nursing program directors and faculty, Master's Curriculum Committee, Dean, Faculty

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Karen H Budd
9 / 20 / 06

College/School Dean: [illegible]
9 / 20 / 06

Vice Provost for Regional Campuses: _____
___/___/___

Provost: _____
___/___/___

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Main Menu

Basic Data Sheet - Page 1

Preparation Date 9/13/2006 4:12:07 PM **Requested Effective Year** 2007F

Course Title Family Primary Care Nurse Practitioner Role Practicum: OB/GYN and Pediatrics

Subject Area NURS **Course Number** 60492 **Course Fee** 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Prac OB/GYN and Pediatrics **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 5 **Maximum Credit** 5

Credit By Exam CBE-N **Activity Type** PRA

Grade Rule GL

Following three fields completed by the Provost's Office

OBR Program Code 71

OBR Course Level 4

CIP Code

Prerequisite (limit text to two lines) NURS60043; graduate standing.

Catalog Description (limit text to five lines) Course content is organized around common health issues, needs and problems of women and children. Additional focus will be given to the health promotion and disease detection as related to pediatric primary care, preconception, pregnancy and post-partum patients.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Students will be required to to log each and every clinical encounter into the Nurse Practitioner Student Tracking Database (Typhon) via PDA

Next Page

Basic Data Sheet - Page 2

Subject Area NURS **Course Number** 60492

Instructor(s) Contributing to preparation

Instructor(s) Expected to teach this course

Content Outline

Total Hours 45

1) Provide health maintenance and health surveillance by functioning as a primary care provider.

2) Use appropriate theoretical and research based knowledge to support women=s and pediatric primary health nursing practice.

   a. Elicit and analyze OB/GYN and Pediatric health data base, identify issues, needs and problems, plan interventions and intervene using up to date practice parameters.

   b. Interpret biological, physical and behavioral parameters at primary, secondary and tertiary levels of prevention.

   c. Manage, advise, teach and counsel patients and or parent/s regarding potential and identified risks, needs for anticipatory guidance, disorders, and problems while addressing health related priorities with nursing and medical intervention.

3) Identify needs and issues, teach and support appropriate behaviors for effective management and prevention of actual or potential disorders.

4) Consult and collaborate within a multidisciplinary approach to maximize the effectiveness of health care systems and community services.

5) Integrate the knowledge and application of relevant standards of care into the practice of primary care for women and children.

Class: (2 credit hours)
Clinical Seminar: (3 credit hours). A MINIMUM of 150 clock hours (site and time to be arranged).

Textbooks(s) used in this course

Beckmann, C., et.al (2006). Obstetrics and Gynecology (5th ed.). Philadelphia: Lippincott.

Hackley, B., Kriebs, J.M., & Rousseau, M.E. (2007). Primary care of women: A guide for midwives and women's health providers. Massachusetts: Jones and Bartlett.

Hatcher, et al, (2004). Contraceptive technology (18th ed.). New York: Ardent Media, Inc

Schulling, K.D., & Likis, F.E. (2006). Women's gynecologic health. Massachusetts: Jones and Bartlett.

Oski, F.A., Johnson, K.B. (2006) Oski's Essential Pediatrics. Philadelphia. Lippincott.

Karen N. Budd

Chair, Director, School Dean or Campus Dean

Main Menu

COLLEGE OF NURSING

Laura Cox Dzurec, Dean
113 Henderson Hall
330-672-7930

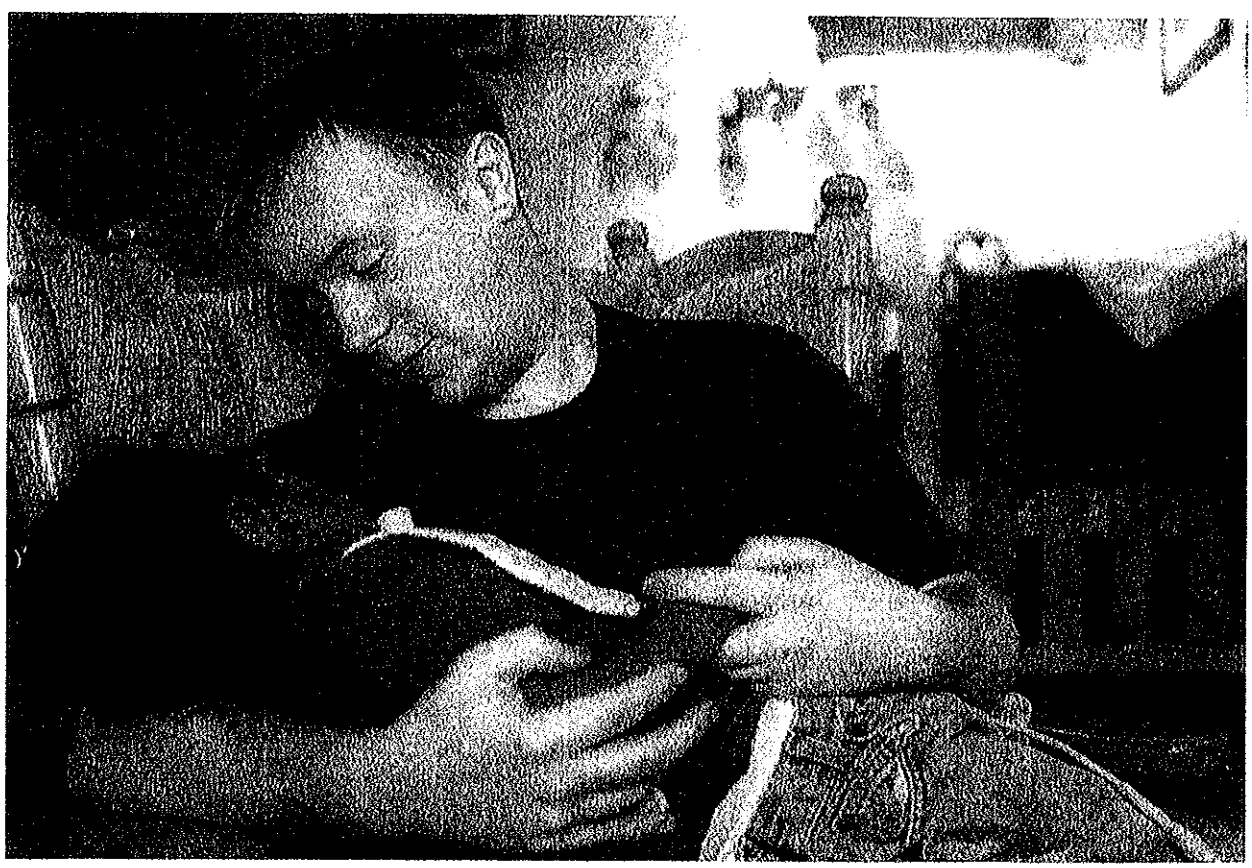
The Kent State University College of Nursing offers the Doctor of Philosophy (Ph.D.), the Master of Science in Nursing (M.S.N.), several post-master's certificate programs and two dual-degree programs in combination with other non-nursing master's programs at Kent State University. The dual-degree programs offered are the Master of Science in Nursing/Master of Business Administration and the Master of Science in Nursing/Master of Public Administration. The Ph.D. in Nursing is offered jointly with The University of Akron College of Nursing. The College of Nursing is accredited by the National League for Nursing and the Commission on Collegiate Nursing Education.

The joint program for the Doctor of Philosophy is characterized by excellence through scholarship, integrity and caring. The primary purpose of the program is to produce nurse scholars. This purpose is realized through the development, testing and dissemination of nursing knowledge derived from theories and models of nursing practice as well as from the social, legal, political and economic aspects of health care policies and practices. Interdisciplinary collaboration and community outreach are emphasized throughout the program, and graduates are characterized by the excellence of their leadership, research, teaching, or application of nursing and health care policy.

The Master of Science in Nursing (M.S.N.) program incorporates concepts of advanced practice nursing throughout the program. Students are prepared to function in clinical, managerial or leadership roles as dictated by their concentration and role specialties, and to be eligible for doctoral study. The program's graduates hold leadership positions in a variety of roles in urban and rural settings in Ohio and nationally. Graduates of the advanced practice programs at Kent State University are eligible for National certification examination.

* Substitute Plan red attached

~~The M.S.N. has concentrations in the areas of nursing of the adult, nursing and health care management, psychiatric-mental health nursing and parent-child nursing. The roles of Clinical Nurse Specialist (CNS) and Nurse Practitioner (NP) exist in all the clinical concentrations. The two roles can be combined or separately pursued in psychiatric-mental health nursing. Psychiatric mental health nursing CNS role is further subdivided into adults or child-adolescent. Parent-child nursing is~~



subdivided into women's health and pediatric nursing for each of the CNS or NP roles.

The dual-degree programs of the Master of Science in Nursing and the Master of Business Administration (M.S.N.-M.B.A.) and the Master of Science in Nursing and the Master of Science in Public Administration (M.S.N.-M.P.A.) are designed for experienced nurses whose career goals include assuming middle- or executive-management positions in health services agencies or companies, or who are interested in starting their own businesses. Practical management knowledge and skills are concurrently integrated with nursing courses and relevant management experiences in the form of practica and internships. Both curriculae are cost and time effective for nurses with clear goals and demanding schedules. Clinical courses are not required but may be added if desired. Graduates of these programs are also prepared to pursue doctoral study.

Persons seeking additional information on graduate study in nursing should consult the College of Nursing, Office of Graduate Affairs at 330-672-8761 or http://dept.kent.edu/nursing.

Master of Science in Nursing

ADMISSION

In addition to regular application requirements of the university, admission to the Master of Science in Nursing degree program requires the following information. Applications can be obtained through the College of Nursing, Office of Graduate Affairs and Graduate Studies, Office of Research & Graduate Studies or online at https://admissions.rags.kent.edu. Students should retain personal copies of the information submitted.

1. Current licensure as a registered nurse by the Ohio Board of Nursing.
2. A baccalaureate and/or graduate degree from an accredited university.
3. A registered nurse with a baccalaureate degree in a non-nursing field may be eligible for entrance into the master's program pending an interview with selected faculty and acceptable grade point averages (see below).
4. An undergraduate grade point average of 3.0 on a 4.0 scale.
5. Satisfactory completion of a statistics course, recommended but not necessarily required, within the previous five years and an elementary course in research methodology.
6. Three letters of reference, preferably from individuals who can address the applicant's ability to master graduate study.
7. Submission of scores on the Graduate Record Examination. The Graduate Record Examination is required for applicants with an undergraduate GPA of 2.99 or less on a 4.00 scale.
8. A pre-admission interview, by telephone or in person, with the program director. The interview is used to establish a fit between student goals and the desired College of Nursing graduate program as recommended by the interviewer(s).
9. A 300-word essay describing professional goals and reasons for seeking graduate nursing education. Students seeking admission to the Interdisciplinary Gerontology program must focus their essay on their career interest in gerontology.
10. Students seeking admission to the Interdisciplinary Gerontology program must specifically request admission into that program. This request may take the form of a letter submitted with their other materials.

Students submitting application to the dual-degree programs follow the process that is described under the nursing dual-degree information.

Applications to the College of Nursing for the M.S.N. and or the dual-degree programs are reviewed on a rolling admission basis. It is strongly recommended that students begin application as early as possible in the year prior to expected admission.

Applicants desiring additional information regarding admissions may contact the College of Nursing graduate office, 330-672-2234. Admission is determined by members of a graduate faculty committee who provide a holistic review of the required documents and interview results stated above.

TRANSFER CREDITS

Transfer credits are described elsewhere in this catalog. Students requesting transfer of course hours or evaluation of courses taken elsewhere for equivalency to Kent State courses must submit their request to the College of Nursing outlining the grounds upon which the request is being made and, if possible, present syllabi, catalog descriptions or other pertinent information to support their petition.

ANNUAL REQUIRED DOCUMENTATION

Once accepted into the program each student is required to present, at the time of entrance and annually thereafter, documentation of: licensure as a registered nurse, CPR certification, current immunizations and BCI background checks. This information is required by clinical sites as well as for accreditation reviews. At student clinical sites, students must also display their name badges (purchased through the College of Nursing) that indicate their name and status as graduate students of the Kent State University College of Nursing.

FINANCIAL ASSISTANCE

Federal traineeships for full- and part-time students may be available for financial assistance on an annual basis subject to the amount of federal funds granted to the college. University graduate assistantships and fellowships are also available for students who apply and qualify. Other sources of financial aid are described elsewhere in this catalog. A list of other funding agencies for graduate education is available through the College of Nursing Office of Research and Graduate Affairs by students wishing to apply for funds. Some employers also fund students for graduate education.

PROPOSED CATALOG COPY:

COLLEGE OF NURSING

Dr. Laura Dzurec, Dean
113 Henderson Hall
330-672-7930
ldzurec@kent.edu

The Kent State University College of Nursing offers the Doctor of Philosophy (Ph.D.), the Master of Science in Nursing (M.S.N.), several post-master's certificate programs and two dual-degree programs in combination with other non-nursing master's programs at Kent State University. The dual-degree programs offered are the Master of Science in Nursing/Master of Business Administration and the Master of Science in Nursing/Master of Public Administration. The Ph.D. in Nursing is offered jointly with The University of Akron College of Nursing. The College of Nursing is accredited by the Commission on Collegiate Nursing Education.

The joint program for the Doctor of Philosophy is characterized by excellence through scholarship, integrity and caring. The primary purpose of the program is to produce nurse scholars.

This purpose is realized through the development, testing and dissemination of nursing knowledge derived from theories and models of nursing practice as well as from the social, legal, political and economic aspects of health care policies and practices. Interdisciplinary collaboration and community outreach are emphasized throughout the program, and graduates are characterized by the excellence of their leadership, research, teaching, or application of nursing and health care policy.

The Master of Science in Nursing (M.S.N.) program incorporates concepts of advanced practice nursing throughout the program. Students are prepared to function in clinical, managerial or leadership roles as dictated by their concentration and role specialties, and to be eligible for doctoral study. The program's graduates hold leadership positions in a variety of roles in urban and rural settings in Ohio and nationally. Graduates of the advanced practice programs at Kent State University are eligible for National certification examinations.

The M.S.N. has concentrations in the areas of nursing of the adult, family, geriatric, women's health, pediatric, psychiatric-mental health, and nursing and health care management. The roles of Nurse Practitioner (NP) and Clinical Nurse Specialist (CNS) exist in all the clinical concentrations, except for Family and Geriatric, where only the NP role exists at this time. The two roles can be combined or separately pursued in psychiatric-mental health nursing. Psychiatric mental health nursing CNS role is further subdivided into adult or child-adolescent.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____

DATE OF PREPARATION: 10/17/2006

Purpose of Proposal: New Program

Department: NURS

Requested Effective Term: 2007F

SIS Code or Brief ID of Program Affected by Action: BSN to MSN Bridge Option

(e.g. A BS CHEM, WMST MNR, DTP CERT, etc.)

Description of Proposal (please use upper case):

THIS PROPOSAL IS TO ESTABLISH THE REQUIREMENTS FOR ~~THE BSN TO MSN BRIDGE~~ a combined BSN/MSN degree OPTION FOR QUALIFIED UNDERGRADUATE KSU NURSING STUDENTS SEEKING TO EXPEDITE THE TRANSITION FROM UNDERGRADUATE TO GRADUATE STUDIES IN NURSING.

Describe Impact on Other Programs:

There have been an increasing number of undergraduate students seeking this dual enrollment option to jump start their advanced practice or nursing management education while completing their bachelor of science in nursing degree. This option will likely increase the number of undergraduate students retained and admitted directly to the masters of science in nursing tracks upon completion of their bachelor's degree.

Units Consulted (See guidelines for Instructions):

Curriculum Committee, Faculty, undergraduate and graduate program coordinators.

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Karen N. Budd
10 / 17 / 06

College/School Dean: [signature]
10 / 17 / 06

Vice Provost for Regional Campuses: _____
___/___/___

Provost: _____
___/___/___

Please print before leaving pag

Main Menu

KENT STATE
UNIVERSITY

INTEROFFICE MEMORANDUM

TO: DR. GAYLE ORMISTON, ASSOCIATE PROVOST, FACULTY AFFAIRS AND CURRICULUM
MS. THERESE TILLETT, COORDINATOR OF CURRICULUM SERVICES
DR. DAN FINOTELLO, ACTING DEAN OF GRADUATE STUDIES

FROM: DR. KAREN BUDD, DIRECTOR GRADUATE PROGRAMS KB

SUBJECT: PROPOSAL TO ESTABLISH REQUIREMENTS FOR THE BSN TO MSN BRIDGE OPTION

DATE: 10/17/2006

CC: EPC FILE

Per the approval by vote of the College of Nursing faculty, I am requesting that the subject item be placed on the next (October 23, 2006) agenda of the EPC, effective for Academic Year 2007-2008. This item reflects the proposal to establish requirements for a BSN to MSN bridge option for qualified undergraduate KSU nursing student seeking to expedite the transition from undergraduate to graduate studies in nursing.

Enclosed are the written proposal and rationale, graduation requirement sheets for the BSN student choosing the BSN to MSN Bridge Option, CCP Form to establish requirements, and new catalog copy.

Please contact me if there remain any questions.

tlp
enclosures

College of Nursing, Kent State University
BSN-MSN Bridge Option

Proposal Summary

Subject Specification: The intent of this proposal is to establish an option for qualified baccalaureate nursing students who have indicated a commitment to graduate education to substitute selected master's core courses after completing 60 semester hours.

Background Information: The United States and the entire globe are in the beginning stages of an anticipated 10-20 year shortage of nurses and nursing faculty. Were current demands for health care services to remain stable during this time, the shortage would impact virtually all acute care settings in the U.S. with an estimated nurse vacancy rate of 6-10%. The nurse/nursing faculty shortage, however, is occurring at a time when: 1.) the demographic make-up of the U.S. is shifting toward a growing proportion of elderly people, and 2.) the aging nursing workforce will experience significant numbers of retirements in the next decade. The national demographic shift combined with the nurse supply shortages and retirements is anticipated to create severe health service delivery compromises, including ongoing nurse vacancy rates of 10-15% through 2020.

Currently, the KSU CON turns away 50-150 qualified undergraduate students per semester due to limitations in the availability of nursing faculty. The majority (2/3) of undergraduate teachers at the CON are masters-prepared nurses with clinical expertise.

Numerous initiatives nationally and globally are being directed to impact the severity of the nursing shortage. At KSU, one of the factors we can positively influence is the production of qualified nurse graduates on a faster and more efficient timetable than we have in the past. While we are unwilling to shorten or alter nursing education in ways that would lower the quality of our graduates' knowledge and skill base, we are committed to implementing greater efficiencies in educating and producing nurses for practice and education roles while maintaining the integrity of our programs.

This program proposal aims to expedite the education of masters-prepared nurses. Graduates with a master's degree in nursing enjoy careers as clinical specialists, nurse practitioners, educators in schools of nursing, and leaders in health care agencies.

The central goal of the BSN-MSN Bridge Option is to select qualified undergraduate nursing students, who have indicated a commitment to graduate education, and to expedite their progress through undergraduate and graduate curricula. Facilitating our students' progress through higher education will yield greater numbers of masters-prepared graduates and faster yields of nursing personnel desperately needed by both health care organizations and schools of nursing (including the KSU CON). The Bridge Option will enable participants to save up to 9 credit hours in their undergraduate program, replacing those courses with parallel but advanced course content at the graduate level.

Alternatives: Maintain current separate education of undergraduate and graduate students, fail to provide expeditious path through programs.

Consequences if BSN-MSN Bridge Option is Implemented:
1. Expedited education of masters-prepared nurses
2. Enhanced attractiveness of KSU CON in competing for high-quality students
3. Need for slight increase in faculty advising time to help Bridge Options students select their courses and graduate focus area

Additional comment: Because admission to graduate programs in the CON is selective, no student electing the BSN-MSN Bridge Option is guaranteed admission to or a space in a graduate program until s/he has: 1.) completed the undergraduate program (including the masters-level courses), 2.) passed the Ohio licensure exam (NCLEX), and 3.) successfully competed with other applicants for graduate program spaces. Failure to be admitted to the KSU CON graduate program will not, however, negate the credit participants receive from masters courses toward completion of the BSN degree. Additionally, in the event of rejection from the KSU CON graduate program, graduate course credits are likely to be accepted as transfer credits to other schools of nursing offering comparable graduate nursing education programs.

Timetable:
Implement in College Handbook Fall 2007.
Dr. Susan Taft has agreed to advise Bridge Option students in the first year of implementation.

SusanSTaft@aol.com
10/05/2006 04:28 PM

To tlpatte1@kent.edu, kbudd@kent.edu
cc
bcc
Subject BSN-MSN Bridge Option

Dear Karen and Tina,
Attached is the final BSN-MSN Bridge proposal, to go to EPC.
I have incorporated the input of faculty from the faculty meeting of 9/18, so this is good to go. I'd like for it to get through EPC so that it's official by next fall.
Thanks -

Sue BSN-MSN Proposal.doc

BSN/MSN Bridge Option
Graduation Requirements
Effective Fall 2007

Course No.	*Course Name*	*CHRS*
	First Year (Pre-Nursing)	
BSCI20020	Biological Structure & Function	5
BSCI20021	Basic Microbiology	3
CHEM10050	Fundamentals of Chemistry	3
CHEM10052	Organic Chemistry	2
NURS10050	Intro to Professional Nursing	1
ENG 11011	College Writing I	3
US10001	University Orientation	1
PSYC 11762	General Psychology	3
SOC 12050	Introduction to Sociology	3
LER Elective		
LER Elective		
LER Elective		
	Second Year[1]	
NURS20000	Professional Nursing Issues	2
NURS20020	Foundations of Assessment and Communications[2]	3
NURS20030	Foundations of Nursing Intervention	5
NURS20950	Human Growth & Development	3
NURS30060	Basic Pharmacology for Nursing Practice[3]	2
BSCI30030	Human Physiology	4
CHEM20284	Physiological Chemistry	4
NUTR33512	Nutrition	3
ENG21011	College Writing II	3
LER Elective		
	Third Year[4]	
NURS30000 or Grad Level NURS60101	Professional Nursing Concepts[5] Theoretical Basis for Nursing Practice[A]	2 (3)
NURS30010	Parent and Newborn Nursing[6]	4
NURS30020	Health Care of Children[6]	4
NURS30030	Nursing of Adults[7]	5
NURS30040	Nursing of Adults with Rehab Needs and/or Gerontological Changes[7]	4
NURS30050 or Grad Level NURS61005	Nursing Informatics Nursing Informatics[A] (Note: not required for all graduate programs)	2 (3)
BSCI30050	Human Genetics	3
Statistics Choose One:	☐MATH10041 ☐ PSYC21621 ☐SOC 32220/32221	3-4
LER Elective		
LER Elective		

BSN/MSN Bridge Option
Graduation Requirements
Effective Fall 2007

	Fourth Year[4]	
NURS40000	Professional Nursing Development[5]	2
or Grad Level NURS60450	Ethical & Cultural Issues in Nursing[A]	(2)
or Grad Level NURS60451	Health Policy & Delivery Systems[A]	(2)
NURS40010	Nursing of the Critically Ill[8]	4
NURS40020	Community Health Nursing[9]	4
NURS40030	Psychiatric Nursing & Mental Health Nursing Care (4)[9]	4
NURS40040	Leadership and Management in Nursing[8]	4
NURS40050	Nursing Integration Practicum[10]	3
NURS40872	Intro to Nursing Research	3
or Grad Level NURS60401	Nursing Research Methods 1[A] (Note: Theoretical Basis (NURS60101 and Statistics are required as prerequisites)	(2)
and NURS60402	Nursing Research Methods 2[A]	(3)
Upper Division (30000-40000)	PSYCH/SOC:	3
Or Grad Level Elective[11]	Elective in Psych or Sociology[A]	(3)

Total Degree Hours: 107-108/(111-112)[A]

[1] Students who earn 30 credit hours with a minimum of 2.5 gpa overall and a combined 2.5 gpa in the First Year Sciences, are *eligible* to be admitted to the Second Year Nursing Sequence
[2] NURS20000 & NURS20020 must be taken concurrently
[3] NURS30060 must be completed before the end of the Third Year
[4] In order to progress to the Junior and Senior sequence, students must maintain a 2.0 gpa overall, a 2.0 in the sciences, and a C grade in all Nursing courses.
[5] Fulfills University Writing Intensive Requirement
[6] NURS30010 & NURS30020 must be taken concurrently
[7] NURS30030 & NURS30040 must be taken concurrently
[8] NURS40010 & NURS40040 must be taken concurrently
[9] NURS40020 & NURS40030 must be taken concurrently
[10] Students wishing to complete a practicum in a critically ill unit must have completed NURS40010 prior to enrolling in NURS40050
[11] Any coursework in any combination of hours to equal 3 credit hours (Honors, ROTC, workshops, etc.)
[A] Third Year Nursing students who meet requirements, may substitute these graduate level courses which will fulfill requirements for both the BSN and MSN completion.

CATALOG COPY

II. F. Bachelor of Science in Nursing/Master of Science in Nursing ~~Bridge Option~~

Accelerated BSN-MSN Bridge Option for undergraduate KSU nursing students who have completed 60 semester hours and meet the GPA requirements delineated in Combined Baccalaureate/Master's Degree Early in the Student's Kent Undergraduate Studies. Qualified students may apply by completing an application for admission to the MSN program of choice and gaining approval from the appropriate graduate faculty Program Director. A plan of substituting selected master's core courses for selected undergraduate courses should be carefully worked out with the faculty advisor. Following graduation and passing the state licensing examination (NCLEX-RN), the student's MSN application may be activated for admission into the student's selected master's program.

COMBINED BACCALAUREATE AND MASTER'S PROGRAM

Persons with outstanding undergraduate records or exemplary professional credentials may be eligible for one of the following enrollments in a combined baccalaureate and master's program:

I. **A Combined Baccalaureate/Master's for Degree Students Early In Their Undergraduate Studies**

Students who have achieved a GPA of one of the following

- 3.50 after 60 semester hours
- 3.40 after 75 semester hours
- 3.30 after 90 semester hours
- 3.20 after 105 semester hours

may apply for early admission to a master's degree program by successfully accomplishing the following:

A. Completing the Application for Admission.

B. Completing the Combined Baccalaureate and Master's Program form, which includes:

1. Listing the courses at the undergraduate level that nee to be taken for the baccalaureate degree.
2. The beginning date for graduate study.
3. Listing of graduate courses to be utilized in satisfying the undergraduate degree. (In participating departments/schools, students may apply up to 12 of their accumulated graduate hours toward the completion of their undergraduate degree requirements as well. The students' undergraduate department will determine the undergraduate coursework for which graduate credits may be substituted.) In some departments graduate coursework may be substituted only for elective undergraduate coursework and cannot be used as substitution within the major. (Please check with the graduate coordinator in your individual department.) The selection of the graduate coursework and the number of credits to be applied toward an undergraduate degree requires the approval of the graduate chair in the students' academic department and the appropriate undergraduate and graduate deans.

C. Providing three letters of recommendation from the instructors who are familiar with the students' achievements and intended academic goals.

D. Submitting any needed test scores from standardized examinations.

II. **Combined Baccalaureate/Master's Program for Specified Professional Programs**

A. Combined Baccalaureate/Master's Degree Program in Speech Pathology and Audiology Leading to Clinical Certification

Students who have earned 90 semester hours and achieved a minimum GPA of 3.00 may, with approval of the School of Speech Pathology and Audiology, apply for admission to the combined program. Admission will be based upon satisfactory GRE scores, three letters of recommendation and completion of the Application for Admission and Combined Baccalaureate and Master's Program forms.

B. Combined Baccalaureate/Master's Program in the College of Business Administration and Graduate School of Management

Students must have earned 90 semester hours to apply for the Combined Baccalaureate/Master's Program in the College of Business Administration. In addition, they must meet the GPA requirements outlined under Item I.

C. Combined Baccalaureate/Master's Program in the Center for International and Comparative Programs and the Graduate School of Management Leading to the Bachelor of Arts and Master of Business Administration Degrees

Students must be international relations majors and complete their undergraduate coursework in the first three years of study. In addition, students must pass a language proficiency exam, have a cumulative GPA of 3.30 and earn a minimum GMAT score of 525 before being admitted to the M.B.A. program. In the fourth year of this combined program, students take graduate business courses that are applicable to the undergraduate degree as electives and to the M.B.A. degree as foundation coursework. During the final year, students take advanced graduate business coursework leading to the M.B.A. degree.

D. Combined Baccalaureate in Fashion Merchandising/Master of Business Administration in the College of Business and Graduate School of Management

Fashion merchandising majors who qualify may enroll in the combined Bachelor of Science in Fashion Merchandising/Master's of Business Administration program and complete both degrees within five years. Careful planning and advising are needed in order to successfully complete

the programs in a timely way. Students should work closely with their faculty advisor if they intend to follow this plan. In the freshman year, the math choice should be MATH 11012 or MATH 12002. When the student has achieved 90 hours or more in the merchandising program (beginning of the junior year) and has a GPA of 3.3 or higher, they should apply for conditional admission to the MBA program. This application must occur no later than April 1 of the junior year. The GMAT exam must be completed with an appropriately high score at the time application is made.

E. The Combined Bachelor of Science/Master of Arts Degrees in Visual Communication Design
This is a five-year degree program with optional concentrations in 2D graphic design, 3D graphic design and illustration. Students who pass the junior portfolio review, complete a minimum of 90 semester hours, demonstrate excellence in formal organization, conceptual problem-solving abilities and technical skills and maintain a minimum 3.00 overall GPA and a 3.25 in the major will be invited or may petition to enter this program. An overall GPA of 3.00 and a major GPA of 3.00 in both the bachelor's and master's programs will be required for graduation.

III. A Nontraditional Master's Degree Student

In rare instances, persons who have not completed a baccalaureate degree will be considered for admission to the appropriate graduate unit due to unusual and exemplary experiential learning. Such applicants may apply for admission by presenting for departmental consideration a curricular plan encompassing undergraduate and graduate coursework to achieve a liberal educational background and professional graduate degree and three letters of recommendation attesting to their potential for graduate study. Upon departmental recommendation and the approval of the dean of the appropriate graduate unit, the applicants will be admitted to undertake graduate work. Upon successful completion of the curricular plan and the particular master's degree requirements, the students will be awarded the master's degree.

p.323 Undergraduate Catalog

- An accelerated BSN-MSN Bridge Option allows qualified undergraduate students to substitute selected master's core courses after completing 60 semester hours.

COLLEGE OF NURSING

The Kent State University College of Nursing provides a course of study at the baccalaureate, master's and doctoral level. After completion of the required course of study in the arts and sciences and professional nursing, graduates receive the degree of Bachelor of Science in Nursing and are eligible to apply to take the state licensing examination to become professional registered nurses. Additional study leads to the degree of Master of Science in Nursing with clinical focus in adult, psychiatric mental health or parent child nursing, and role function options in administration, education, clinical specialization or nurse practitioner.

Accreditation

The baccalaureate and master's programs are accredited by the Commission on Collegiate Nursing Education. The baccalaureate nursing program is approved by the state of Ohio Board of Nursing.

Aims of the Program

The specific purposes of the baccalaureate nursing program are to prepare practitioners for the beginning practice of professional nursing; to provide a base for the continuing development of the students as individuals, as citizens and as professional practitioners of nursing; and to provide a foundation for graduate study in nursing.

The College of Nursing is committed to the education of professionals in nursing within the perspective of today's society. The faculty believes that the foremost aim of such education is the acquisition of knowledge and unique specialized skills of the nursing profession. Professional education for nursing lays a foundation for the proficient and competent performance of nursing practice, based on scientific principles, and entailing self-directed activities and discriminative judgments.

The faculty believes that professional education in nursing stresses the development of high ethical standards and moral values, which enable future practitioners to make essential contributions to public welfare and social progress. Professional education in nursing strives to develop communication skills and personality traits for effective interpersonal relationships and provides a base for continuing study and for personal, social and professional development.

The program in nursing stresses the application of physical, biological and social sciences to professional nursing practice. Throughout the program, students learn to give professional nursing care to children and adults of various age groups in acute care, home and community settings.

Student Awards

Awards available through the College of Nursing include the Award for Excellence in Nursing Practice, the Award for Leadership/Service and the Judith Hollander Bess Award for Academic Excellence. College of Nursing scholarships include the Vincent A. and Corine S. Chiarucci Founders Medallion Scholarship, the Victoria C. T. Read Founders Medallion Nursing Scholarship, The College of Nursing Alumni Council Kare Scholarship and the Dean Davina J. Gosnell Scholarship.

Liberal Education Requirements

All students graduating with a baccalaureate degree from Kent State University must have completed 36 semester hours of Liberal Education Requirements (LER). These requirements normally are to be fulfilled within the first 60 semester hours of enrollment. These courses reflect Kent State's LER as they are further specified by the nursing curriculum. The requirements are below. A complete list of LER courses are on Pages 83-85.

I.	**Composition**		6
	ENG 11011	College Writing I	3
	21011	College Writing II	3
II.	**Mathematics and Critical Reasoning**		3
III.	**Humanities and Fine Arts**		9
	Minimum one course from the humanities section and minimum one course from the fine arts section.		
IV.	**Social Sciences**		6
	PSYC 11762	General Psychology	3
	SOC 12050	Introduction to Sociology	3
V.	**Basic Sciences**		10
	BSCI 20020	Biological Structure and Function	5
	CHEM*10050	Fundamentals of Chemistry	3
	* 10052	Introduction to Organic Chemistry	2
VI.	**Additional LER Courses**		6
	Courses must be selected from two categories, above. COMM 15000 Introduction to Human Communication and PHIL 11009 Principles of Thinking may also be taken within this category.		
VII.	**Diversity Course Requirement**		
	All students must complete a two-course diversity requirement, consisting of one with a domestic (U.S) focus and one with a global focus. The domestic (U.S.) focus course is fulfilled in this major with the LER social sciences SOC 12050. A complete list of diversity requirement courses are on Pages 87-89.		

**Regional Campus students may substitute CHEM 10054 General and Elementary Organic Chemistry (5) for CHEM 10050 and 10052.*

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement and earn a minimum C (2.0) grade. The writing-intensive requirement is fulfilled in this major by either NURS 30000 or 40000. A complete list of writing-intensive courses are on Pages 91-93.

Program of Study
The program of study includes minimum 128 semester hours of study in arts and sciences and professional nursing courses directed toward preparing graduates who:

1. Use critical and analytical thinking in the application of the nursing process to provide health care to clients-individuals, families, communities and groups.
2. Establish effective relationships in the delivery of nursing care through the use of interpersonal, written and electronic means.
3. Assume responsibility for their personal and professional growth and nursing actions.
4. Participate with the interdisciplinary and intradisciplinary team to facilitate ongoing improvement in the delivery of healthcare services.
5. Participate in the use of technology in a wide variety of settings in the provision of healthcare services.
6. Use basic knowledge of the research process in nursing practice.
7. Assume the roles of professional nurses.

B.S. in Nursing

I. FIRST YEAR (Pre-Nursing) 33
BSCI * 20020 Biological Structure and Function 5
20021 Basic Microbiology 3
CHEM**10050 Fundamentals of Chemistry 3
** 10052 Introduction to Organic Chemistry 2
ENG * 11011 College Writing I 3
* 21011 College Writing II 3
NURS 10050 Introduction to Professional Nursing 1
PSYC* 11762 General Psychology 3
SOC***12050 Introduction to Sociology 3
US 10001 University Orientation 1
Additional LER course 3
See Category VI. on previous page.
Diversity global-focus course 3
See Category VII. on previous page.

II. SECOND YEAR 32
BSCI 30030 Human Physiology 4
CHEM 20284 Physiological Chemistry 4
NURS 20000 Professional Nursing Issues 2
20020 Foundations of Assessment and Communication in Nursing 3
20030 Foundations of Nursing Intervention 5
20950 Human Growth and Development for Health Professionals *(offered only in fall semester)* 3
30060 Basic Pharmacology for Nursing Practice 2
NUTR 33512 Nutrition for the Family 3
Mathematics and critical reasoning LER course 3
See Category II. on previous page.
Additional LER course 3
See Category VI. on previous page.

III. THIRD YEAR 33-34
BSCI 30050 Human Genetics 3
NURS****30000 Professional Nursing Concepts 2
30010 Parent and Newborn Nursing 4
30020 Health Care of Children 4
30030 Nursing of Adults 5
30040 Nursing of Adults with Rehab. Needs and/or Gerontologic Changes 4
30050 Basic Nursing Informatics 2
Humanities or fine arts LER courses 6
See Category III. on previous page.
Choose from the following statistics courses: 3-4
MATH 10041 Elementary Probability and Statistics (3)
PSYC 21621 Quantitative Methods in Psychology (3)
SOC 32220 Data Analysis (3)
32221 Data Analysis Laboratory(1)

IV. FOURTH YEAR 30
NURS****40000 Professional Nursing Development 2
40010 Nursing of the Critically Ill 4
40020 Community Health Nursing 4
40030 Psychiatric Nursing and Mental Health Nursing Care 4
40040 Leadership and Management in Nursing 4
40050 Nursing Integration Practicum 3
40872 Introduction to Nursing Research 3
Humanities or fine arts course 3
See Category III. on previous page.
Psychology or sociology upper-division course 3

TOTAL 126-129

**Course fulfills the Liberal Education Requirements (LER).*
***Regional Campus students may substitute CHEM 10054 General and Elementary Organic Chemistry for CHEM 10050 and 10052. All three courses fulfill the Liberal Education Requirements (LER).*
****Course fulfills the Liberal Education Requirements (LER) and the domestic (U.S.) diversity requirement.*
*****Course fulfills the writing-intensive requirement.*

Student Name:_____

Kent State University College of Nursing
Bachelor of Science 2006-2007

First Year (Pre-Nursing)

BSCI	20020 Biological Structure & Function	5	
BSCI	20021 Basic Microbiology	3	
CHEM	10050 Fundamentals of Chemistry	3	
CHEM	10052 Organic Chemistry	2	
NURS	10050 Intro Professional Nursing	1	
ENG	11011 College Writing I	3	
US	10001 University Orientation	1	
PSYC	11762 General Psychology	3	
SOC	12050 Introduction to Sociology	3	
LER Elect.			
LER Elect.			
LER Elect.			

Second Year[1]

NURS	20000 Professional Nursing Issue	2	
NURS	20020 Foundations of Assessment[2] and Communications	3	
NURS	20030 Foundations of Nursing Intervention	5	
NURS	20950 Human Growth & Development	3	
NURS	30060 Basic Pharmacology for Nursing Practice[3]	2	
BSCI	30030 Human Physiology	4	
CHEM	20284 Physiological Chemistry	4	
NUTR	33512 Nutrition	3	
ENG	21011 College Writing II	3	
LER Elect.			

[1] Students who earn 30 credit hours with a minimum of 2.5 gpa overall and a combined 2.5 gpa in the First Year Sciences, are *eligible* be admitted to the Second Year Nursing Sequence
[2] NURS 20000 & 20020 must be taken concurrently
[3] NURS 30060 must be completed before the end of the Third Year

Third Year[4]

NURS	30000 Professional Nursing Concepts [5]		2	
NURS	30010 Parent and Newborn Nursing [6]		4	
NURS	30020 Health Care of Children [6]		4	
NURS	30030 Nursing of Adults [7]		5	
NURS	30040 Nursing of Adults with Rehab Needs &/or Gerontologic Changes [7]		4	
NURS	30050 Nursing Informatics		2	
BSCI	30050 Human Genetics		3	
Statistics	Choose One:			
	☐ MATH 10041	☐ PSYC 21621	☐ SOC 32220/32221	3-4
LER Elect.				
LER Elect.				

Fourth Year[4]

NURS	40000 Professional Nursing Development[5]	2	
NURS	40010 Nursing of the Critically Ill [8]	4	
NURS	40020 Community Health Nursing [9]	4	
NURS	40030 Psychiatric Nursing & Mental Health Nursing Care (4)[9]	4	
NURS	40040 Leadership and Management in Nursing [8]	4	
NURS	40050 Nursing Integration Practicum[10]	3	
NURS	40872 Intro to Nursing Research	3	
Upper Division	PSYC/SOC:	3	
Elective[11]			

Total Degree Hours: 129-130

[4] In order to progress to the Junior and Senior sequence, students must maintain a 2.0 gpa overall, a 2.0 in the sciences, and a C grade in all Nursing courses.
[5] Fulfills University Writing Intensive Requirement
[6] NURS 30010 & 30020 must be taken concurrently
[7] NURS 30030 & 30040 must be taken concurrently
[8] NURS 40010 & 40040 must be taken concurrently
[9] NURS 40020 & 40030 must be taken concurrently
[10] Students wishing to complete a practicum in a critically ill unit must have completed NURS 40010 prior to enrolling in NURS 40050.
[11] Any coursework in any combination of hours to equal 3 credit hours (Honors, ROTC, workshops, etc)

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____
DATE OF PREPARATION: 10/6/2006

Purpose of Proposal: New Program

Department: TECH

Requested Effective Term: 2007F

SIS Code or Brief ID of Program Affected by Action: BS TECH
(e.g. A BS CHEM, WMST MNR, DTP CERT, etc.)

Description of Proposal (please use upper case):
ESTABLISH A CONSTRUCTION MANAGEMENT CONCENTRATION UNDER THE BS IN TECHNOLOGY DEGREE IN THE COLLEGE OF TECHNOLOGY. Total hours required for graduation are 124.

CT BS TECH ~~BFA~~ CAA

Describe Impact on Other Programs:
NONE.

Units Consulted (See guidelines for Instructions):
BS TECH CURRICULUM COMMITTEE
AS&T CURRICULUM COMMITTEE
CCC CURRICULUM COMMITTEE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: [signature] 10/6/06

College/School Dean: [signature] 10/6/06

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

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Main Menu

KENT STATE
UNIVERSITY

College of Technology

Dean's Office

672-9780 (raj@tech.kent.edu)

Interdepartmental Correspondence

To: Dr. Gayle Ormiston, Associate Provost for Faculty Affairs and Curriculum

From: Dr. A. R. (Raj) Chowdhury, Dean, College of Technology

Subject: College of Technology Curricular Proposal

Date: October 13, 2006

Enclosed please find the documentation required for the following curricular matter in the College of Technology.

New BS in Technology - **Construction Management Concentration**

This was approved at the September 29, 2006 College Curriculum Committee meeting in the College of Technology. Your assistance in processing the materials would be greatly appreciated.

KENT STATE
UNIVERSITY

Transmittal Memo

To: Raj Chowdhury, College of Technology Dean

From: Darwin Boyd, Assistant Professor

Subject: New BS in Technology - Construction Management Concentration degree

Date: September 29, 2006

The College of Technology is working to establish a B.S. Technology – Construction Management Concentration with a target date of Fall 2007. Construction is one of the largest industries in Ohio and the annual job openings in Ohio for Construction Managers is continually increasing according to the **Ohio Occupational* Employment Projections Report, 2002-2012. (See Attachment A)**

Students (traditional and non-traditional) who have an interest in the management side of the construction industry would have the opportunity to pursue their goals through this degree concentration. Current Kent State undeclared students are also candidates for this concentration. Other potential students would be currently employed skilled tradesmen, construction foremen and supervisors, and other adult workers who have an interest in moving up into the management side of the construction industry.

Currently the College of Technology offers TECH 31015 - Construction Technology, which is one of the required related courses for this concentration. Many of the other courses currently being offered in the College of Technology would make up the required technology courses as well as the technology electives required for this concentration. Two of the new required courses will be taught as special topics courses, one during Fall 2006 and the other Spring 2007 to begin attracting current students at Kent State to this program.

The new courses being developed for the Construction Management Concentration will have no adverse effect on current course offerings. These courses could also be used for technology electives for many of the other degrees offered in the College of Technology as well as general electives for students outside the College of Technology with instructor permission.

B.S. IN TECHNOLOGY CONSTRUCTION MANAGEMENT CONCENTRATION
Proposal Summary

Subject Specification:
The intent of this proposal is to establish a Construction Management Concentration under the B.S. Technology degree in the College of Technology.

Background Information:
Construction Management and Technology is one of the fastest growing markets in the State of Ohio according to the Ohio Occupational Employment Projections Report, 2002-2012. (See Attachment A) In order for companies to compete in today's complex construction industry there is a need for professionals with an educational background in construction management.

The College of Technology is well positioned to respond to the emerging needs of the Construction Industry through its existing B.S. of Technology which also meets the accreditation standards of National Association of Industrial Technology (NAIT). The American Society of Engineering Education (ASEE) has also established two divisions within the civil engineering and construction engineering/technology disciplines to provide accredited curriculums as regulated by the Technology Accreditation Commission of the Accrediting Board for Engineering and Technology (TAC/ABET) for the construction industry.

The above College of Technology curriculum proposal is not a new degree. It is designed and developed to meet the emerging market needs of the Construction Industry under the existing B.S. in Technology.

The College of Technology has a long history of providing courses and curriculum impacting the construction industry. The College of Technology has dedicated equipment and laboratory facilities in building technology, wood technology, design and construction, and construction management (such as: construction surveying, construction cost control, strength of materials, construction estimating, computer aided design, drafting and construction techniques). Selected courses in many of the above areas are offered every semester to not only technology students, but also Interior Design, Art, Architecture and others. Our investment in faculty, facilities and resources in the Construction Technology and Construction Management areas is significant and has been built over a long period of time.

The effect of this curriculum proposal will provide the preparation of an educated workforce that is urgently needed in the growing construction industry. This concentration provides an entry level accredited professional education to students who will be qualified to meet industry standards in Construction Technology and Construction Management.

This proposal will require a full-time faculty position to coordinate and provide effective teaching and student advisement in the Construction Management Concentration. The current part-time faculty positions will also be needed to meet the demand of program offerings.

Alternatives and Consequences:
The anticipated enrollment for the Construction Management Concentration within the B.S. in Technology is expected to be 60 students in the first year followed by an approximate 20% growth each year. As the program develops it is anticipated that an average of 25 students will graduate each year.

Kent State University will lose students to other universities who offer a Construction Management program if KSU does not establish the concentration in the College of Technology.

Specific Recommendation and Specification:

- Establishment of a Construction Management Concentration within the B.S. in Technology degree.
- Full-time faculty position in the College of Technology to coordinate the Construction Management Concentration.
- Continuation of the part-time faculty budget to support necessary courses for the Construction Management Concentration as well as the B.S. in Technology courses.
- Additional funds for equipment, software, and related laboratory requirements as will be necessitated by increased enrollment anticipated in the Construction Management Concentration.

Timetable and Actions Required:

- Gain approval for the Construction Management Concentration from the B.S. Technology Curriculum Group: August 11, 2006
- Gain approval for the Construction Management Concentration from the Applied Science and Technology Division: August 18, 2006.
- Submission for approval to the College of Technology Curriculum Committee: August 24, 2006, 2006
- Submission for approval to the Education Policies Council (EPC): September 25, 2006

Facilities and Staffing Needs:
The following additional costs are requested and/or anticipated:

- Annual expenses:
  - One full-time TT faculty position for Construction Management Concentration
    - Salary: $50,000 - $65,000
    - Benefits: $17,500 - $22,750
  - Retain current levels of part-time faculty support.
  - Annual equipment and software maintenance: $25,000
- One time expenses:
  - Additional laboratory (currently occupied by the School of Art) to support the Construction Management Concentration courses.
  - Remodel above mentioned laboratory space in Van Deusen Hall: $50,000
  - Enhancement of current facilities and equipment
    - Initial computer and equipment startup costs: $35,000

Attachment A

Ohio
Occupational* Employment Projections Report, 2002-2012

Code	Occupational Title**	Employment 2002 Annual	Employment 2012 Projected	Change in Employment 2002 - 2012	Percent	Total Annual Openings	Average Wage 2003	Education Training Level+
00-0000	Total, All Occupations	5,813,800	6,376,100	562,300	9.7%	194,068	NA	NA
11-0000	Management Occupations	368,380	398,800	30,420	8.3%	9,632	NA	NA
11-1011	Chief Executives	20,130	22,670	2,540	12.6%	634	$66.60	4
11-1021	General and Operations Managers	74,240	83,660	9,420	12.7%	2,323	$41.09	4
11-1031	Legislators	640	650	10	1.6%	30	$18.66	4
11-2011	Advertising and Promotions Managers	2,250	2,590	340	15.1%	75	$31.43	4
11-2021	Marketing Managers	5,480	6,300	820	15.0%	183	$41.79	4
11-2022	Sales Managers	10,790	13,520	2,730	25.3%	472	$41.37	4
11-2031	Public Relations Managers	1,480	1,690	210	14.2%	47	$33.14	4
11-3011	Administrative Services Managers	8,090	9,210	1,120	13.8%	269	$28.81	4
11-3021	Computer and Information Systems Managers	9,340	12,260	2,920	31.3%	462	$41.24	4
11-3031	Financial Managers	18,310	20,840	2,530	13.8%	516	$39.89	4
11-3040	Human Resources Managers	5,620	6,380	760	13.5%	171	$35.86	4
11-3051	Industrial Production Managers	9,040	9,360	320	3.5%	207	$35.37	5
11-3061	Purchasing Managers	3,970	3,970	0	0.0%	86	$32.86	4
11-3071	Transportation, Storage, & Distribution Managers	3,630	4,230	600	16.5%	131	$32.25	8
11-9011	Farm, Ranch, and Other Agricultural Managers	3,840	3,550	-290	-7.6%	66	$26.19	4
11-9012	Farmers and Ranchers	78,190	71,950	-6,240	-8.0%	459	NA	9
11-9021	***Construction Managers***	***11,700***	***13,460***	***1,760***	***15.0%***	***388***	***$35.73***	***5***
11-9031	Education Admin., Pre & Child Care Center/Prog.	1,890	2,290	400	21.2%	87	$16.99	4
11-9032	Education Admin., Elem. & Secondary School	10,130	11,640	1,510	14.9%	402	$69,060++	4
11-9033	Education Administrators, Postsecondary	2,970	3,560	590	19.9%	133	$37.87	4
11-9041	Engineering Managers	8,010	8,380	370	4.6%	197	$43.37	4
11-9051	Food Service Managers	14,940	16,480	1,540	10.3%	398	$19.02	8
11-9061	Funeral Directors	1,600	1,610	10	0.6%	47	$34.23	6
11-9081	Lodging Managers	1,760	1,790	30	1.7%	32	$18.12	8
11-9111	Medical and Health Services Managers	10,450	13,070	2,620	25.1%	466	$32.00	4
11-9121	Natural Sciences Managers	750	820	70	9.3%	22	$40.70	4
11-9131	Postmasters and Mail Superintendents	940	900	-40	-4.3%	18	$25.14	8
11-9141	Property, Real Estate, & Community Assn Mgrs	3,900	4,530	630	16.2%	136	$28.51	5

+ Education/Training Levels **Abbreviations
1 First Professional Degree AO = All Other
2 Doctor's Degree
3 Master's Degree M/P = Metal and Plastic
4 Work Experience plus Degree
5 Bachelor's Degree
6 Associate Degree
7 Postsecondary Vocational Training
8 Work Experience in a Related Occupation
11 Short-Term On-The-Job Training
NA Not Available/Applicable

	23581	Computer-Aided Engineering Graphics	3
	* 31000	Cultural Dynamics of Technology	3
	31015	Construction Technology	3
	31016	Manufacturing Technology	3
	31037	Design for Technology	3
	32002	Materials and Processes II	3
V.	Additional Major Requirements		9
	ENG 20002	Introduction to Technical Writing	3
	MATH 11022	Trigonometry	2
	PSYC 31773	Industrial Psychology	3
VI.	Education Licensure Requirements		39
	EDPF 29525	Educational Psychology	3
	29535	Education in a Democratic Society	3
	HED 42575	Health and Learning: Strategies	3
	ITEC 19525	Educational Technology	3
	SPED** 23000	Introduction to Exceptionalities	3
	TECH* 41001	Methods in Technology Education	3
	41002	Organization in Technology Education	3
	41051	Foundations and Contemporary Theories of Technology Education	3
	41052	Technology Education for Elementary School	3
	46031	Student Teaching	9
	49525	Inquiry into Professional Practice	3
		TOTAL	126

**Course fulfills writing-intensive requirement.*
***Course fulfills diversity requirement.*

Minimum 2.50 overall GPA and minimum 2.75 GPA in all TECH courses are required for graduation.

ConstructionManagementCatalogCopy to be inserted here
Concentration

"2+2" Concentration for Associate Degree Graduates

The "2+2" concentration provides a variety of options for associate degree graduates who wish to advance their careers in technical environments. It allows graduates to apply all, or nearly all, of the coursework completed in their associate degree program toward the Bachelor of Science in Technology. Five options are available. The general option permits graduates from a variety of associate degree backgrounds to formulate a program of advanced study in upper-division technical courses, chosen with a faculty advisor, to gain additional technical depth or breadth. The general electives in this option can be used to earn a minor from another academic unit to complement their major study. The four other options are based on specific associate degrees and offer a more focused Bachelor of Science completion utilizing specific upper-division courses in the specific area of specialization. These options are accredited by NAIT.

General Option

I.	General College or University Requirements		1
	US 10001	University Orientation	1
II.	Liberal Education Requirements		38-39

A complete list of Liberal Education Requirements (LER) courses is on Pages 83-85.

Composition

ENG	11011	College Writing I	3
	21011	College Writing II	3

Mathematics and Critical Reasoning

Choose from the following: 3-4

MATH	11010	Algebra for Calculus (3)
	12001	Algebra and Trigonometry (4)

Humanities and Fine Arts 9

Minimum one course from humanities category and minimum one course from fine arts category.

Social Sciences 6

Must be selected from two curricular areas.

Basic Sciences

Choose from the following: 8

Must include one laboratory course.

CHEM	10030	Chemistry in Our World (3)
	10050	Fundamentals of Chemistry (3)
	10052	Introduction to Organic Chemistry (2)
	10053	Inorganic and Organic Laboratory (1) *(corequisite CHEM 10052)*
	10054	General and Elementary Organic Chemistry (5)
GEOL	11040	Earth Dynamics (3)
	11041	Earth Dynamics Laboratory (1) *(pre/corequisite GEOL 11040)*
	11042	Earth History (3)
	11043	Earth History Laboratory (1) *(pre/corequisite 11042)*
PHY	* 12001	Technical Physics I (3)
	* 12002	Technical Physics II (4)
	11060	Physical Science (3)
	13001	General College Physics I (5)
	13002	General College Physics II (5)
	13011	College Physics I (3)
	13012	College Physics II (3)

Additional LER Courses

COMM	15000	Introduction to Human Communication	3

Choose from the following: 3

PHIL	11000	Principles of Thinking (3)

LER course from above categories (3)

Diversity Requirement

Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a

COLLEGE OF TECHNOLOGY

Statistics indicate that at the start of the 21st century, employment opportunities will be the greatest in high-technology fields. Kent State University's College of Technology, part of Kent State's eight-campus network, offers nationally accredited technology-based programs that will provide students with the skills needed to compete in today's job market.

More than 25 programs are offered at the certificate, associate, bachelor's and master's degree levels throughout Kent's eight-campus network. With a talented faculty and flexible schedules that include evening, weekend, distance learning and Web-based classes, the College of Technology has a program to match students' needs and interests. Academic programs are divided into three areas: aeronautics, applied business technologies and applied science and technology.

On the Kent Campus, the College of Technology offers four-year programs in aeronautics, industrial technology, technology education teacher preparation and technology. At Kent State's seven Regional Campuses, the school has the following two-year degrees: Associate of Applied Business, Associate of Applied Science and the Associate of Technical Studies. Programs in these areas include technology, computer technology, business technology, industrial technology, engineering technology and environmental technology. These programs are described under Regional Campuses.

Many of the credits earned in the associate degree programs can be applied toward the "2+2" program for a B.S. in technology or industrial technology. These programs are described under "2+2" Concentration for Associate Degree Graduates.

Note: To receive a baccalaureate degree from the College of Technology, students must, in addition to other requirements, satisfy the 36-hour minimum stipulated in the Liberal Education Requirements (see Pages 83-85).

Cooperative Education

Cooperative education permits students with technical jobs to capture learning experiences at their place of employment for credit in their college curriculum. Qualified students work with their assigned faculty mentor to define the nature and technical scope of the learning involved. In most cases the faculty mentor will visit the place of employment and discuss the task with the student's supervisor. At the conclusion of the effort a report is required to summarize the work completed and the knowledge acquired.

This is available to College of Technology majors of sophomore rank or above with a 2.25 or better overall GPA. Students working full time can earn 2 credit hours a semester; 1 credit may be earned for half-time work. This course is repeatable to a maximum of 6 credits; however, some programs limit use of co-op credits to fulfill graduation requirements.

B.S. in Technology

The Bachelor of Science in Technology provides a liberal education within the technological culture for students contemplating careers in technical-industrial fields. Courses in the major provide breadth of technical experience, while electives may be utilized to increase competencies in one or more areas. This degree program is accredited by the National Association of Industrial Technology (NAIT).

I. General College or University Requirements 1
US 10001 University Orientation 1

II. Liberal Education Requirements 40
A complete list of Liberal Education Requirements (LER) courses is on Pages 83-85.

Composition
ENG 11011 College Writing I 3
21011 College Writing II 3

Mathematics and Critical Reasoning
MATH 11010 Algebra for Calculus 3

Humanities and Fine Arts 9
Minimum one course from humanities category and minimum one course from fine arts category.

Social Sciences
ECON 22000 Principles of Microeconomics 3
PSYC 11762 General Psychology 3

Basic Sciences
Choose from the following: 10
PHY 13001 General College Physics I (5)
13002 General College Physics II (5)
or
PHY * 12001 Technical Physics I (3)
* 12002 Technical Physics II (4)
Basic Science LER courses (3)

Additional LER Courses
COMM 15000 Introduction to Human Communication 3
Choose from the following: 3
PHIL 11009 Principles of Thinking (3)
LER course from above categories (3)

Diversity Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the LER list; the second course may be taken as a second LER, in the major area or

Construction Management Concentration

I. General College or University Requirements 1

US 10001 University Orientation 1

II. Liberal Education Requirements 42

A complete list of Liberal Education Requirements (LER) courses is on Pages 83-85.

Composition

ENG 11011 College Writing I 3
21011 College Writing II 3

Mathematics and Critical Reasoning

MATH 11010 Algebra for Calculus 3
11022 Trigonometry 2

Humanities and Fine Arts 9

Minimum one course from the humanities category and minimum one course from the fine arts category.

Social Sciences

PSYC 11762 General Psychology 3
ECON 22060 Principles of Microeconomics 3

Basic Sciences

PHY 13001 General College Physics I 5
13002 General College Physics II 5

or

PHY * 12201 Technical Physics I 3
* 12202 Technical Physics II 4

LER from basic sciences category 3

Additional LER Courses

COMM 15000 Introduction to Human Communication 3
MATH 11012 Intuitive Calculus 3

Diversity Requirement

Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the LER. A complete list of diversity courses is on Pages 87-89.

III. Writing-Intensive Requirement

Students must complete a one-course writing intensive requirement and earn a minimum 2.0 (C) grade. This requirement in this major is fulfilled with TECH 31000. A complete list of writing-intensive courses is on Pages 91-93.

IV. Major Requirements ..... ~~54~~ 55

Technology Core

TECH 10001 Information Technology 3
13580 Engineering Graphics I 3
20001 Energy Power 3
20002 Materials and Processes 3
21021 Survey of Electricity and Electronics ..... ~~3~~ 4
** 31000 Cultural Dynamics of Technology 3

Technology

TECH 21071 Construction Materials, Methods and Tech. 3
22200 Construction Document Reading 3
23581 Computer Aided Engineering Graphics 3
31023 Construction Surveying 3
31015 Construction Technology 3
31043 Principles of Concrete Construction 3
31044 Construction Occupational Safety & Health 3
32105 Construction Jobsite Management 3
41040 Residential Construction Estimating 3
41041 Commercial Construction Estimating 3
42105 Construction Contracts 3
42107 Construction Scheduling 3

V. Additional Major Requirements **6**
PSYC 31773 Industrial Psychology 3
ENG 20002 Introduction to Technical Writing 3
VI. Technology Electives **9**
VII. General Electives **5**
VIII. Business Requirements **6**
M&IS 24163 Principles of Management 3
Choose from the following 3
M&IS 24056 Fundamentals of Business Statistics (3)
** 44150 Total Quality Management (3)

TOTAL ~~123~~ 124

* *PHY 12201 and 12202 are approved as an exception to the Liberal Education Requirements (LER).*
** *Course fulfills writing-intensive requirement.*

Students must complete technology core sequence and all required lower-division math and science courses before registering for upper-division technology courses.

Minimum of 39 upper-division hours required.

Minimum 2.00 overall GPA is required. Minimum 2.25 GPA required in major.

Kent State University - College of Technology
B.S. Technology - Construction Management Concentration 2007-2008
Requirement Sheet - 124 Total Hours

Name: _____
Date: _____

Orientation (1)

US	10001	University Orientation	1	___

1. Composition (6 hours)

ENG	11011	College Writing I	3	___
ENG	21011	College Writing II	3	___

2. Math (5 hours)

MATH	11010	Algebra for Calculus	3	___
MATH	11022	Trigonometry	2	___

3. Humanities and Fine Arts (9 hours)

(see reverse side for choices)

A&S LER	_____	3	___
FINE ART	_____	3	___
LER	_____	3	___

Minimum 2 courses must meet university diversity requirements

4. Social Sciences (6 hours)

PSYC	11762	General Psychology	3	___
ECON	22060	Principles of Microeconomics	3	___

5. Basic Sciences (10 hours)

PHY	13001	General College Physics I	5	___
PHY	13002	General College Physics II	5	___
or				
PHY	12201	Technical Physics I	3	___
PHY	12202	Technical Physics II	4	___

and choose 3 hours from Basic Science List on reverse side:

_____	_____	3	___

6. Additional LER Requirements (6 hours)

COMM	15000	Introduction to Human Comm.	3	___
MATH	11012	Intuitive Calculus	3	___

7. Diversity Requirement

All students must complete a two course diversity requirement consisting of one course with a domestic focus (D) and one course with a a global one (D). Courses will come from Humanities/Fine Arts.*

Minimum of 2.0 GPA overall and 2.25 in the major are required
Minimum of 39 hours of upper division course work is required for the degree.

Students must earn a "C" or higher to fulfill the writing intensive requirement

Students must complete technology core sequence and all required lower-division math and science courses before registering for upper-division technology courses.

see reverse side for additional requirements

8. Technology Core (19 hours)

TECH	10001	Information Technology	3	___
TECH	13580	Engineering Graphics I	3	___
TECH	20001	Energy Power	3	___
TECH	20002	Materials and Processes	3	___
TECH	21021	Survey of Electricity and Electronics	4	___
TECH	31000 W	Cultural Dynamics of Technology	3	___

9. Related Courses (36 hours)

TECH	21071	Construction Materials, Methods, and Techniques	3	___
TECH	22200	Construction Document Reading	3	___
TECH	23581	Computer Aided Engineering Graphics	3	___
TECH	31023	Construction Surveying	3	___
TECH	31015	Construction Technology	3	___
TECH	31043	Principles of Concrete Construction	3	___
TECH	31044	Construction Occupational Safety and Health	3	___
TECH	32105	Construction Jobsite Management	3	___
TECH	41040	Residential Construction Estimating	3	___
TECH	41041	Commercial Construction Estimating	3	___
TECH	42105	Construction Contracts	3	___
TECH	42107	Construction Scheduling	3	___

10. Additional Major Requirement (6 hours)

PSYC	31773	Industrial Psychology	3	___
ENG	20002	Introduction to Technical Writing	3	___

11. Technology Electives (9 hours)

courses must be from the School of Technology (starts with "TECH")

Suggested School of Technology Electives

TECH	33056	CO-OP Education	1-6	___
TECH	41055	Industrial Practice	1-8	___
TECH	____	_____		___
TECH	____	_____		___
TECH	____	_____		___
	____	_____		___

12. General Electives (5 hours)

courses can be from any department in the university (including TECH)

_____	_____	_____	___
_____	_____	_____	___
_____	_____	_____	___
_____	_____	_____	___

***** at least 6 hours from "Tech" Electives and "General" Electives must be upper division. (3/40000 level)***

13. Business Requirements (6 hours)

M&IS	24163	Principles of Management	3	___

Choose one course from the following:

M&IS	24056	Fundamentals of Business Stats	3	___
M&IS	44150 W	Total Quality Management	3	___

Requirement Sheet
reverse side

Liberal Education Requirements

Humanities and Fine Arts

At least one course must be selected from the Humanities in A&S section and at least one course from the Fine Arts
D = Domestic Diversity Course, D= Global Diversity Course*

Humanities in A&S

CLAS	21404	D	The Greek Achievement	3
	21405	D	The Roman Achievement	3
ENG	21054		Intro to Shakespeare	3
	22071		Great Books I	3
	22072		Great Books II	3
	22073		Major Modern Writers: Brit & US	3
HIST	11050	D	History of Civilization I	3
	11051	D	History of Civilization II	3
	12070	D*	History of the US: Formative	3
	12071	D*	History of the US: Modern	3
PAS	23001	D	Black Experience I: Beg to 1865	3
	23002	D*	Black Experience II 1865 to present	3
PHIL	11001	D	Introduction to Philosophy	3
	21001	D	Introduction to Ethics	3
	21020	D	Comparative Religious Thought I	3
	21021	D	Comparative Religious Thought II	3

Humanities in CCI

COMM	26000	D*	Criticism of Public Discourse	3

Fine Arts

ARCH	10001		Understanding Architecture	3
	10011		Survey of Architecture History I	3
	10012		Survey of Architecture History II	3
ARTH	12001		Art Survey	3
	22006		Art History I: Ancient & Medieval	3
	22007		Art History II: Renaissance to Modern	3
	22020	D	Art of Africa, Oceania, the Americas	3
DAN	27076	D	Dance as an Art Form	3
MUS	22111		Understanding Music	3
	22121	D	Music as a World Phenomenon	3
THEA	11000	D	The Art of Theatre	3

Social Sciences

Courses must be selected from two curricular areas
D=Domestic Diversity Course, D= Global Diversity Course*

ANTH	18210	D	Introduction to Cultural Anthropology	
	18420	D	Introduction to Archaeology	3
CACM	11001	D*	Introduction to Conflict Management	3
ECON	22060		Principles of Microeconomics	3
	22061		Principles of Macroeconomics	3
GEOG	10160		Introduction to Geography	3
	17063	D	World Geography	3
	17064	D*	Geography of US & Canada	3
GERO	14029	D*	Introduction to Gerontology	3
JMC	20001	D*	Media, Power, and Culture	3
JUS	26704		Law and Society	3
POL	10004	D	Comparative Politics	3
	10100	D*	American Politics	3
	10301	D*	Diversity in American Public Policy	3
	10500	D	World Politics	3
PSYC	11762		General Psychology	3
	20651		Child Psychology	3
	21211		Psychology of Adjustment	3
	21211	D*	Multicultural Psychology	3
SOC	12050	D*	Introduction to Sociology	3
	22778	D	Social Problems	3
				3

Basic Sciences

> denotes lab

ANTH	18630		Human Evolution	3
	18631	>	Issues in Human Evolution	1
BSCI	10001		Human Biology	3
	10002		Ecology, Evolution & Society	3
	20020	>	Biological Structure & Function	5
CHEM	10030		Chemistry in Our World	3
	10031	>	Chemistry in Our World Lab	1
	10050		Fundamentals of Chemistry	3
	10052		Introduction to Organic Chemistry	2
	10053	>	Inorganic &Organic Chemistry Lab	1
	10054		General & Elementary Organic Chem	5
GEOL	11040		Earth Dynamics	3
	11041	>	Earth Dynamics Lab	1
	11042		Earth History	3
	11043	>	Earth History Lab	1
	21062		Environmental Geology	3
	21080		Oceanography	3
PHY	11030		7 Ideas that Shook the Universe	3
	13001	>	General College Physics I	5
	13002	>	General College Physics II	5
	13011	>	College Physics I	3
	13012	>	College Physics II	3
	21040		Physics in Entertainment & the Arts	3
	21041	>	Physics in Entertainment & Arts Lab	1
	21430		Frontiers in Astronomy	3
	11660		Physical Science	3

August 15, 2006

To: Gayle Ormiston
From: Steven Fong

CC: Provost Paul Gaston, Laura Davis, Dean Raj Chowdhury

Re: Construction Management at CAED

This memo is to confirm our conversations that in the current academic year 2006-07, we will be concentrating on providing new ways to meet the high demand for architectural studies. In this regard, the initiatives of the College will focus on developing a new non-professional degree in architecture, the Bachelors of Arts in Architectural Studies.

Mindful of the energy and focus necessary to introduce this program at the high level of our existing professional programs in architecture and interior design, we undertook a review of strategies for our proposed new program in Construction Management, which we presented to EPC in Spring 2006. We were gratified that OBR had placed confidence in our University and College and granted approval in principle of this proposed new degree.

Over the summer we undertook cooperative meetings with our good friends in the College of Technology, mindful of their own interest in offering instruction in Construction Management as a concentration within their existing degree offerings. We discussed the joint offering of courses, and the need to provide prospective students with a clear understanding about what each College proposed to offer.

After careful consideration within the College, CAED has decided to place on hold its initiatives in developing a Construction Management curriculum. The College will focus on creating its Bachelors of Arts in Architectural Studies.

CAED is fully supportive of the College of Technology's initiatives, and their interest in using the moniker Construction Management to identify their proposed concentration within an existing degree. We understand that within the next month, CT will be bringing their proposal for a CM concentration to EPC, and we in principle support their initiative. In the future, when we at CAED are ready to pursue our own CM curriculum development further, we expect to work fully and cooperatively with our good friends in the College of Technology to complement their curriculum.

Department Notification

From: "Bob Remedio" <Remedio@salem.kent.edu> **Save Address** | **Headers**
To: <foffodil@kent.edu>
CC:
Date: Fri, 13 Oct 2006 23:16:00 -0400
Subject: **M&IS Courses**

Dear Felix Offodile,

The College of Technology Curriculum Committee is proposing a new BS in Technology Construction Management Concentration degree. We want to use M&IS 24056, M&IS 24163, and M&IS 44150 in the degree. We expect 30 to 60 students to start the program in its first year. We are hoping the program will grow in the future.

Sincerely,
Bob Remedio
College of Technology Curriculum Committee Chair

Robert J. Remedio
Assistant Professor
Kent State University - Salem Campus

Department Notification

From: "Bob Remedio" <Remedio@salem.kent.edu> **Save Address | Headers**
To: <jcrowthe@kent.edu>
CC:
Date: Fri, 13 Oct 2006 23:22:44 -0400
Subject: **Psychology Course**

Dear Janis Crowther,

The College of Technology Curriculum Committee is proposing a new BS in Technology Construction Management Concentration degree. We want to use PSYC 31773 in the degree. We expect 30 to 60 students to start the program in its first year. We are hoping the program will grow in the future.

Sincerely,
Bob Remedio
College of Technology Curriculum Committee Chair

Robert J. Remedio
Assistant Professor
Kent State University - Salem Campus

Department Notification

From: "Bob Remedio" <Remedio@salem.kent.edu> **Save Address** | **Headers**
To: <rcorthel@kent.edu>
CC:
Date: Fri, 13 Oct 2006 23:05:44 -0400
Subject: **English Course**

Dear Ronald Corthell,

The College of Technology Curriculum Committee is proposing a new BS in Technology Construction Management Concentration degree. We want to use ENG 20002 in the degree. We expect 30 to 60 students to start the program in its first year. We are hoping the program will grow in the future.

Sincerely,
Bob Remedio
College of Technology Curriculum Committee Chair

Robert J. Remedio
Assistant Professor
Kent State University - Salem Campus

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 9/20/2006

Purpose of Proposal	New Course
Subject Area	TECH
Course Number	21071
Course Title	Construction Materials, Methods, and Techniques
Minimum Credit	3 Maximum Credit 3

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
◉ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: None

Units Consulted (See guidelines for Instructions): College of Architecture and Environmental Design

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	[signature]	10/6/06
College/School Dean	[signature]	10/6/06
Vice Provost for Regional Campuses		
Provost		

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Preparation Date 9/28/2006 5:46:53 PM **Requested Effective Year** 2007F

Course Title Construction Materials, Methods, and Techniques

Subject Area TECH **Course Number** 21071 **Course Fee** ~~20~~ 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Constr Mats Method Tech **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-D **Activity Type** LLB

Grade Rule UG

Following three fields completed by the Provost's Office

OBR Subsidy

OBR Program Code 94

OBR Course Level 3

CIP Code 460000

Prerequisite (limit text to two lines) None

Catalog Description (limit text to five lines) Covers current construction materials and their applications in commercial and residential construction buildings.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Written exams and reports.

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Basic Data Sheet - Page 2

Subject Area TECH **Course Number** 21071

Instructor(s) Contributing to preparation Karpinski, Dragomier

Instructor(s) Expected to teach this course Approved Technology Faculty

Content Outline

Total Hours 60

Introduction to Construction Methods, Materials, and Techniques	4
General Requirements and Site Construction	4
Concrete Masonry	12
Metals, Wood, and Plastics	12
Thermal and Moisture Protection, Doors, Windows, and Finishes	12
Specialties, Equipment, and Furnishings	4
Special Construction and Conveying Systems	4
Mechanical and Electrical	8

Textbooks(s) used in this course

Construction Materials, Methods, and Techniques
William P. Spence
Delmar Publishers
ISBN: 1418001813

10/6/06

Chair, Director, School Dean or Campus Dean

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CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 9/20/2006

Purpose of Proposal	New Course
Subject Area	TECH
Course Number	22200
Course Title	Construction Document Reading
Minimum Credit	3 Maximum Credit 3

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
◉ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: None

Units Consulted (See guidelines for Instructions): College of Architecture and Environmental Design

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: [signature] 10/6/06

College/School Dean: [signature] 10/6/06

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

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Basic Data Sheet - Page 1

Preparation Date 9/28/2006 5:50:59 PM **Requested Effective Year** 2007F

Course Title Construction Document Reading

Subject Area TECH **Course Number** 22200 **Course Fee** ~~150~~

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Construction Doc Reading **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-D **Activity Type** LLB

Grade Rule ~~UG~~ B

Following three fields completed by the Provost's Office

OBR SUB: 06

OBR Program Code 94

OBR Course Level 3

CIP Code 460201

Prerequisite (limit text to two lines) None

Catalog Description (limit text to five lines) An introductory course to construction document reading. Provides a basic working knowledge of construction mathematics, specifications, material submittal process, building codes and material take-off.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Written exams and reports.

Next Page

Basic Data Sheet - Page 2

Subject Area TECH **Course Number** 22200

Instructor(s) Contributing to preparation Karpinsky, Dragomier

Instructor(s) Expected to teach this course Approved Technology Faculty

Content Outline

Total Hours 60

Drawings - The Language of Construction	11
- Views	
- Scales	
- Alphabet of Lines	
- Use of Symbols	
- Plan Views	
- Elevations	
- Sections and Details	
Reading Drawings for Trade Information	32
- Clearing and Rough Grading the Site	
- Locating the Building	
- Site Utilities	
- Footings, Foundation Walls, Columns, Piers, and Girders	
- Drainage, Insulation, and Concrete Slabs	
- Framing Systems	
- Windows and Doors	
- Exterior Wall Coverings	
- Decks	
- Finishing Site Work	
- Fireplaces, Stairs, Cabinets	
Multifamily Construction	7
- Orienting the Drawings	
- Party Walls	
- Plumbing	
- Heating and Air Conditioning	
- Electrical	
Commercial Construction	10

Textbooks(s) used in this course

Understanding Construction Drawings
Mark W. Huth
Thomson/Delmar Learning
ISBN: 1-4018-6269-1

10/6/06

Chair, Director, School Dean or Campus Dean

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CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 9/20/2006

Purpose of Proposal	New Course
Subject Area	TECH
Course Number	31023
Course Title	Construction Surveying
Minimum Credit	3
Maximum Credit	3

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
◉ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: None

Units Consulted (See guidelines for Instructions): College of Architecture and Environmental Design

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: [signature] 10/6/06

College/School Dean: [signature] 10/6/06

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

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Basic Data Sheet - Page 1

Preparation Date 9/20/2006 8:13:35 PM **Requested Effective Year** 2007F

Course Title Construction Surveying

Subject Area TECH **Course Number** 31023 **Course Fee** ~~45~~ 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Construction Surveying **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-D **Activity Type** LLB

Grade Rule UG

Following three fields completed by the Provost's Office

OBR Program Code 94

OBR Course Level 3

CIP Code 143801

Prerequisite (limit text to two lines) TECH 22200 or equivalent.

Catalog Description (limit text to five lines) Covers the study of surveying including field work with equipment such as transit, level and tape.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Written exams and reports.

Next Page

Basic Data Sheet - Page 2

Subject Area TECH **Course Number** 31023

Instructor(s) Contributing to preparation Karpinsky, Dragomier

Instructor(s) Expected to teach this course Approved Technology Faculty

Content Outline

Total Hours 60

Surveying Fundamentals	4
Distance Measurement	4
Leveling	4
Angles and Theodolites	3
Total Stations	3
Traverse Surveys and Computations	3
An Introduction to Geomatics	3
Global Positioning Systems	4
Control Systems	4
Highway Curves	4
Highway Construction Surveys	4
Municipal Street Construction Surveys	4
Pipeline and Tunnel Construction Surveys	4
Culvert and Bridge Construction Surveys	4
Building Construction Surveys	4
Quantity and Final Surveys	4

Textbooks(s) used in this course

Surveying with Construction Applications, Fifth Edition
Barry F. Kavanagh
Prentice Hall
ISBN: 0-13-048215-3

10/6/06

Chair, Director, School Dean or Campus Dean

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CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 9/20/2006

Purpose of Proposal	New Course
Subject Area	TECH
Course Number	31043
Course Title	Principles of Concrete Construction
Minimum Credit	3 Maximum Credit 3

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
◉ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: None

Units Consulted (See guidelines for Instructions): College of Architecture and Environmental Design

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: [signature] 10/6/06

College/School Dean: [signature] 10/6/06

Vice Provost for Regional Campuses: _____ / _____ / _____

Provost: _____ / _____ / _____

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Basic Data Sheet - Page 1

Preparation Date 9/20/2006 8:45:10 PM **Requested Effective Year** 2007F

Course Title Principles of Concrete Construction

Subject Area TECH **Course Number** 31043 **Course Fee** ~~17.5~~ 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Princ of Concrete Construct **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-D **Activity Type** LLB

Grade Rule U/S

Following three fields completed by the Provost's Office

OBR Program Code 94

OBR Course Level 3

CIP Code 460402

Prerequisite (limit text to two lines) TECH 21071 or equivalent.

Catalog Description (limit text to five lines) An introductory course on the use of concrete in the construction industry. Students will gain a basic understanding of the strength and behavior of reinforced concrete members and simple reinforced concrete structural systems.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Written exams and reports.

Next Page

Basic Data Sheet - Page 2

Subject Area TECH **Course Number** 31043

Instructor(s) Contributing to preparation Karpinsky, Dragomler

Instructor(s) Expected to teach this course Approved Technology Faculty

Content Outline

Total Hours 60

Materials and Mechanics of Bending	4
Rectangular Reinforced Concrete Beams and Slabs: Tension Steel Only	4
Reinforced Concrete Beams: T-Beams and Doubly Reinforced Beams	4
Shear in Beams	4
Development, Splices, and Simel-Span Bar Cutoffs	4
Continuous Construction Design Considerations	4
Serviceability	4
Walls	5
Columns	5
Footings	6
Prestressed Concrete Fundamentals	6
Concrete Framework	5
Detailing Reinforced Concrete Structures	5

Textbooks(s) used in this course

Reinforced Concrete Design
Leonard Spiegel, George F. Limbrunner
ISBN: 0-13-092426-1

10/6/06

Chair, Director, School Dean or Campus Dean

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CURRICULUM BULLETIN NUMBER: _____
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EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 9/20/2006

Purpose of Proposal	New Course
Subject Area	TECH
Course Number	31044
Course Title	Construction Occupational Safety and Health
Minimum Credit	3 Maximum Credit 3

Selected items are new

- ⊙ Subject Area
- ⊙ Crs Number
- ⊙ Title
- ⊙ Title Abbreviatio
- ⊙ Prerequisite — If applicable >
- ⊙ Credit Hours — If applicable >
- ⊙ Description — If applicable >
- ⊙ CIP/HEGIS — If applicable >
- ⊙ Activity Type
- ⊙ Cross-Listed/Slash
- ⊙ Grade Rule
- ⊙ Credit By Exam
- ⊙ Course Fee
- ~~⊙ LER Status (G)~~
- ~~⊙ WIC (W)~~
- ~~⊙ Diversity~~

Describe Impact on Other Programs, Policies or Procedures: None

Units Consulted (See guidelines for Instructions): College of Architecture and Environmental Design

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: [signature] 10/6/06

College/School Dean: [signature] 10/6/06

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

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Basic Data Sheet - Page 1

Preparation Date 9/20/2006 9:04:02 PM **Requested Effective Year** 2007F

Course Title Construction Occupational Safety and Health

Subject Area TECH **Course Number** 31044 **Course Fee** ~~40~~ 6

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Constr Occ Safety Health **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-D **Activity Type** LEC

Grade Rule Yes

Following three fields completed by the Provost's Office

OBR Program Code 94

OBR Course Level 3

CIP Code 460412

Prerequisite (limit text to two lines) None

Catalog Description (limit text to five lines) Focuses on making the theories and principles of construction safety and health practical and useful in a real world setting.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Written exams and reports.

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Basic Data Sheet - Page 2

Subject Area TECH **Course Number** 31044

Instructor(s) Contributing to preparation Karpinsky, Dragomier

Instructor(s) Expected to teach this course Approved Technology Faculty

Content Outline

Total Hours 45

Introduction to Safety Movement and the Construction Industry	2
Cost of Accidents: Why Safety Is Important	2
Role of Construction Personnel in Safety and Health	2
Accident Causation Theories	2
Ethics and Safety	2
Worker's Compensation	2
OSHA Compliance	2
OSHA's Construction Standard and Related Safety Practices	11
Construction Safety and Health: Program and Policies	2
Job Safety and Hazard Analysis	2
Accident Investigation, Reporting, and Record Keeping	2
Emergency Response Plan	2
Total Safety Management	2
Preventing Violence in the Workplace	2
Bloodborne Pathogens in the Workplace	2
Stress in the Workplace	2
Environmental Safety and ISO 14000	2
Promoting Safety	2

Textbooks(s) used in this course

Construction Safety and Health
David L. Goetsch
Prentice Hall
ISBN: 0-13-093215-9

10/6/06

Chair, Director, School Dean or Campus Dean

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CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 9/20/2006

Purpose of Proposal	New Course
Subject Area	TECH
Course Number	32105
Course Title	Construction Jobsite Management
Minimum Credit	3
Maximum Credit	3

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
◉ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: None

Units Consulted (See guidelines for Instructions): College of Architecture and Environmental Design

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: [signature] 10/6/06

College/School Dean: [signature] 10/6/06

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

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Preparation Date 8/17/2005 3:59:19 PM **Requested Effective Year** 2006

Course Title Construction Jobsite Management

Subject Area TECH **Course Number** 32105 **Course Fee** 10

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Construction Jobsite Mgmt **Cross-listed with**

KSU Type N

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-D **Activity Type** LEC

Grade Rule UC

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level

CIP Code 460412

Prerequisite (limit text to two lines) None

Catalog Description (limit text to five lines) This course concentrates on the procedures and methods that are used by the construction contractor during the construction and post-construction phases of a project.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** 0 **Prev Max Hrs** 0

Writing Expectations Written exams and reports.

Next Page

Basic Data Sheet - Page 2

Subject Area TECH **Course Number** 32105

Instructor(s) Contributing to preparation Karpinski, Dragomler

Instructor(s) Expected to teach this course Approved Technology Faculty

Content Outline

Total Hours 45

Introduction to Project Management	2
The Project Team	2
Use of Construction Documents on the Jobsite	3
Submittals, Samples, and Shop Drawings	3
Documentation and Record Keeping at the Jobsite	3
Jobsite Layout and Control	3
Meetings, Negotiations, and Dispute Resolution	3
Jobsite Labor Relations and Control	3
Personnel and Safety Management	3
Subcontracting and Purchasing	3
Project Quality Control	3
Time and Cost Control	3
Computerized Project Administration	3
Changes and Claims	3
Progress Payments	3
Project Closure	2

Textbooks(s) used in this course

Construction Jobsite Management
William R. Mincks & Hal Johnston
Thompson/Delmar Learning
ISBN 1-4018-0912-X

10/6/06

Chair, Director, School Dean or Campus Dean

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DATE PROPOSAL APPROVED BY EPC: _____
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DATE OF PREPARATION: 9/20/2006

Purpose of Proposal	New Course
Subject Area	TECH
Course Number	41040
Course Title	Residential Construction Estimating
Minimum Credit	3
Maximum Credit	3

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
◉ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: None

Units Consulted (See guidelines for Instructions): College of Architecture and Environmental Design

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	[signature]	10/6/06
College/School Dean	[signature]	10/6/06
Vice Provost for Regional Campuses		/ /
Provost		/ /

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Preparation Date 8/17/2005 8:47:10 AM **Requested Effective Year** 2007

Course Title Residential Construction Estimating

Subject Area TECH **Course Number** 41040 **Course Fee** ~~15.0~~

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Res Construct Estimating **Cross-listed with**

KSU Type N

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-D **Activity Type** LEC

Grade Rule UPG

Following three fields completed by the Provost's Office

OBRSUB: 04

OBR Program Code

OBR Course Level

CIP Code 522001

Prerequisite (limit text to two lines) TECH 22200 or equivalent.

Catalog Description (limit text to five lines) An introduction to residential estimating processes and the steps involved in accurately preparing a cost estimate.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** 0 **Prev Max Hrs** 0

Writing Expectations Written exams and reports.

Next Page

Basic Data Sheet - Page 2

Subject Area TECH **Course Number** 41040

Instructor(s) Contributing to preparation Karpinski, Dragomier

Instructor(s) Expected to teach this course Approved Technology Faculty

Content Outline

Total Hours 45

Introduction to Building Cost Estimates	3
Arithmetic and Principles of Measurement	3
Measuring Excavation and Sitework	3
Measuring Concrete Work	3
Measuring Carpentry Work	3
Measuring Masonry and Finishes	3
Estimating Plumbing, HVAC, and Electrical Work	4
Pricing General Expences	3
Pricing the Work	4
Pricing Equipment	4
Subcontractor Work	4
Estimate Summaries and Bids	4
Estimates for Remodeling Work	4

Textbooks(s) used in this course

Estimating for Residential Construction
David Pratt
Thompson/Delmar Learning
ISBN 1401879470

10/6/06

Chair, Director, School Dean or Campus Dean

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CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 9/20/2006

Purpose of Proposal	New Course
Subject Area	TECH
Course Number	41041
Course Title	Commercial Construction Estimating
Minimum Credit	3 Maximum Credit 3

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
◉ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: None

Units Consulted (See guidelines for Instructions): College of Architecture and Environmental Design

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	[signature]	10/6/06
College/School Dean	[signature]	10/6/06
Vice Provost for Regional Campuses		/ /
Provost		/ /

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Basic Data Sheet - Page 1

Preparation Date 8/17/2005 1:09:47 PM **Requested Effective Year** 2007

Course Title Commercial Construction Estimating

Subject Area TECH **Course Number** 41041 **Course Fee** ~~15~~ 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Comm Construct Estimating **Cross-listed with**

KSU Type N

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-D **Activity Type** LEC

Grade Rule UG 4

Following three fields completed by the Provost's Office

OBR SUB: 04

OBR Program Code

OBR Course Level

CIP Code 522001

Prerequisite (limit text to two lines) TECH 22200 or equivalent.

Catalog Description (limit text to five lines) This course covers the concepts and techniques used for commercial construction estimating.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** 0 **Prev Max Hrs** 0

Writing Expectations Written exams and reports.

Next Page

Basic Data Sheet - Page 2

Subject Area TECH **Course Number** 41041

Instructor(s) Contributing to preparation Karpinski, Dragomier

Instructor(s) Expected to teach this course Approved Technology Faculty

Content Outline

Total Hours 45

Introduction to Estimating	2
Contracts, Bonds, and Insurance	2
Specifications	2
The Estimate	2
Overhead and Contingencies	2
Labor	2
Excavation	2
Concrete	2
Masonry	3
Metals	3
Wood	3
Thermal and Moisture Protection	3
Doors and Windows	3
Finishes	3
Electrical	3
Plumbing	3
Heating, Ventilating, and Air Conditioning	3
Profit	2

Textbooks(s) used in this course

Estimating in Building Construction
Frank R. Dagostino, Leslie Feigenbaum
Prentice Hall
ISBN 0-130060405-4

10/6/06

Chair, Director, School Dean or Campus Dean

Main Menu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 9/20/2006

Purpose of Proposal	New Course
Subject Area	TECH
Course Number	42105
Course Title	Construction Contracts
Minimum Credit	3 Maximum Credit 3

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
◉ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: None

Units Consulted (See guidelines for Instructions): College of Architecture and Environmental Design

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	[illegible]	10/6/06
College/School Dean	[illegible]	10/6/06
Vice Provost for Regional Campuses		/ /
Provost		/ /

Please print before leaving page

Main Menu

Basic Data Sheet - Page 1

Preparation Date 8/17/2005 8:08:07 AM **Requested Effective Year** 2007

Course Title Construction Contracts

Subject Area TECH **Course Number** 42105 **Course Fee** ~~45~~ 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Construction Contracts **Cross-listed with**

KSU Type N

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-D **Activity Type** LEC

Grade Rule ~~UP~~ NO

Following three fields completed by the Provost's Office

OBR SUB: 04

OBR Program Code

OBR Course Level

CIP Code 522001

Prerequisite (limit text to two lines) Junior or senior standing

Catalog Description (limit text to five lines) An introductory course on construction contracts and how they are used in the construction industry.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** 0 **Prev Max Hrs** 0

Writing Expectations Written exams and reports.

Next Page

Basic Data Sheet - Page 2

Subject Area TECH **Course Number** 42105

Instructor(s) Contributing to preparation Karpinski, Dragomier

Instructor(s) Expected to teach this course Approved Technology Faculty

Content Outline

Total Hours 45

The Nature of Contracts	2
Construction Contracts	2
Stipulated-Sum Contracts	2
Cost-Plus-Fee Contracts	2
Unit-Price Contracts	2
Contracts with Quantities	2
Other Conditions of Contracts	2
Subcontracts and Supply Contracts	2
Arrangements of Contracts for Construction	2
Design-Build Contracts	2
Documents for Contracts	2
Bidding for Contracts	2
Negotiating Construction Contracts	2
Introduction to Administration of Contracts	2
Information for Contract Administration and Construction	2
Administration of Contracts	3
Claims and Disputes	2
Changes in the Work of Contracts	2
Contract Time	3
Completion of Contracts and Payments	3
Uncovering and Correction of Work in Contracts	2

Textbooks(s) used in this course

Construction Contracts
Keith Collier
Prentice Hall
ISBN 0-13-755927-5

10/6/06

Chair, Director, School Dean or Campus Dean

Main Menu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 9/20/2006

Purpose of Proposal	New Course
Subject Area	TECH
Course Number	42107
Course Title	Construction Scheduling
Minimum Credit	3 Maximum Credit 3

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
◉ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: None

Units Consulted (See guidelines for Instructions): College of Architecture and Environmental Design

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: [signature] 10/6/06

College/School Dean: [signature] 10/6/06

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

Please print before leaving page

Main Menu

Basic Data Sheet - Page 1

Preparation Date 9/20/2006 9:27:25 PM **Requested Effective Year** 2007F

Course Title Construction Scheduling

Subject Area TECH **Course Number** 42107 **Course Fee** ~~15~~ 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Construction Scheduling **Cross-listed with**

KSU Type N

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-D **Activity Type** LLB

Grade Rule UC

Following three fields completed by the Provost's Office

OBR SUB: 04

OBR Program Code 94

OBR Course Level 3

CIP Code 522001

Prerequisite (limit text to two lines) TECH 32105 or equivalent.

Catalog Description (limit text to five lines) Covers the traditional theory on planning, scheduling and controlling construction projects. Current industry computer applications for scheduling will be utilized.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** 0 **Prev Max Hrs** 0

Writing Expectations Written exams and reports

Next Page

Basic Data Sheet - Page 2

Subject Area TECH **Course Number** 42107

Instructor(s) Contributing to preparation Karpinski, Dragomier

Instructor(s) Expected to teach this course Approved Technology Faculty

Content Outline

Total Hours 60

Introduction to Scheduling	4
Rough Diagram Preparation - An Overview	4
Schedule Calculations	4
Bar Chart Creation	4
Bar Chart Format	4
Resources	4
Costs	6
Bar Chart Hard Copy Prints	5
PERT Diagrams	5
List Reports	5
Updating the Schedule	5
Tracking Resources	5
Tracking Costs	5

Textbooks(s) used in this course

Scheduling With SureTrak
David A. Marchman
Delmar Thompson Learning
ISBN 0-7668-0897-1

10/6/06

Chair, Director, School Dean or Campus Dean

Main Menu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____
DATE OF PREPARATION: 10/3/2006

Purpose of Proposal: New Program

Department: TECH

Requested Effective Term: 2007F

SIS Code or Brief ID of Program Affected by Action: BS TECH 2+2
(e.g. A BS CHEM, WMST MNR, DTP CERT, etc.)

Description of Proposal (please use upper case):

THE PROPOSAL ESTABLISHES A COMPUTER TECHNOLOGY OPTION WITHIN THE B.S. IN TECHNOLOGY 2+2 DEGREE.
THE FULL PROGRAM NAME IS - BACHELOR OF SCIENCE IN TECHNOLOGY 2+2 COMPUTER TECHNOLOGY OPTION.

AFA

CT BS TECH ~~AAA~~

Describe Impact on Other Programs:

THE 2+2 COMPUTER TECHNOLOGY OPTION WOULD GIVE A MORE FOCUSED EMPHASIS ON COMPUTERS WHEN COMPARED TO THE 2+2 GENERAL OPTION.

Units Consulted (See guidelines for Instructions):

COMPUTER TECHNOLOGY CURRICULUM COMMITTEE
SCHOOL OF TECHNOLOGY CURRICULUM COMMITTEE

REQUIRED ENDORSEMENTS

Chair/Director/Campus Dean	[signature]	10/6/2006
College/School Dean	[signature]	10/6/2006
Vice Provost for Regional Campuses		/ /
Provost		/ /

Please print before leaving page

Main Menu

Proposal Summary

Title:

New Computer Technology Option for Bachelor of Science in Technology 2 + 2 Degree

Subject Specification:

Add ~~a Submajor~~ Computer Technology Option, to the Bachelor of Science in Technology 2+2 Degree

Background Information:

The following program changes are to be made:

A. Computer Technology (COMT) students pursuing a Bachelor of Science in Technology 2+2 Degree will have the option of selecting **Computer Technology** as a ~~**Submajor**~~ **Option** within the degree.
B. Students pursuing this Option will be required to fulfill the existing General Option requirements of the degree, with the following modifications:
   - Section **VII Technology Major Requirements**: should read: *Credits from Associate of Applied Business in Computer Technology.*
   - Section **VIII Technology Electives**:
     - Courses must be from the School of Technology (starts with "TECH")
     - Courses must have course numbers 3***63xx*** or 4***63xx***
   - Section **IX General Electives**: The 12 hours of Upper Division courses must include 6 hours selected from any of the following **TECH** courses:
     - Those numbered either 3***63xx*** or 4***63xx***
     - The following list (with COMT Faculty Permission): **31000**, **33056**, **36008**, **36095**, **36401**, **36415**, **41055**, **42100**

This Option will *broaden the background of students with a technical associate's degree*[1], while at the same time making them better prepared and more highly marketable for a career in computer and information technology. In addition, it is hoped that having the opportunity to pursue this Option will make the Associate of Applied Business (**AAB**) in Computer Technology more attractive to freshman students who will now see a more consistent and focused academic program in place should they decide to continue their education beyond an associate's degree.

This Option will require no additional staff or other resources, nor will it necessitate any fiscal considerations. It will, however, require that the COMT Curriculum Committee maintain a sufficiently diverse and relevant catalog of UD courses from which students electing this Option can choose their Technical Electives. This is already being addressed by the committee: there are currently:

A. 9 applicable 363*xx* courses available
B. 7 applicable 463*xx* courses available
C. 8 other related courses (see **IX General Electives** notes, above) available
D. Additional courses planned.

---

[1] Italicized wording taken from http://www.kent.edu/tech/AcademicDivisions/appliedbusiness/Bachelordegree.cfm

Alternatives and Consequences:

The alternative is to maintain the degree as is. The COMT Curriculum Committee believes that the Bachelor of Science in Technology 2+2 Degree is too broad in its scope to fully maximize the marketability of the BS Degree to students interested in computer technology. In addition, the committee believes that those students will be better prepared, and themselves more marketable, upon graduation having this Option designated on their diploma. As such, the Option is seen as a winning formula on all levels: a more attractive AAB in COMT degree, a stronger Bachelor of Science in Technology 2+2 Degree, and a better prepared workforce graduating from Kent State University.

Specific Recommendation and Justification:

This has been addressed in the two previous sections.

Timetable and Actions Required:

A. April 7, 2006: COMT Curriculum Committee approval
B. April 21, 2006: School of Technology SCC approval
C. Next meeting after April 21 of Educational Policies Council (**EPC**)

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Regional Campuses

Interdepartmental Correspondence

TO: Raj Chowdhury, Dean, College of Technology

FROM: Shirley J. Barton, Executive Dean, Regional Campuses SJB

DATE: October 12, 2006

SUBJECT: **BACHELOR OF SCIENCE 2+2 IN COMPUTER TECHNOLOGY**

Thank you for sending the attached information regarding the proposed Computer Technology option for the Bachelor of Science in Technology 2+2 degree.

I have reviewed the materials and believe the proposed option will be advantageous to graduates of the A.A.B. in Computer Technology.

SJB/vmc

Enclosure

INTERDEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
REGIONAL CAMPUSES

DATE: April 14, 2006

TO: Dr. A. Raj Chowdhury, Dean, School of Technology

FROM: Ken Vinciquerra, Assistant Professor, Computer Technology

SUBJECT: New Computer Technology Option for Bachelor of Science in Technology 2 + 2 Degree

Transmittal Memo

Summary Statement:

The proposal seeks to establish a new Computer Technology Option for the existing Bachelor of Science in Technology 2 + 2 Degree. The present 2 + 2 Degree, currently available to students who have earned the corresponding associate degree in the Applied Business Division, has the following stated goals:

> Bachelor of Science in Technology 2+2 broadens the background of students with a technical associate's degree and allows them to gain additional technical and liberal education depth. This option provides an excellent career path for students who have completed their associate degree in any of the technology areas offered by the School of Technology, resulting in graduates who are qualified for a variety of jobs in today's technology-oriented economy.[1]

Given the wide breadth of academic programs within the School of Technology, the Computer Technology (**COMT**) Curriculum Committee feels it necessary to offer COMT students the option of pursuing a more focused curriculum aimed at extending and deepening the knowledge gained in their AAB Degree. This would also facilitate their staying current in this dynamic field while pursuing their Baccalaureate Degree. Finally, such an Option would more clearly indicate to potential employers the level of concentrated study in computer technology achieved by graduates.

Curricular/Consultative Bodies Approving this Action:

- COMT Curriculum Committee

Approvals being sought from COMT Curriculum Committee:

- School of Technology Curriculum Committee (**SCC**)
- Educational Policies Council (**EPC**)

[1] http://www.kent.edu/tech/AcademicDivisions/appliedbusiness/Bachelordegree.cfm

Computer Technology Option

I. **General College or University Requirements** 1
US 10001 University Orientation 1

II. **Liberal Education Requirements** 38-39
A complete list of Liberal Education Requirements (LER) courses is on Pages 83-85.

Composition
ENG 11011 College Writing I 3
21011 College Writing II 3

Mathematics and Critical Reasoning
Choose from the following: 3-4
MATH 11010 Algebra for Calculus (3)
12001 Algebra and Trigonometry (4)

Humanities and Fine Arts 9
Minimum one course from humanities category and minimum one course from fine arts category.

Social Sciences 6
Must be selected from two curricular areas.

Basic Sciences
Choose from the following: 8
Must include one laboratory course.
CHEM 10030 Chemistry in Our World (3)
10050 Fundamentals of Chemistry (3)
10052 Introduction to Organic Chemistry (2)
10053 Inorganic and Organic Laboratory (1)
(corequisite CHEM 10052)
10054 General and Elementary Organic Chemistry (5)
GEOL 11040 Earth Dynamics (3)
11041 Earth Dynamics Laboratory (1)
(pre/corequisite GEOL 11040)
11042 Earth History (3)
11043 Earth History Laboratory (1)
(pre/corequisite 11042)
PHY * 12001 Technical Physics I (3)
* 12002 Technical Physics II (4)
11660 Physical Science (3)
13001 General College Physics I (5)
13002 General College Physics II (5)
13011 College Physics I (3)
13012 College Physics II (3)

Additional LER Courses
COMM 15000 Introduction to Human Communication 3
Choose from the following: 3
~~PHIL 11009 Principles of Thinking (3)~~
LER course from above categories (3)

Diversity Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a

"2+2" Concentration for Associate Degree Graduates

The "2+2" concentration provides a variety of options for associate degree graduates who wish to advance their careers in technical environments. It allows graduates to apply all, or nearly all, of the coursework completed in their associate degree program toward the Bachelor of Science in Technology. Five options are available. The general option permits graduates from a variety of associate degree backgrounds to formulate a program of advanced study in upper-division technical courses, chosen with a faculty advisor, to gain additional technical depth or breadth. The general electives in this option can be used to earn a minor from another academic unit to complement their major study. The four other options are based on specific associate degrees and offer a more focused Bachelor of Science completion utilizing specific upper-division courses in the specific area of specialization. These options are accredited by NAIT.

PHIL 11009 dropped in order to incorporate new LER requirements.

global focus. One course must come from the LER list; the second course may be taken as a second LER, in the major area or in a minor as a general elective. A complete list of diversity courses is on Pages 87-89.

III. Writing-Intensive Requirement

Students must complete a one-course writing-intensive requirement and earn minimum C (2.0) grade. This requirement in this major is fulfilled with COMM 35864 or M&IS 44150. A complete list of writing-intensive courses is on Pages 91-93.

IV. Technology Major Requirements 34

~~Credits from approved associate degree.~~

V. Additional Major Requirements 5

MATH 11022 Trigonometry 2

Choose from the following: 3

ENG 20002 Introduction to Technical Writing (3)

ITAP 26638 Business Communications (3)

VI. Technology Electives 15

~~Courses must be upper-division.~~

VII. General Electives 27-28

~~Minimum 12 credit hours upper-division.~~ *Elective choices must include three courses of management concepts or practice with maximum one from concepts.*

Management Concepts

ACCT 23020 Introduction to Financial Accounting (3)

ACTT 11001 Accounting II - Managerial (4)

BMRT 21000 Business Law and Ethics I (3)

COMM 25863 Business and Professional Communication (3)

35550 Small Group Communication (3)

** 35864 Organizational Communication (3)

ECON 22060 Principles of Microeconomics (3)

22061 Principles of Macroeconomics (3)

IERT 22000 Statistical Process Control (4)

ITAP 26638 Business Communications (3)

M&IS 24056 Fundamentals of Business Statistics (3)

PSYC 31773 Industrial Psychology (3)

Management Practice

ACCT 33063 Cost Control and Analysis for Management (3)

BMRT 11000 Introduction to Business (3)

11009 Introduction to Management Technology (3)

21005 Purchasing and Supply Management (3)

21006 Human Resources Management (3)

21008 Case Studies in Management Technology (3)

21009 Seminar in Management Technology (3)

21011 Fundamentals of Financial Management (3)

IERT 22006 Economic Decision Analysis (3)

M&IS 24163 Principles of Management (3)

34060 Operations Management (3)

34165 Dynamics of Leadership (3)

34180 Human Resource Management (3)

** 44150 Total Quality Management (3)

MFGT 12010 Safety in the Workplace (2)

SOC 42564 Bureaucratic Organizations (3)

TECH 43080 Industrial and Environmental Safety (3)

TOTAL 121

**PHY 12201 and 12202 are approved as an exception to the Liberal Education Requirements (LER).*

***Course fulfills writing-intensive requirement.*

Graduation from the program requires an approved associate degree. Minimum 2.00 overall GPA required with minimum 2.00 GPA in upper-division TECH courses. Upper-division technology electives must be chosen with faculty advisor. The courses chosen to fulfill the curriculum must satisfy university diversity and writing-intensive course requirements. Minimum 27 credit hours of upper-division coursework required for technology associate degree graduates.

Credits from Associate of Applied Business in Computer Technology.

Courses must be from the School of Technology (starts with "TECH"). Courses must have course numbers 363xx or 463xx.

Minimum of 12 hours Upper Division. The 12 hours of Upper Division courses must include 6 hours selected from any of the following TECH courses:

- Those numbered either 363xx or 463xx
- The following list (with COMT Faculty Permission): 31000, 33056, 36008, 36095, 36401, 36415, 41055, 42100

Program Requirement Sheet

Kent State University - College of Technology
B.S. Technology "2+2" ~~General~~ Option 2006-2007
121 Hours (TECH ~~AAA~~) Computer Technology

Name: _____
Date: _____

Orientation

US	10001	University Orientation	1	___

1. Composition (6 hours)

ENG	11011	College Writing I	3	___
ENG	21011	College Writing II	3	___

2. Math (4-5 hours)

MATH	11010	Algebra for Calculus	3	___
MATH	11022	Trigonometry	2	___
or				
MATH	12001	Algebra & Trigonometry	4	___

3. Humanities and Fine Arts (9 hours)

see reverse side for choices:

A&S LER	_____	3	___
FINE ART	_____	3	___
LER	_____	3	___

4. Social Sciences (6 hours)

see reverse side for choices, must be from 2 different areas:

_____	_____	3	___
_____	_____	3	___

5. Basic Sciences (8 hours)

select 2 lectures with lab on reverse side:

_____	_____	3	___
_____	_____	1	___
_____	_____	3	___
_____	_____	1	___

6. Additional LER Requirements (6 hours)

COMM	15000	Introduction to Human Communications	3	___

select one course from list on back from area:

_____	_____	3	___

7. Diversity Requirement

All students must complete a two course diversity requirement consisting of one course with a domestic focus (D) and one course with a a global one (D). Courses will come from Humanities/Fine Arts or Social Sciences.*

8. Major Requirements (34 hours)

~~*Associate degree courses*~~ *Additional hours count as "General Electives*

34 ___

Minimum of 2.0 GPA overall and 2.00 in upper division TECH courses are required. Minimum of 27 hours of upper division course work is required for degree.

Writing-intensive courses in the College of Technology will also count in the Technology Electives requirement. Non-Tech writing-intensive courses will count in the General Electives section. **Students must receive a "C" or higher to fulfill the writing intensive requirement.** TECH 31000 is recommended to fulfill this requirement in the College of Technology.

9. Technology Major Requirements (15 hours)

~~*must be upper division "Tech" 3/4000 level courses*~~

TECH	___	_____	___
TECH	___	_____	___
TECH	___	_____	___
TECH	___	_____	___
TECH	___	_____	___

10. Additional Major Requirements (3 hours)

choose between one of the following:

ENG	20002	Introduction to Technical Writing	3	___
or				
ITAP	26638	Business Communications	3	___

11. General Electives (27-28 hours)

Minimum 12 credit hours upper division. Elective choices must include three courses of management concepts or practice with maximum one course from concepts.

Management Concepts:

ACCT	23020	Intro. to Financial Accounting	3	___
ACCT	11001	Accounting II - Mangerial	4	___
BMRT	21000	Business Law and Ethics	3	___
COMM	25863	Business and Prof. Communications	3	___
	35550	Small Group Communications	3	___
	35864	Organizational Communications	3	___
ECON	22060	Principles of Microeconomics	3	___
	22061	Principles of Macroeconomics	3	___
IBRT	22000	Statistical Process Control	4	___
ITAP	26638	Business Communications	3	___
M&IS	24056	Fundamentals of Bus. Stats	3	___
PSYC	31773	Industrial Psychology	3	___

Management Practice:

ACCT	33063	Cost Control/Analysis for Mgmt	3	___
BMRT	11000	Introduction to Business	3	___
	11009	Introduction to Mgmt. Tech	3	___
	21005	Purchasing & Supply Mgmt.	3	___
	21006	Human Resources Mgmt.	3	___
	21008	Case Studies in Mgmt. Tech	3	___
	21009	Seminar in Mgmt. Tech	3	___
	21011	Fundamentals of Fin. Mgmt	3	___
IBRT	22006	Economic Decision Analysis	3	___
M&IS	24163	Principles of Management	3	___
	34060	Operations Management	3	___
	34165	Dynamics of Leadership	3	___
	34180	Human Resources Mgmt.	3	___
	44150	Total Quality Management	3	___
MFGT	12010	Safety in the Workplace	2	___
SOC	42564	Bureaucratic Organizations	3	___
TECH	43080	Industrial & Environ. Safety	3	___
_____	_____			___
_____	_____			___
_____	_____			___
_____	_____			___
_____	_____			___
_____	_____			___
_____	_____			___

see reverse side for additional requirements

Credits from Associate of Applied Business in Computer Technology.

Courses must be from the ~~School~~ College of Technology (starts with "TECH"). Courses must have course numbers 363xx or 463xx.

The 12 hours of Upper Division courses must include 6 hours selected from any of the following TECH courses:

- Those numbered either 363xx or 463xx
- The following list (with COMT Faculty Permission): **31000, 33056, 36008, 36095, 36401, 36415, 41055, 42100**

Liberal Education Requirements

Humanities and Fine Arts

At least one course must be selected from the Humanities in A&S section and at least one course from the Fine Arts
D = Domestic Diversity Course, D= Global Diversity Course*

Humanities in A&S

CLAS	21404	D	The Greek Achievement	3
	21405	D	The Roman Achievement	3
ENG	21054		Intro to Shakespeare	3
	22071		Great Books I	3
	22072		Great Books II	3
	22073		Major Modern Writers: Brit & US	3
HIST	11050	D	History of Civilization I	3
	11051	D	History of Civilization II	3
	12070	D*	History of the US: Formative	3
	12071	D*	History of the US: Modern	3
PAS	23001	D	Black Experience I: Beg to 1865	3
	23002	D*	Black Experience II 1865 to present	3
PHIL	11001	D	Introduction to Philosophy	3
	21001	D	Introduction to Ethics	3
	21020	D	Comparative Religious Thought I	3
	21021	D	Comparative Religious Thought II	3

Humanities in CCI

COMM	26000	D*	Criticism of Public Discourse	3

Fine Arts

ARCH	10001		Understanding Architecture	3
	10011		Survey of Architecture History I	3
	10012		Survey of Architecture History II	3
ARTH	12001		Art Survey	3
	22006		Art History I: Ancient & Medieval	3
	22007		Art History II: Renaissance to Modern	3
	22020	D	Art of Africa, Oceania, the Americas	3
DAN	27076	D	Dance as an Art Form	3
MUS	22111		Understanding Music	3
	22121	D	Music as a World Phenomenon	3
THEA	11000	D	The Art of Theatre	3

Social Sciences

Courses must be selected from two curricular areas
D=Domestic Diversity Course, D= Global Diversity Course*

ANTH	18210	D	Introduction to Cultural Anthropology	
	18420	D	Introduction to Archaeology	3
CACM	11001	D*	Introduction to Conflict Management	3
ECON	22060		Principles of Microeconomics	3
	22061		Principles of Macroeconomics	3
GEOG	10160		Introduction to Geography	3
	17063	D	World Geography	3
	17064	D*	Geography of US & Canada	3
GERO	14029	D*	Introduction to Gerontology	3
JMC	20001	D*	Media, Power, and Culture	3
JUS	26704		Law and Society	3
POL	10004	D	Comparative Politics	3
	10100	D*	American Politics	3
	10301	D*	Diversity in American Public Policy	3
	10500	D	World Politics	3
PSYC	11762		General Psychology	3
	20651		Child Psychology	3
	21211		Psychology of Adjustment	3
	21211	D*	Multicultural Psychology	3
SOC	12050	D*	Introduction to Sociology	3
	22778	D	Social Problems	3
				3

Basic Sciences

> denotes lab

ANTH	18630		Human Evolution	3
	18631	>	Issues in Human Evolution	1
BSCI	10001		Human Biology	3
	10002		Ecology, Evolution & Society	3
	20020	>	Biological Structure & Function	5
CHEM	10030		Chemistry in Our World	3
	10031	>	Chemistry in Our World Lab	1
	10050		Fundamentals of Chemistry	3
	10052		Introduction to Organic Chemistry	2
	10053	>	Inorganic &Organic Chemistry Lab	1
	10054		General & Elementary Organic Chem	5
GEOL	11040		Earth Dynamics	3
	11041	>	Earth Dynamics Lab	1
	11042		Earth History	3
	11043	>	Earth History Lab	1
	21062		Environmental Geology	3
	21080		Oceanography	3
PHY	11030		7 Ideas that Shook the Universe	3
	13001	>	General College Physics I	5
	13002	>	General College Physics II	5
	13011	>	College Physics I	3
	13012	>	College Physics II	3
	21040		Physics in Entertainment & the Arts	3
	21041	>	Physics in Entertainment & Arts Lab	1
	21430		Frontiers in Astronomy	3
	24001		Astronomy	3
	11660		Physical Science	3

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____
DATE OF PREPARATION: 10/5/2006

Purpose of Proposal: ~~Revise Program~~ Establish Program

Department: TECH

Requested Effective Term: 2007F

SIS Code or Brief ID of Program Affected by Action: BS TECH minor
(e.g. A BS CHEM, WMST MNR, DTP CERT, etc.)

Description of Proposal (please use upper case):

ADDING A MINOR IN COMPUTER DESIGN AND ANIMATION ~~TO THE BACHELOR OF SCIENCE OF TECHNOLOGY.~~

CDA

CT BS TECH

Describe Impact on Other Programs:

THIS MINOR IS UNIQUE AS IT OFFERS KSU UNDERGRADUATES AN OPPORTUNITY TO DEVELOP A STRONG BACKGROUND IN COMPUTER AIDED DESIGN AND/OR COMPUTER ANIMATION. THERE IS NO IMPACT ON OTHER PROGRAMS.

Units Consulted (See guidelines for Instructions):

NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: [signature] 10/6/06

College/School Dean: [signature] 10/6/06

Vice Provost for Regional Campuses: _____ / _____ / _____

Provost: _____ / _____ / _____

Please print before leaving pag

Main Menu

PROPOSAL SUMMARY
Establishment of a minor in Computer Design and Animation Under the Bachelor of Science in Technology

Subject Specification:

The proposal requests the introduction of a minor in Computer Design and Animation ~~under the Bachelor of Science in Technology~~ to serve the University student needs in this specialty area.

Background Information:

Description of the action including its intended effect. The proposed action seeks the establishment of a minor in Computer Design and Animation ~~under the Bachelor of Science in Technology~~. The minor consists of a total of 24 credit hours with 7 hours of required courses and 17 hours to be selected by the student with academic advisor approval.

The intended effects are (1) increase enthusiasts in a popular specialty and (2) serving the growing needs of industry through specialized courses in computer aided design and computer animation.

Conformity of action with mission of sponsoring unit. The proposed minor is consistent with the stated mission and objectives of the College of Technology and of the University in preparing students to serve the employment needs of its service area.

Rationale for action. Academic advisors at the Kent and regional campuses reported increased level of inquiry and interest from University students in acquiring in-depth specialty education and training in the areas of CAD and computer animation.

Effect on current programs, offerings, students, and staff. Increased interest by the University students will only enhance the current program offerings. No effect on staff.

Scope of action. Increased opportunities for all University students in acquiring education in a popular specialty.

Alternatives and Consequences:

In view of the level of potential interest in the minor of Computer Design and Animation, as perceived by the academic advisors and enrollment management staff, the only alternative to not offering the minor is to commit students to the complete degree which may not be as beneficial to them as would the combination of a major in other areas and the proposed minor.

Specific Recommendation and Justification:

To approve the proposed minor.

Time Table

Fall 2007

KENT STATE
UNIVERSITY

13 OCT 12 2006 PROVOST

College of Technology

Dean's Office

672-9780 (raj@tech.kent.edu)

Interdepartmental Correspondence

To: Dr. Gayle Ormiston, Associate Provost for Faculty Affairs and Curriculum

From: Dr. A. R. (Raj) Chowdhury, Dean, College of Technology

Subject: College of Technology Curricular Changes

Date: October 13, 2006

Enclosed please find the documentation required to make the following curricular changes in the College of Technology.

Approved at 4/21/06 CCC meeting:
COMT - New Computer Tech Option for BS in TECH 2+2 concentration

Approved at 9/29/06 CCC meeting:
ACTT - New Fraud Examination TECH courses
CDAT - New Computer Animation and Design Minor within the BS in TECH

Your assistance in processing the materials would be greatly appreciated.

CELEBRATE CENTENNIAL

KENT STATE UNIVERSITY

1910·2010

Regional Campuses

Interdepartmental Correspondence

TO: Raj Chowdhury, Dean, College of Technology

FROM: Shirley J. Barton, Executive Dean, Regional Campuses SJB

DATE: October 12, 2006

SUBJECT: **BACHELOR OF SCIENCE IN TECHNOLOGY CDAT MINOR**

Thank you for sending the attached information regarding the proposed minor ~~for the Bachelor of Science in Technology~~ in Computer Design and Animation.

I have reviewed the materials you sent and support the use of associate degree courses in the new CDAT minor.

SJB/vmc

Enclosure

INTERDEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
REGIONAL CAMPUSES
COLLEGE OF TECHNOLOGY

DATE: October 19, 2006

TO: Educational Policy Council

FROM: Kamal Bichara, Michael Gershe, Vas Patibandla, and Lori Bears

SUBJECT: **Establishment of a minor in Computer Design and Animation as an option within the Bachelor of Science in Technology**

A. Transmittal Memo

1. Summary Statement Describing the Proposal Action

   The Computer Design and Animation Engineering Technology (CDAT) faculty requests the establishment of a minor in Computer Design and Animation.

   The minor consists of 24 hours. Seven hours are required and 17 hours are electives from a list of applicable courses. The GPA requirement is in line with other minors in the College of Technology.

2. Curriculum Bodies Consulted

   1. The Applied Science and Technology (AST) curriculum committee of the College of Technology passed the attached proposal.
   2. The College of Technology curriculum committee passed the attached proposal.

   In addition, an e-mail was sent to the members of the KASADA listserv to solicit input from members of the faculty and admissions staff. The received emails were supportive of the need for the proposed minor to serve Kent State University student needs in this popular specialty area.

B. Proposed Summary

The Proposed Summary is attached as a separate exhibit to this memo.

C. Certification of Curriculum Proposal

A completed Certification of Curriculum Proposal is attached as a separate exhibit to this memo.

D. Memos Concerning the Impact of Revised Program Name

None

E. Evidence External to Unit in Support of Policy or Name (If Applicable)

Not applicable

College of Technology

Proposed Minor in Computer Design and Animation

~~Within the Bachelor of Science in Technology~~

Requirements (7 hours):

IERT 12005	Applications in CAD	2
CADT 22005	Multimedia and Virtual Reality	2
MERT 12000	Engineering Drawing	3
Or		
TECH 11083	Technical Drawing & Sketching	3

Electives (17 hours):

Select from:

CADT 22004	Computer Animation	3
TECH 34000	Computer Animation II	3
TECH 34001	Computer Animation III	3
TECH 43000	Adv. Animation Development	2
TECH 43003	Multimedia and Virtual Reality II	2
CADT 22000	Advanced CAD	2
TECH 34002	Advanced CAD II	3
CADT 22003	Solid Modeling	2
CADT 22001	CAD: Architecture	2
CADT 22002	CAD: Civil Apps.	2
TECH 43001	Tech. of Media & Film Prod.	2
TECH 34003	Animation Theory	3
TECH 34004	Light, Color, Design, Layout	2
ART 14000	Drawing I	3
or any other approved electives		
	TOTAL	24

Minimum of 2.00 GPA overall and 2.00 GPA in upper division TECH courses are required.

Name: _____ Date: _____

ID#: _____

MINOR: Computer Design and Animation

College of Technology

Requirements (7 hours):

IERT 12005	Applications in CAD	2
CADT 22005	Multimedia and Virtual Reality	2
MERT 12000	Engineering Drawing	3
	Or	
TECH 11083	Technical Drawing & Sketching	3

Electives (17 hours):

Select from:

CADT 22004	Computer Animation	3
TECH 34000	Computer Animation II	3
TECH 34001	Computer Animation III	3
TECH 43000	Adv. Animation Development	2
TECH 43003	Multimedia and Virtual Reality II	2
CADT 22000	Advanced CAD	2
TECH 34002	Advanced CAD II	3
CADT 22003	Solid Modeling	2
CADT 22001	CAD: Architecture	2
CADT 22002	CAD: Civil Apps.	2
TECH 43001	Tech. of Media & Film Prod.	2
TECH 34003	Animation Theory	3
TECH 34004	Light, Color, Design, Layout	2
ART 14000	Drawing I	3

or any other approved electives

Total Hours: 24

Minimum of 2.00 GPA overall and 2.00 GPA in upper division TECH courses are required.

MINORS IN THE COLLEGE OF TECHNOLOGY

Electronic Technology Minor

Prerequisite

MATH 12001 Algebra and Trigonometry (4)

or equivalent

Courses

TECH	20004 Electrical Circuits I	3
	323224 Electrical Circuits II	3
	333220 Analog Electronics	3
	333222 Digital Designs and Applications	3
	333580 Engineering Graphics for Electronics	3
	343026 Microprocessor Systems	3
	TOTAL	**18**

Flight Technology Minor

TECH	15740 Elements of Flight Theory	5
	15741 Private Pilot Flight	3
	25250 Elements of Aviation Weather	3
	25743 Commercial Pilot Flight I	2
	35644 Instrument Flight Theory	3
	35645 Instrument Pilot Flight	2
	35647 Commercial Pilot Flight II	2
	35746 Commercial Pilot Theory	2
	35747 Commercial Pilot Flight III	2
	TOTAL	**24**

Minimum 2.0 GPA overall required for minor. Students must also have a 2.0 GPA overall to register for flight courses.

Technology Minor

MATH*12001 Algebra and Trigonometry	4
TECH 10001 Information Technology	3
13580 Engineering Graphics I	3
20001 Energy/Power	3
20002 Materials and Processes	3
21021 Survey of Electricity and Electronics	4
23581 Computer-Aided Engineering Graphics	3
31000 Cultural Dynamics of Technology	3
Technology electives	2
TOTAL	28

**If MATH 12001 has been taken previously, these credit hours must be completed as technology electives.

Computer Design and Animation Minor

Requirements (7 hours):

IERT 12005	Applications in CAD	2
CADT 22005	Multimedia and Virtual Reality	2
MERT 12000	Engineering Drawing	3
Or		
TECH 11083	Technical Drawing & Sketching	3

Electives (17 hours):

Select from:

CADT 22004	Computer Animation	3
TECH 34000	Computer Animation II	3
TECH 34001	Computer Animation III	3
TECH 43000	Adv. Animation Development	2
TECH 43003	Multimedia and Virtual Reality II	2
CADT 22000	Advanced CAD	2
TECH 34002	Advanced CAD II	3
CADT 22003	Solid Modeling	2
CADT 22001	CAD: Architecture	2
CADT 22002	CAD: Civil Apps	2
TECH 43001	Tech. of Media & Film Prod	2
TECH 34003	Animation Theory	3
TECH 34004	Light, Color, Design, Layout	2
ART 14000	Drawing I	3

or any other approved electives

TOTAL 24

Minimum of 2.00 GPA overall and 2.00 GPA in upper division TECH courses are required.

MINORS IN OTHER COLLEGES/SCHOOLS

In addition to the departmental minors, undergraduate students in the College of Technology can select from a wide range of minors offered by other colleges and schools at Kent State University.

Arts and Sciences The following minors within the College of Arts and Sciences are available to all undergraduate students at Kent State University. Please see Pages 172-195 for program requirements.

African Studies American Sign Language American Studies Ancient, Medieval and Renaissance Studies Anthropology Applied Conflict Management Applied Mathematics Asian Studies Biological Sciences British Studies Business French Business German Business Russian Business Spanish Cartography Chemistry Classics Climatology Comparative Literature Computer Science Economics English French Geography Geology German German Studies Greek Health Care Ethics Hellenic Studies History Jewish Studies Justice Studies Latin Latin American Studies Lesbian, Gay, Bisexual and Transgendered Studies Lithuanian Studies Mathematics North Atlantic Security Studies Pan-African Studies Paralegal Studies Philosophy Physics Political Science Pre-Law Psychology Religion Studies Romanian Studies Russian Russian Studies Sociology Spanish Urban Studies and Planning Web Design and Programming Women's Studies The Writing Minor

Business Administration The following minors within the College of Business Administration are available to all undergraduate students at Kent State University. Please see Pages 214-220 for program requirements.

Accounting Business Computer Information Systems Economics Finance Human Resource Management International Business Management Marketing Military Studies

Communication and Information The following minors within the College of Communication and Information are available to all undergraduate students at Kent State University. Please see Pages 229-231 for program requirements.

Advertising Communication Studies Design Electronic Media

Date: Fri, 20 Oct 2006 10:39:24 -0400
From: KAMAL BICHARA <kbichara@kent.edu>
Subject: Fw: New Tech minor proposal
Sender: AMY DEAN <adean@kent.edu>
To: btotts@kent.edu
X-Mailer: Lotus Domino Web Server Release 6.5.5 November 30, 2005
X-MIMETrack: Serialize by Notes Server on Notes11/SVR/Kent(Release 6.5.5|November 30, 2005) at 10/20/2006 10:39:24 AM,
Serialize complete at 10/20/2006 10:39:24 AM,
Itemize by Notes Server on Notes11/SVR/Kent(Release 6.5.5|November 30, 2005) at 10/20/2006 10:39:24 AM,
Serialize by Router on Notes11/SVR/Kent(Release 6.5.5|November 30, 2005) at 10/20/2006 10:39:27 AM, Serialize complete at 10/20/2006 10:39:27 AM,
Itemize by SMTP Server on Notes9/SVR/Kent(Release 6.5.5|November 30, 2005) at 10/20/2006 10:40:01 AM,
Serialize by Router on Notes9/SVR/Kent(Release 6.5.5|November 30, 2005) at 10/20/2006 10:40:06 AM, Serialize complete at 10/20/2006 10:40:06 AM
X-Mlf-Version: 4.6.0.7527
Original-recipient: rfc822;btotts@kent.edu

Becky,

As per our conversation, here are 5 emails in support of the CDAT minor proposal from the KASADA listserv. I am also forwarding an email from Denise Testa, Director of Enrollment Management and Student Services.

Please do not worry about the two emails that were sent yesterday and please do not include them in the CDAT minor package as we discussed yesterday.

Thank you very much for your help in getting this proposal approved.

Good weekend.

Dr. Kamal Bichara, Director
Engineering Technology
Voice:330-308-7457
Fax: 330-308-7504

```
----- Forwarded by Michael Gershe/VPA/Kent on 10/20/2006 09:44 AM
-----

            VANIA ALVAREZ-MINAH
            <valvare1@kent.edu>
                                  To
            09/11/2006 01:48 PM          Michael Gershe

                                  <mgershe@KENT.EDU>              cc


                                  Subject
                                  Re: New Tech minor proposal


I think it would go great with any Journalism majorspecifically
production related majors.
```

Vania Alvarez-Minah
Admissions & Advising
Kent State Geauga, Twinsburg Center
8997 Darrow Rd
Twinsburg, OH 44087
P:330-487-0574
F:330-487-0576
www.geauga.kent.edu

Michael Gershe
<mgershe@KENT.EDU>
Sent by: Kent Academic Support and Advising Association <KASADA@LISTSERV.ken t.edu>

To
KASADA@LISTSERV.kent.edu

cc

Subject
New Tech minor proposal

09/11/2006 09:42 AM

Please respond to
Michael Gershe
mgershe@KENT.EDU

Hello everyone!

We are proposing a new Tech minor in Computer Design and Animation. In a meeting with our faculty, they wanted to know about a needs assessment for the minor. When Dr. Bichara and I proposed this, we thought it would be a great compliment to those students major in Communications, Marketing, Public Relations, Architecture, Advertising, VCD - the list can go on and on

So, as advisers, I just wanted to get some feedback from you to see what you thought about the minor and possible interests for the areas you advise.

Thanks,

Michael Gershe
Academic Adviser Coordinator
College of Technology
Kent State University
mgershe@kent.edu

Date: Fri, 20 Oct 2006 10:40:56 -0400
From: KAMAL BICHARA <kbichara@kent.edu>
Subject: Fw: New Tech minor proposal
Sender: AMY DEAN <adean@kent.edu>
To: btotts@kent.edu
X-Mailer: Lotus Domino Web Server Release 6.5.5 November 30, 2005
X-MIMETrack: Serialize by Notes Server on Notes11/SVR/Kent(Release 6.5.5|November 30, 2005) at 10/20/2006 10:40:56 AM,
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Serialize by Router on Notes9/SVR/Kent(Release 6.5.5|November 30, 2005) at 10/20/2006 10:41:33 AM, Serialize complete at 10/20/2006 10:41:33 AM
X-Mlf-Version: 4.6.0.7527
Original-recipient: rfc822;btotts@kent.edu

Dr. Kamal Bichara, Director
Engineering Technology
Voice:330-308-7457
Fax: 330-308-7504

----- Forwarded by Michael Gershe/VPA/Kent on 10/20/2006 09:43 AM -----

Mary Sidoti <MSIDOTI@stark.kent.edu> To Michael Gershe
09/11/2006 12:20 PM <mgershe@KENT.EDU>

cc

Subject
Re: New Tech minor proposal

Yes, and Art Ed majors would like this, too, I suspect. m

Date sent: Mon, 11 Sep 2006 09:42:33 -0400
Send reply to: Michael Gershe <mgershe@KENT.EDU>
From: Michael Gershe <mgershe@KENT.EDU>
Subject: New Tech minor proposal
To: KASADA@LISTSERV.KENT.EDU

[Double-click this line for list subscription options]

Hello everyone!

We are proposing a new Tech minor in Computer Design and Animation. In a meeting with our faculty, they wanted to know about a needs assessment for the minor. When Dr. Bichara and I proposed this, we thought it would be a great compliment to those students major in Communications, Marketing, Public Relations, Architecture,

Advertising, VCD - the list can go on and on

So, as advisers, I just wanted to get some feedback from you to see what you thought about the minor and possible interests for the areas you advise.

Thanks,

Michael Gershe
Academic Adviser Coordinator
College of Technology
Kent State University
mgershe@kent.eduMary A. Sidoti
msidoti@stark.kent.edu
Coordinator, Academic Testing & Tutoring Services
Campus Center, KSU Stark Campus
Canton 244-5042
Akron 535-3377 X55042

Date: Fri, 20 Oct 2006 10:42:07 -0400
From: KAMAL BICHARA <kbichara@kent.edu>
Subject: Fw: New Tech minor proposal
Sender: AMY DEAN <adean@kent.edu>
To: btotts@kent.edu
X-Mailer: Lotus Domino Web Server Release 6.5.5 November 30, 2005
X-MIMETrack: Serialize by Notes Server on Notes11/SVR/Kent(Release 6.5.5|November 30, 2005) at 10/20/2006 10:42:07 AM,
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Itemize by Notes Server on Notes11/SVR/Kent(Release 6.5.5|November 30, 2005) at 10/20/2006 10:42:07 AM,
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Serialize by Router on Notes9/SVR/Kent(Release 6.5.5|November 30, 2005) at 10/20/2006 10:42:45 AM, Serialize complete at 10/20/2006 10:42:45 AM
X-Mlf-Version: 4.6.0.7527
Original-recipient: rfc822;btotts@kent.edu

Dr. Kamal Bichara, Director
Engineering Technology
Voice:330-308-7457
Fax: 330-308-7504

```
----- Forwarded by Michael Gershe/VPA/Kent on 10/20/2006 09:43 AM
-----

            dchappel@kent.edu

            09/11/2006 11:51 AM                                    To
                                   Michael Gershe
                                   <mgershe@kent.edu>               cc


                                   Subject
                                   Re: New Tech minor proposal


Mike-  I believe a TECH Minor in Comt. Design & Animation is a good
idea.  I think Management majors could make use of the minor
(construction, Horticulture, etc).

Dave Chappell
Geauga

----- Original Message -----
From: Michael Gershe <mgershe@kent.edu>
Date: Monday, September 11, 2006 6:45 am
Subject: New Tech minor proposal
To: KASADA@LISTSERV.kent.edu

> Hello everyone!
>
> We are proposing a new Tech minor in Computer Design and
> Animation.  In a
> meeting with our faculty, they wanted to know about a needs
> assessment for
```

> the minor. When Dr. Bichara and I proposed this, we thought it
> would be a great compliment to those students major in
> Communications,
Marketing,
> Public Relations, Architecture, Advertising, VCD - the list can go
> on and on
>
> So, as advisers, I just wanted to get some feedback from you to see
> what you thought about the minor and possible interests for the
> areas you advise.
>
> Thanks,
>
> Michael Gershe
> Academic Adviser Coordinator
> College of Technology
> Kent State University
> mgershe@kent.edu
>

Date: Fri, 20 Oct 2006 10:43:24 -0400
From: KAMAL BICHARA <kbichara@kent.edu>
Subject: Fw: New Tech minor proposal
Sender: AMY DEAN <adean@kent.edu>
To: btotts@kent.edu
X-Mailer: Lotus Domino Web Server Release 6.5.5 November 30, 2005
X-MIMETrack: Serialize by Notes Server on Notes11/SVR/Kent(Release 6.5.5|November 30, 2005) at 10/20/2006 10:43:24 AM,
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Itemize by Notes Server on Notes11/SVR/Kent(Release 6.5.5|November 30, 2005) at 10/20/2006 10:43:24 AM,
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Itemize by SMTP Server on Notes9/SVR/Kent(Release 6.5.5|November 30, 2005) at 10/20/2006 10:44:00 AM,
Serialize by Router on Notes9/SVR/Kent(Release 6.5.5|November 30, 2005) at 10/20/2006 10:44:02 AM, Serialize complete at 10/20/2006 10:44:02 AM
X-MIf-Version: 4.6.0.7527
Original-recipient: rfc822;btotts@kent.edu

Dr. Kamal Bichara, Director
Engineering Technology
Voice:330-308-7457
Fax: 330-308-7504

```
----- Forwarded by Michael Gershe/VPA/Kent on 10/20/2006 09:43 AM
-----

            LOUISE SENRA
            <lsenra@kent.edu>
                                  To
            09/11/2006 11:04 AM          Michael Gershe

                                  <mgershe@KENT.EDU>                cc


                                  Subject
                                  Re: New Tech minor proposal


Michael,
My vote is yes!  I think it is a great idea.  And having it
availailable at Twinsburg makes it accessible for Kent Campus students
as well. Louise
```

Date: Fri, 20 Oct 2006 10:47:03 -0400
From: KAMAL BICHARA <kbichara@kent.edu>
Subject: Fw: New Tech minor proposal
Sender: AMY DEAN <adean@kent.edu>
To: btotts@kent.edu
X-Mailer: Lotus Domino Web Server Release 6.5.5 November 30, 2005
X-MIMETrack: Serialize by Notes Server on Notes11/SVR/Kent(Release 6.5.5|November 30, 2005) at 10/20/2006 10:47:03 AM,
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Itemize by Notes Server on Notes11/SVR/Kent(Release 6.5.5|November 30, 2005) at 10/20/2006 10:47:03 AM,
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X-Mlf-Version: 4.6.0.7527
Original-recipient: rfc822;btotts@kent.edu

Dr. Kamal Bichara, Director
Engineering Technology
Voice:330-308-7457
Fax: 330-308-7504

Hello Dr. Bichara and Dr. Boyd,

From Friday's meeting, some of the faculty were calling on more information, such as a needs assessment for the minor. So, I threw out the topic on the KASADA listserv - for academic advisers, admissiosn, etc.

This is one of the comments I got from Kelli Roser in the Admissions Office about it.

Thanks,
Michael
----- Forwarded by Michael Gershe/VPA/Kent on 09/11/2006 10:33 AM

KELLY ROSER
<kroser@kent.edu>
09/11/2006 09:55 AM

To
Michael Gershe
<mgershe@KENT.EDU>

cc

Subject
Re: New Tech minor proposal

Hey Michael,

From an admissions standpoint in talking with students that are looking at Kent State, I think this is a great idea. A great deal of students interested in this program are interested in VCD and advertising, so I think a minor in computer design and animation will compliment those programs very well. It will also give an option to

those parents of students who think computer animation is not a "real" career choice (although we explain to them the contrary!), so it would make their students marketable in a couple different areas. Just my thoughts!

Kelly R. Roser
Assistant Director
Admissions Office
Kent State University
1 (800) 988-KENT or (330) 672-2444
(330) 672-2499 (fax)
http://www.admissions.kent.edu

IMAGINE ... KENT STATE UNIVERSITY

Michael Gershe
<mgershe@KENT.EDU>
Sent by: Kent Academic Support and Advising Association <KASADA@LISTSERV.ken t.edu>

To
KASADA@LISTSERV.kent.edu

cc

Subject
New Tech minor proposal

09/11/2006 09:42 AM

Please respond to
Michael Gershe
mgershe@KENT.EDU

Hello everyone!

We are proposing a new Tech minor in Computer Design and Animation. In a meeting with our faculty, they wanted to know about a needs assessment for the minor. When Dr. Bichara and I proposed this, we thought it would be a great compliment to those students major in Communications, Marketing, Public Relations, Architecture, Advertising, VCD - the list can go on and on

So, as advisers, I just wanted to get some feedback from you to see what you thought about the minor and possible interests for the areas you advise.

Thanks,

Michael Gershe
Academic Adviser Coordinator
College of Technology
Kent State University
mgershe@kent.edu

From: KAMAL BICHARA <kbichara@kent.edu>
Subject: Fw: Minor in CDAT
To: btotts@kent.edu

Becky,

This is the final email of 6. Amy will call you to see if you have received them.

Thanks again.
Dr. Kamal Bichara, Director
Engineering Technology
Voice:330-308-7457
Fax: 330-308-7504

> To: kbichara@kent.edu
> From: testab@sssnet.com
> Date: 10/20/2006 10:09AM
> Subject: Minor in CDAT
>
> Hi, Dr. Bichara . I just wanted to share a few thoughts with you regarding the minor in CDAT. I feel this would be a great opportunity for our campus as well as KSU for a few reasons. As you know we have a number of BA, BBA and BS majors on our campus. This minor would definitely provide these students with an added value and credential to their bachelor?s degree, especially for business, psychology and justice studies majors.
>
> In addition, the minor is built around existing courses. As a result, we are ?packaging? these courses as a minor rather than trying to ?sell ? students a series of CDAT courses.
>
> Finally, many of our students do not attend the Kent Campus. In fact, the majority of our students take courses only at Tuscarawas . Their options to obtain a minor are limited since they are placebound.
>
> I hope that these comments are taken into consideration. Best wishes and please don?t hesitate to contact me if you have questions or need further information.
>
> Denise Testa
>
> Director of Enrollment Management and
>
> Student Services

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall 2007

DATE OF PREPARATION: 10/6/2006

Purpose of Proposal: New Program

Department: REGIONAL CAMPUSES

Requested Effective Term: 2007F

SIS Code or Brief ID of Program Affected by Action (e.g. A BS CHEM, WMST MNR, DTP CERT, etc.): BPS Bachelor of Professional Studies

Description of Proposal (please use upper case):

A COMPLETION DEGREE DESIGNED FOR ADULTS WHO ARE PLACE-BOUND AND WHO HAVE COMPLETE SOME COLLEGE COURSWORK, BUT HAVE NO DEGREE OR HAVE AN ASSOCIATE DEGREE THAT DOES NOT ARTICULATE WITH EXISTING BACCALAUREATE DEGREE PROGRAMS. DEGREE IS DESIGNED TO AUGMENT SKILLS WITH EMPLOYER-IDENTIFIED CORE COMPETENCIES NEEDED TO FUNCTION EFFECTIVELY AT THE PROFESSIONAL LEVEL IN THE WORKPLACE.

Describe Impact on Other Programs:

NO DISCERNABLE IMPACT ON OTHER PROGRAMS

Units Consulted (See guidelines for Instructions):

REGIONAL CAMPUS DEANS AND FACULTY, KENT CAMPUS DEANS, CHAIRS, DIRECTORS AND COMMUNITY.

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Signatures on reverse.
_____/_____/_____

College/School Dean: _____
_____/_____/_____

Vice Provost for Regional Campuses: Shirley J. Baxter
10 / 13 / 06

Provost: _____
_____/_____/_____

Please print before leaving pag

Main Menu

CELEBRATE CENTENNIAL
KENT STATE
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Regional Campuses

Interdepartmental Correspondence

TO: Gayle Ormiston, Associate Provost
Educational Policies Council

FROM: Shirley J. Barton, Executive Dean for Regional Campuses S.B.

DATE: October 13, 2006

SUBJECT: **Proposal to create the Bachelor of Professional Studies**

Attached are materials sent to me by the Regional Campuses Curriculum Committee for the establishment of the Bachelor of Professional Studies at each of the seven Regional Campuses. The Committee's cover memo details the consultations and the process followed for the development of the degree; it also attaches all the required curricular documents as well as consultation letters on behalf of the Faculty Councils at each Regional Campus. I now forward all these materials to the Educational Policies Council for university-wide curriculum review.

In addition, I enclose a Chronology of Development which details the communication and consultation about this degree that has taken place throughout the University for more than a year. Also attached are letters from the Regional Campus Deans in support of the establishment of this new degree.

Please let me know if any additional information is needed at this time.

Attachments: (1) Chronology of Development
(2) Regional Campus Deans' letters of support

Transmittal Memo Attachment 1

BPS Proposal

BPS CHRONOLOGY OF DEVELOPMENT

DATE	ACTION TAKEN
November 2004	Provost and VP for Regional Development hold retreat with College/RC Deans. One outcome: pursue an adult completion degree
December 10, 2004	BIS degree discussed at RCFAC
January 2005	Provost Gaston asked Dr. Horvath to lead development of the BIS degree
February 11, 2005	BIS degree discussed at RCFAC
April 8, 2005	Dr. Horvath gave update of BIS degree to RCFAC
June 18, 2005	RC deans respond to status report of BIS Committee, indicating its direction does not meet RC needs
June 29, 2005	Provost met with Dr. Barton; he requests that she lead the development of an adult completion degree for RCs
July 6, 2005	Provost and VP Book met with BIS Committee. Outcome: Committee will pursue assigned initiative; RC Baccalaureate degree completion program for adults to be addressed by Executive Dean Barton
July 14, 2005	Parameters for new BIS adult completion degree discussed with RC deans and Dr. Book
July 19, 2005	Drs. Barton, Dorsey, and Seachrist develop outline for PDP for BIS degree
July 20, 2005	Dr. Barton had phone conversation with Jane Fullerton, OBR ,about new degree concept
August 12, 2005	Dr. Barton met with BIS Committee to update them on the concept and progress of the RC adult completion degree
August 18, 2005	Dr. Barton met with Dorsey, David, Lane, Lindsay, Seachrist to discuss degree development, planning for focus groups
August 18, 2005	First draft of PDP discussed with RC deans, Provost Gaston and Dr. Book; feedback incorporated into Draft 2
August 22, 2005	BIS Committee, Provost, Dr. Book, and Dr. Barton met to review Committee's Report
August 26, 2005	Draft 2 shared with RCFAC. Requested names of RC faculty to help develop curriculum

August 30, 2005	Dr. Barton met with K. Baxter and staff, Lindsay, Dorsey, David to discuss parameters for focus groups
September 8, 2005	Dr. Seachrist met with Linda Williams, A&S, for clarification of any curricular concerns
September 9, 2005	Draft 2 revisited with RCFAC. Again requested names of RC faculty to develop curriculum
September 9, 2005	Dr. Seachrist met with Laura Davis and Gayle Ormiston for additional information from the November Retreat
September 15, 2005	Draft 2 shared with AAC for discussion
September 15, 2005	Draft 2 shared with RC Deans for further discussion
October 14, 2005	BIS discussed at RCFAC meeting with Provost Gaston and Dr. Book
October 17, 2005	Drs. Barton and Seachrist met w/Tom Dowd, Chair of Faculty Senate, regarding Faculty Senate need for information
October 20, 2005	AAC discussion of new RC degree and revision of BGS
November 1, 2005	Report on Focus Groups received
November 9, 2005	Drs. Barton and Seachrist met w/Faculty Senate Executive Committee to discuss Draft 4 which has name change to Bachelor of Professional Studies
November 15, 2005	Provost sent PDP for the BPS degree to OBR w/cover memo
November 18, 2005	Dr. Barton gave BPS degree update to RCFAC
December 9, 2005	Dr. Barton delivered charge to RC Curriculum Committee
January 16, 2006	Received email from OBR staff member providing feedback on PDP for BPS degree
January 20, 2006	RC Curriculum Committee Meeting
January 23, 2006	Dr. Barton, et al meeting w/Bruce Barrett to request employer survey for RC Curriculum Committee
February 7, 2006	RPIE mailed BPS Competency evaluation surveys to employers
February 8, 2006	Dr. Barton met with Dr. Dowd, Senate Chair, about the progress of the BPS Curriculum Committee
February 10, 2006	Dr. Barton gave BPS degree update to RCFAC
February 10, 2006	RC Curriculum Committee Meeting
February 17, 2006	RC Curriculum Committee Meeting
February 24, 2006	RC Curriculum Committee Meeting
March 3, 2006	RC Curriculum Committee meets with Dr. Barton
March 8, 2006	RC Deans provide feedback on BPS draft requirement sheet, etc.
March 9, 2006	Drs. Barton and Seachrist met with Chair of Faculty Senate
March 10, 2006	RCFAC, RC Curriculum Cmte, and RC Faculty Senators met with Drs. Barton and Seachrist to discuss BPS
March 10, 2006	Dr. Seachrist sends informational emails regarding BPS curriculum to: Don Bubenzer, Ron Corthell, Janis Crowther, David Dalton, John Logue, Felix Offodile, David Odell-Scott, Richard Serpe, Andrew Tonge, Will Ward and Stan Wearden

March 10, 2006	Dr. Seachrist receives favorable responses from Richard Serpe, David Dalton and Will Ward
March 13, 2006	Dr. Seachrist receives positive response from David Odell-Scott
March 13, 2006	Dr. Barton reports to Faculty Senate on BPS
March 14, 2006	Dr. Barton meets with A&A Deans for update on BPS
March 14, 2006	Dr. Seachrist receives positive response from Ron Corthell
March 15, 2006	Dr. Seachrist receives positive response from John Logue
March 17, 2006	Dr. Seachrist sends informational BPS email to Pat Coy, CACM coordinator
March 17, 2006	RC Curriculum Committee Meeting
March 20, 2006	Dr. Seachrist receives positive response from Don Bubenzer and Felix Offodile
March 22, 2006	BPS Curriculum discussed at AAC w/College and Campus Deans
April 6, 2006	Dr. Seachrist met with Patrick Coy and Jennifer Maxwell to discuss BPS Curriculum
April 7, 2006	Dr. Barton gave BPS degree update to RCFAC
April 7, 2006	RC Curriculum Committee Meeting
April 11, 2006	Dr. Barton sent informational BPS email to Awilda Hamilton, EHHS
April 17, 2006	Dr. Seachrist met with Stan Wearden to discuss BPS Curriculum
April 21, 2006	Drs. Barton and Seachrist meet with School of Technology Curriculum Committee to discuss BPS Curriculum
April 21, 2006	RC Curriculum Committee Meeting
April 26, 2006	Dr. Barton met with Awilda Hamilton and Chip Ingram to request ITEC develop two courses for the BPS
April 28, 2006	BPS presentation by Drs. Barton and Seachrist to College of Business Administrative Council
May 15, 2006	Dr. Barton gave BPS degree update to RCFAC
July 28, 2006	Dr. Seachrist met with Andrew Tonge, Mathematics, to discuss BPS Curriculum
September 14, 2006	BPS Discussion at AAC Meeting
September 15, 2006	Dr. Barton consulted with College of EHHS Curriculum Committee about BPS Curriculum
September 15, 2006	RC Curriculum Committee Meeting
September 19, 2006	Dr. Barton consulted with Jerry Feezel, A&S, about BPS curriculum
September 21, 2006	Dr. Barton consulted with Jim Gaudino, Communication & Info., about BPS curriculum
September 21, 2006	Dr. Barton consulted with George Stevens, College of Business, about BPS curriculum
September 21, 2006	Dr. Barton consulted with Raj Chowdhury, College of Technology, about BPS curriculum
September 22, 2006	Dr. Barton consulted with Larry Andrews, Honors, about BPS curriculum.

September 22, 2006	Dr. Barton consulted with Gary Padak, Undergraduate Studies, about BPS curriculum.
September 25, 2006	Dr. Barton consulted with Dean Dorsey, Continuing Studies, about BPS curriculum
September 26, 2006	Dr. Barton consulted with Dean Fong, Architecture, about BPS curriculum
September 27, 2006	Dr. Barton consulted with Dean Dzurec, Nursing, about BPS curriculum
September 27, 2006	Dr. Barton consulted with Tim Chandler, College of the Arts, about BPS curriculum
October 2, 2006	Dr. Barton consulted with the College of Business Curriculum Committee about BPS curriculum
October 5, 2006	Dr. Barton consulted with the College of Arts & Sciences Curriculum Committee about BPS curriculum
October 6, 2006	RC Curriculum Committee Meeting
October 11, 2006	Dr. Barton answered questions on the BPS curriculum from Trumbull Faculty Council via polycom
October 16, 2006	Dr. Barton consulted with Dan Finotello, RAGS, about BPS curriculum

Transmittal Memo Attachment 2-a

KENT STATE
UNIVERSITY
ASHTABULA

10/10/06 PM 2:58 RCADM

October 5, 2006

Dr. Shirley Barton
Executive Dean for Regional Campuses
Kent State University
Lincoln Bldg.
Kent, OH 44242

Dear Dr. Barton,

We are writing to offer the Ashtabula Campus' support for the proposed Bachelor of Professional Studies (BPS). The Ashtabula Campus Faculty Council voted unanimously to support this degree program at their meeting on May 1, 2006. The latest draft of the BPS was shared with the Ashtabula Campus faculty recently and we received no negative feedback. In fact, the Ashtabula faculty continues to express their desire to see this degree program implemented.

Ashtabula City Manager, Anthony Cantagallo, recently reported there are 2,286 residents in Ashtabula City with some college but no degree. This is just the audience the BPS was intended for. We can only assume there are even greater numbers of Ashtabula county residents with some college but no degree. The BPS not only meets the needs of our place-bound/time-bound students, it also meets the needs of local employers.

We are confident this new degree will not in any way detract from our enrollments in the Bachelors of General Studies and the Bachelors of Science in Technology. Our Director of Enrollment Management, Kelly Sanford, supports this initiative as well. In her experience advising students, Kelly is well aware that for some students neither the non-traditional nature of the BGS nor the technical focus of the BST meet their needs. The BPS degree fills this gap.

Due to a medical leave, Marna Drum will not be able to continue as a member of the BPS curriculum committee. On Monday, October 2, the Ashtabula Campus Faculty Council elected Eric Brewer as our new representative.

We want to take this opportunity to recognize your leadership in developing this very timely and relevant degree program. If we can be of any further assistance, please contact us.

Sincerely,

Edward J. Murray
Faculty Council Chair

and

Susan J. Stocker
Dean

EJM/SJS/sw

c. Eric Brewer
Marna Drum

3300 Lake Road West • Ashtabula, Ohio 44004
Phone: 440-964-3322 • Fax: 440-964-4269 • www.ashtabula.kent.edu

10/10/06 PM 4:16 RCADI

KENT STATE UNIVERSITY
Geauga Campus

TO: **Dr. Shirley Barton, Executive Dean, Regional Campuses**

FROM: **Dr. David Mohan, Dean, Geauga Campus and Twinsburg Center**

DATE: **October 5, 2006**

SUBJECT: **Bachelor of Professional Studies (BPS)**

The faculty of the Geauga Campus and Twinsburg Center voted nine yes, one abstain, in support of the BPS degree being offered at Kent State University. Faculty endorsement of this new degree is due to the significant opportunity it would afford thousands of returning adult students who seek to complete a four year degree. Additionally, the Geauga Campus Advisory Board also endorses the establishment of the BPS. Economic growth was cited by key Board members in their strong support of this new degree. It is their belief that a more highly educated workforce is essential to sustain and expand industrial and business opportunities in our regional service area.

Recent data indicates that 90% of students who have attended the Geauga Campus maintain their residency within the State of Ohio. A significant number of students who attend the Geauga Campus and Twinsburg Center receive an associate degree and retain an interest in securing a bachelor's degree during their working career. To accommodate this growing number of students who require an entry point for further academic possibilities, the BPS provides a unique opportunity to maximize previous courses completed by applying them towards a four year degree.

Another important factor in support of the BPS is the realty that over 50% of students attending the Geauga Campus and Twinsburg Center work full time while attending classes. It is essential to provide educational opportunities close to their places of employment and residences. By providing the BPS at each of Kent's eight campus locations, plus the Twinsburg Center, students can work, return to classes, and complete a bachelor's degree to help them advance in their careers.

In summary, continuing students' academic success and furthering the state-wide initiative of economic growth are both achievable through providing new degree configurations such as Kent's proposed BPS. The long-standing commitment of higher education in Ohio to provide local access to university degree options has never been more necessary than it is today. The growing number of place and time-bound students seeking supportive avenues for career enhancement through university degree attainment is equally compelling. It is for these several reasons the Geauga Campus and Twinsburg Center faculty, staff and Advisory Board members support the adoption of the BPS degree.

10/11/06 PM 1:54 RCADM

KENT STATE.
UNIVERSITY
SALEM

October 9, 2006

Dr. Shirley J. Barton
Executive Dean for Regional Campuses
211 Lincoln Building
P.O. Box 5190
Kent, OH 44242-0001

Dear Dr. Barton:

I am pleased to write this letter of support in favor of the Bachelor of Professional Studies degree for the Kent State Regional Campuses. Please know that the Salem and East Liverpool Faculty Councils voted unanimously in support of this proposal.

In short, this degree will create new pathways for returning adult students with college credits to finish a bachelor's degree.

Currently, there is no mechanism within the University to accommodate this large student population. Ironically, area competition has figured this out and they are offering similar programs in our service area. To me, this is unacceptable.

I strongly encourage you to support this degree.

Sincerely,

Jeff Nolte

Jeffrey L. Nolte
Dean

JLN/pg

2491 State Route 45 South • Salem, Ohio 44460
Phone: 330-332-0361 • Fax: 330-332-9256 • http://www.salem.kent.edu

Memorandum

TO: Dr. Shirley Barton
Executive Dean

FROM: Wanda Thomas Wanda Thomas
Dean, Trumbull Campus

DATE: September 29, 2006

SUBJECT: Bachelor of Professional Studies degree

On September 26, 2006 the Trumbull Campus Faculty Council discussed the Bachelor of Professional Studies degree. The Council did not vote in favor of this degree. Both positive and negative comments were made about this degree. The negative concerns related to the impact on the College of Technology and the precedence that this degree would create since it would be housed in the regional campuses. Positive comments were about the need for such a degree and its impact on increasing enrollment of adult students. There were no issues with the curriculum.

I support the offering of this degree, since it addresses the need for increased access to higher education for the citizens of our region. Currently the Ohio Workforce Education and Training Council is working on recommendations that are to address ways to align Ohio's system of adult workforce education. Completer degrees have received much attention. In fact community colleges are asking for the authority to offer such degrees. Failure of universities to address this need may result in legislative action permitting these bachelor degrees to be offered by Ohio community and technical colleges. Our failure to act will further the belief that Ohio's state universities are not responsive to the needs of adults.

Addressing the lack of educational participation and success among adult learners is critical to Ohio's future economic growth and the well being of its citizens. Ohio's Department of Labor projections indicate that by 2010 employment requiring an associate's degree is expected to grow by 32 percent and those requiring a bachelor's degree will grow by 21 percent. For Ohio to compete in an economy based on knowledge and technology, increasing Ohioans over the age of 25 in the completion of associate and bachelor degrees is crucial. Yet a small percentage of the 1.5 million adults are returning to school. This has resulted in Ohio having an unemployment rate above the national average, new industries not selecting Ohio as a place to do business, and wages and income are falling for the working adults in Ohio. A step to increasing adult degree attainment is the Bachelor of Professional Studies, as well as, our Associate of Technical Studies, Bachelor of General Studies and Bachelor of Technology.

Some Trumbull faculty and others within the university have expressed concern over the encroachment of this degree on existing degrees. All degrees in some respects compete with all other degrees. It will be important to articulate the differences of this degree with other degrees. Proper advising and target marketing should help students to make the appropriate choice. Institutions who have this degree have not found that enrollments in other degrees have declined. I am confident that KSU also will find this to be true.

I strongly recommend that we approve this degree and continue to address the issues not related to the curriculum. The quality of the curriculum and the excellence of our faculty will provide the adults in northeast Ohio with an outstanding educational experience and greatly improve their competitiveness in this global society.

10/11/06 PM 1:54 RCAD

KENT STATE
UNIVERSITY
TUSCARAWAS

Office of the Dean

New Philadelphia, OH 44663

330-339-3391, Ext. 47423
330-339-5022 FAX

Date: October10, 2006

To: Dr. Shirley Barton

From: Dr. Gregg L. Andrews

Subject: ***Bachelor of Professional Studies Degree***

I am writing in response to your request of September 28, 2006 regarding the need for the approval of the Bachelor of Professional Studies Degree in the area served by the Regional Campuses, and specifically, by Kent State Tuscarawas.

As you are aware, there is a significant population in Northeast Ohio of individuals who have "some college, no degree." Further, of the 90,000 plus residents in Tuscarawas County over 9,000 have "some college, no degree" and over 61,000 are "age 25 plus." Clearly, there is a need for a degree program designed for adult students in our local area.

In recent years, we have seen increased recruitment and marketing activities from Malone College and Walsh University regarding their adult degree completion programs in our area. Ashland University has been offering undergraduate and graduate business classes, but not entire degree programs, in Tuscarawas County for the past several years.

I, therefore, personally support the development and approval of the BPS degree. Further, on September 11, 2006, the Kent State Tuscarawas Faculty Council voted unanimously to support the BPS Degree, as well.

GLA/cb

TO: Dr. Paul Gaston, Provost
Dr. Shirley Barton, Executive Dean for Regional Campuses
EPC and Faculty Senate

October 17, 2006

FROM: Betsy Boze, Dean, Stark Campus

SUBJECT: Bachelor of Professional Studies Degree

The proposed Bachelor of Professional Studies degree serves a unique and unmet need in Northeast Ohio. Because of the thousands of students that have coursework but not completed a baccalaureate degree, it is important to offer this to our region.

This degree does not conflict with other Kent degree offerings. For the Stark Campus, I envision clearly defined tracks allowing students to matriculate into the pathway that fits their personal and professional goals.

As the number of high school graduates will decline in Ohio in the near future, the adult student is important for the growth of Kent State Stark. Since the Stark Campus does not offer technical courses, we envision offering this degree primarily as an evening program to working adults that are graduates of our co-located campus, Stark State College of Technology.

Memorandum

Kent State University
Regional Campuses Curriculum Committee

To: Dr. Shirley Barton, Executive Dean for Regional Campuses

From: Regional Campuses Curriculum Committee (members below)[1]

Dr. Om Ahuja, Department of Mathematical Sciences, Geauga Campus
Mr. Eric Brewer, School of Music, Ashtabula Campus
Prof. Peter Dorff, College of Technology, Stark Campus
Ms. Marna Drum, Department of Justice Studies, Ashtabula Campus
Dr. Larry Froehlich, Teaching, Leadership, & Curriculum, Trumbull Campus
Dr. Joyce Heise, College of Nursing, East Liverpool Campus
Dr. John Jewell, Department of English, Tuscarawas Campus
Dr. Edward Villella, College of Technology, Salem Campus

Date: September 29, 2006

Subject: Bachelor of Professional Studies

In December of 2005, the Regional Campuses Curriculum Committee was charged with investigating an interdisciplinary bachelor's degree program to address the needs of the over 600,000 former college students in Northeast Ohio who have only an associate degree or, in even more instances, some college but no degree at all. These students represent an underserved population of time- and place-bound adults whose interests and workplace demands require innovative degree programs beyond those currently available to them.

The Committee took its initial direction from a focus group of employers in the counties served by our seven Regional Campuses, and that experience resulted in a list of the workplace competencies deemed most important by those employers. These findings were then compared to those gleaned from a focus group of adult students from the same counties. Still later, an RPIE survey of employers and an extensive review of the available literature on workplace competencies

[1] Dr. Joseph Altobelli, Department of Mathematical Sciences, Trumbull Campus, was a member of the Regional Campuses Curriculum Committee from December 9, 2005 to May 15, 2006.

corroborated what the Committee had learned from the two focus groups. The result is a degree program that meets not only the demands of employers but also the needs of adult students in our service area.

From the outset, the term *multi-disciplinary* directed the Committee's efforts. For instance, the Committee members themselves represent seven departments, four colleges, and seven campuses across the University. Further, the Committee sought, at every step, the advice and counsel of colleagues across the disciplines, and their work has therefore been acknowledged and supported by letters from all seven Regional Campus deans and an overwhelming majority of the Regional Campus faculty councils. Such interdisciplinary discussions are of course facile on the regional campuses, where members of diverse disciplines exist side by side in faculty offices and serve regularly on multi-disciplinary committees. For these same reasons, the Committee believes that curricular oversight for the degree needs to rest in the Regional Campuses, where the degree's cross-disciplinary foundation is a natural fit and where the Curriculum Committee can ensure, well into the future, the degree's original purpose.

As a result of this extensive interaction, the professional and pre-professional requirements of the degree program include courses from thirteen different existing departments and encompass skills and competencies from disciplines as diverse as Mathematics, Business, English, Instructional Technology, and Communication Studies. This breadth of knowledge, the Committee feels, is necessary to meet the expectations of a broad range of manufacturing and service-sector employers in Northeast Ohio.

After this long and arduous process, the Committee feels that this program is now ready for the University's curricular review process. We therefore submit this work to you, Dr. Barton, and ask that you initiate its passage through the several administrative procedures mandated by the Policy Register. The Committee believes that this will be a rigorous, respected degree that will ultimately benefit all constituencies—students, employers, and the University.

enclosures: Attachment I - Degree Proposal, Bachelor of Professional Studies
Attachment II - Requirement Sheet, Bachelor of Professional Studies
Attachment III - Catalog Copy, Bachelor of Professional Studies
Attachment IV - Advising Sheet, Bachelor of Professional Studies
Attachment V - Letters of Consultation, Regional Campus Faculty Chairs

BACHELOR OF PROFESSIONAL STUDIES
PROPOSAL SUMMARY

TITLE

Bachelor of Professional Studies

SUBJECT SPECIFICATIONS

The Regional Campuses seek approval for a degree completion program, the Bachelor of Professional Studies (major code _____, pre-major code _____) with a major that features competencies validated by employers and which targets place-bound, time-bound students, primarily adults, who have successfully completed some college coursework or who have completed an associate degree. The intent is to offer the degree at each of the seven Regional Campuses.

BACKGROUND INFORMATION

Description of action, intended effect. The Regional Campuses are proposing this new degree to meet the higher education needs of adults, the fastest growing audience for higher education in our state and who represent a significant segment of Northeast Ohio's population, including the counties served by the Regional Campuses. Data from the recent census indicates that in the twelve counties served by the Regional Campuses there are over a half million adults aged 25+ who have completed some college work but have no degree. Further details regarding the needs of adult learners and the demand for this program can be found in the attached copy of the Program Development Plan (Attachment A) for this degree which was sent to the Ohio Board of Regents in November, 2005.

Conformity with Mission/Rationale. The proposed degree is fully in line with the mission of the Regional Campuses which is to meet the higher education needs of the communities they serve, including offering nontraditional baccalaureate degrees such as the Bachelor of Radiologic and Imaging Sciences which has been at the Salem Campus for several years. A few years ago Ohio University's Bachelor of Technical and Applied Studies, which is similar to the proposed Bachelor of Professional Studies, was approved. As of Fall semester, 2006, this degree is offered at Lorain Community College's University Center. The offering of this completion degree also meets the objectives of the University's strategic plan: *encourage innovation in learning; focus on those we serve; engage with the world beyond our campuses; and build and sustain relationships that foster success.*

The purpose of the degree is to better accommodate an underserved, untapped external population and to serve as a retention tool for our own students/graduates. To accomplish those ends, in addition to attracting adult students who have attended other institutions, this degree

targets three categories of internal student markets: our own associate degree graduates of specified programs, former students, and current students. The reasons why these markets need to be addressed are as follows:

1. The Regional Campuses have a long history of providing programs that lead to associate degrees in many fields. In recent years, several Colleges have extended their baccalaureate degrees to the Regional Campuses, thereby providing full articulation opportunities for some of our place-bound, time-bound associate degree graduates. However, several associate degree programs still have no baccalaureate degree at the Regional Campuses to which they can fully articulate: (Horticulture Technology, Human Services Technology, Legal Assisting Technology, Occupational Therapy Assistant Technology, Physical Therapist Assistant Technology, ATS—Emergency Medical Services Technology, Veterinary Technology (effective Fall 2006).
2. In addition, several associate degree programs have selective admissions: Early Childhood Education, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, Radiologic Technology, Veterinary Technology (effective Fall 2006). Because of limited spaces available and the keen competition in most of these programs, many students with very good academic records are not admitted. As a result, those students who are not admitted to or who do not persist in these programs need a baccalaureate program to which they can apply the many credit hours they have accumulated while trying to meet the selective criteria or to progress in the program.
3. Another targeted group is the Regional Campus students who are Exploratory majors or who are enrolled but have not declared a major (None). According to data provided by the Office of Resource Planning and Institutional Effectiveness, the total of Regional Campus students 25+ years of age in these two categories in the Fall of 2005 was 1,003. By the 15th day of the Spring semester of 2006, 996 students remained in these categories. Clearly, these students could also benefit by having the Bachelor of Professional Studies as an option for their major.

Curriculum Rationale. Adult student and employer focus groups were conducted by the Office of Corporate and Community Services of the Stark Campus to provide direction for the development of this degree. The resulting information about competencies valued by employers, reinforced by research of pertinent literature, and about program delivery preferences of adult students helped shape this degree. A survey of 70 employers in the service areas of our Regional Campuses, conducted by the office of Research Planning and Institutional Effectiveness (RPIE), further validated the list of competencies. (Attachment B) As a result, the curriculum of the Bachelor of Professional Studies was developed in response to employers who have asked for a program that accommodates varied educational backgrounds, develops competencies that are needed for success in a variety of work settings, and offers major courses through attractive schedules (e.g., accelerated/weekend programming) and instructional modes (e.g., distance learning options) for time- and place-bound adults. Another important consideration is our recognition that if we are to remain the higher education leader in northeast Ohio, we must be more effective in providing quality programs that meet the needs of a changing market place.

In addition, the accommodation of accumulated earned credit and the articulation of most associate degree credits make the Bachelor of Professional Studies a retention tool that will help students avoid the "stop out" and "drop out" phenomenon that takes place when adults are unable to accomplish their goals within traditional programs.

Once the curriculum competencies were validated by employers, the next step was to link appropriate existing courses with those competencies. A competency/course matrix is provided in Attachment C. Only two new courses, which were suggested in feedback from the Ohio Board of Regents, a cornerstone and a capstone course, were developed for this degree. Because of the pedagogical nature of these courses, they were developed by the Instructional Technology (ITEC) department in the College of Education, Health and Human Services. The cornerstone course serves to introduce students to researching and studying the competencies by engaging them in the development of their information literacy skills. It also helps them learn how to collect, create, develop, and maintain artifacts for competencies gained in each of the Professional Studies courses for an e-portfolio that will culminate and be evaluated in the capstone course in preparation for use in a job search or career development. The capstone course also focuses on the culminating synthesis of the targeted competencies as well as a major research project focused on selected competencies and a presentation/discussion of results.

Of the remaining 11 courses in the Professional Studies' 39 hour core, only three courses (CACM 32020, COMM 35600, HED 46052) are not currently taught at one or more regional campuses.

Curriculum Effects. This proposed degree will also expand enrollment in the LER courses, in associate degree courses, and in specific courses from a broad range of departments and colleges that make up the Professional Studies core. Chairs/directors of the departments of the courses used in the Professional Studies core were consulted individually about the use of the course(s) for the identified competency and are supportive of their courses being used in this degree. Documentation for these consultations is provided in Attachment D.

As a result of consultations with academic units, some questions were asked about two existing degrees, and we address them by providing the following rationale.

Although the Bachelor of General Studies permits students, including adults, to design their own individualized degree, this program does not: (1) provide for articulation of all or most of the credits earned in a completed associate degree, (2) offer a prescribed employer-validated, competency-based curriculum in courses in the major, (3) deliver courses in the major via accelerated scheduling options and in alternative instructional modes. The Bachelor of Professional Studies is designed to achieve all of these unique expectations/needs of adult students.

The Bachelor of Science in Technology degree successfully articulates the credits earned in most of the associate degrees in its College. However, it is not a good fit for associate degrees in other fields of study (horticulture, human services, allied health, etc.) and frequently does not appeal to associate degree graduates in other fields. The Bachelor of Professional Studies offers a non-technology option to those students.

Also, the nontraditional, broad-based multidisciplinary nature of this new degree's curriculum discourages encroachment on existing traditional baccalaureate degrees. Although some students do opt to change their majors for a variety of reasons, associate degree graduates in the Regional Campuses tend to continue with their associate degree discipline into the baccalaureate degree. This point is illustrated by students in the College of Technology in that data supplied by RPIE indicates that graduates of the College's associate degrees in computer technology and the engineering technology programs tend to continue in their respective disciplines by enrolling in the Bachelor of Science in Technology. However, those with associate degrees in Accounting and Business Management Technology who continue into a bachelor's degree tend to do so via the Bachelor of Business Administration degree, which again demonstrates students' commitment to their original chosen discipline.

Effect on faculty/staff. The intent is to offer the degree at all seven regional campuses. By using current full-time and some department-approved part-time faculty to teach courses in the curricular framework, we will be able to stay within the budgetary considerations as they have been proposed in the 2006 Regional Campuses' priorities presentations. Increased enrollments due to this degree will be absorbed mainly through existing courses at the Regional Campuses. However, it is expected that over time the degree will have some impact on faculty needs, and each campus will need to assess independently the courses for which additional faculty are needed.

After appropriate orientation and training, student services (admission, advising, etc.) for this degree will be provided at the local campuses just as students in other Regional Campus degrees are served. However, we do anticipate the need for a faculty member to be given release time to coordinate the degree across the Regional Campuses system. Any other immediate fiscal impact of the program on staff is negligible. In time, as enrollment grows, there may be a need for additional services and expanded oversight functions. Increased tuition and subsidy as a result of program enrollment should more than cover these budget demands for any additional faculty and staff.

Regional Campus libraries will assess the needs of their respective campus collection as well as that of the University-wide collection to determine if additional materials may be needed to support any of the Bachelor of Professional Studies core courses that are new to Regional Campuses.

Degree Authority/Oversight. Degree granting authority for the BPS will rest with the regional campuses. The Ohio Board of Regents grants site-specific authority to regional campuses to grant nontraditional baccalaureate degrees like the BPS.

Responsibility for the academic content and approval of faculty to teach courses will continue to be with those academic departments/schools whose courses are included in the BPS curriculum.

The Regional Campuses will have oversight responsibility for this degree. University Policy 3342-2-07-D-5 states that certain academic units such as the graduate council, honors college, and school of library science "**. . . and the regional campus councils shall function in a fashion parallel to the college curriculum committees.**" After consultation with their respective Faculty Councils, the Regional Campuses Faculty Advisory Council, composed of the faculty chairs of the seven Regional Campuses, acted according to this policy by appointing a Regional Campus Curriculum Committee, comprised of one representative from each Regional Campus, to develop the Bachelor of Professional Studies curriculum. The members of the Committee have provided regular feedback to their respective Faculty Councils and the RCFAC throughout the development of the curriculum for this new degree.

The faculty leadership of the Regional Campuses believes that the Regional Campuses faculty should continue their oversight of this degree through the Regional Campus Curriculum Committee appointed by the RCFAC. In addition, the BPS is a multi-discipline, multi-college degree and is best maintained by the multi-discipline/multi-college nature of the faculty in the Regional Campuses Curriculum Committee because they are strong stakeholders in the degree and are committed to its success and its competency-based curriculum. Also, there is a concern that if the program were to be placed in one of the University's traditional colleges, it would over time lose its unique multi-disciplinary/multi-college and competency-based focus.

The Regional Campuses Academic Affairs Office would serve the Regional Campus system's needs by providing administrative support to the Regional Campuses for the BPS just as they do for other Regional Campus degrees by providing annual requirement sheets, advising materials, brochures, graduation clearance, curriculum proposal review, and other coordination activities.

ALTERNATIVES AND CONSEQUENCES

An alternative to establishing the BPS program is to do nothing to respond to the market pressures for such a nontraditional degree. This would give an even greater advantage to our local competitors and others in the state who are moving into our territory to establish similar programs for our adult population. If that occurs, we would fail in our mission to meet the needs of our constituencies.

Another alternative is to delay the start of the BPS program. This would give up our chance to be "first to market" in many counties and to pioneer an innovative approach to educating adults. If we don't act now, the Regional Campuses will lose more of their local market and will compromise their ability to meet the needs of their local communities.

Another alternative is to try to meet the needs of time- and place-bound adult students with existing degrees like the Bachelor of General Studies and the Bachelor of Science in Technology. Although effective for their intended audiences, as pointed out earlier in this document neither of these programs meets all the needs of the internal and external markets targeted by the BPS degree.

SPECIFIC RECOMMENDATION

The Educational Policy Council is asked to approve the establishment of a Bachelor of Professional Studies degree, granted by the Regional Campuses, to meet the needs of northeast Ohio's adult population who seek education that accommodates their time, place, and quality demands.

ACTIONS

ACTIONS REQUIRED:	DATE FOR ACCOMPLISHMENT:
EPC Review and Approval	October 23, 2006
Faculty Senate Review and Affirmation	November 13, 2006
Kent State University Board of Trustees	January 31, 2007
Submit to Ohio Board of Regents	February, 2007

Attachments: A, Plan to Develop A Proposal
B, RPIE Survey of Employers
C, Competency/Course Matrix
D, Consultations with Chairs/Directors

KENT STATE UNIVERSITY
REGIONAL CAMPUSES

Curricular Committee Attachment II

Student Name: _____

Program Requirement Sheet Campus: _____

Bachelor of Professional Studies
2007-2008

LIBERAL EDUCATION REQUIREMENTS
(selected in consultation with an advisor)

1. US 10001 University Orientation 1 _____

2. Composition (6 hours)
   ENG 11011 College Writing I 3 _____
   ENG 21011 College Writing II 3 _____

3. Math and critical reasoning (3 hours) 3-4
   Select one from MATH 11010, 11011, OR 12001
   ____ ____ _____ ____ _____

4. Humanities and Fine Arts (9 hours)
   Select 9 hours from LER list;
   ____ ____ _____ ____ _____
   ____ ____ _____ ____ _____
   ____ ____ _____ ____ _____

5. Social Sciences (6 hours)
   PSYC 11762 General Psychology 3 _____
   SOC 12050 Intro. to Sociology 3 _____

6. Basic Sciences (6-7 hours; at least one laboratory course must be selected)
   Select 6-7 hours from LER list
   ____ ____ _____ ____ _____
   ____ ____ _____ ____ _____

7. Additional LERs (6 hours)
   COMM 15000 Intro. to Human Comm. 3 _____
   PHIL 21001 Intro. to Ethics 3 _____

Total LER Hours **37-39**

NOTES:

*Concentration as defined by the undergraduate catalog is a major area of study within the bachelor degree program usually encompassing several allied disciplines.

**A minimum of 51 semester hours of pre-professional and professional studies courses is required.

A minimum of 122 semester hours is required for graduation.

A cumulative grade point average of 2.00 is required for graduation.

A grade of C (2.00) or better in each course taken in the Professional Studies major (9A and 9B) is required for graduation.

☐ Domestic Diversity: _____

☐ Global Diversity: _____

☐ Writing Intensive: _____

8. Courses from the major in an Associate Degree program or a Concentration* (selected in consultation with an advisor)

Dept.	Course Number	Title	Credit Hours	Sem/ Yr Comp	Grd. 0-4	Qlty. Pts.
			34			

9A. Pre-professional Studies Courses

COMT	12000	Personal Prod. Sftwr.	3			
Choose one of the following:			3			
BMRT	11000	Intro. to Business (3)				
BUS	10123	Exploring Business (3)				
Choose one of the following:			3			
COMT	11000	Intro. to Comp. Sys. (3)				
M&IS	24053	Intro. to Comp. App. (3)				
Choose one of the following:			3			
BMRT	11009	Intro. to Mgmt. Tech. (3)				
M&IS	24163	Principles of Mgmt. (3)				
			12			

9B. Professional Studies Courses

Dept.	Course Number	Title	Credit Hours	Sem/ Yr Comp	Grd. 0-4	Qlty. Pts.
ITEC	37100	Intro. to Prof. Studies	3			
CACM	32020	Strategic Planning	3			
COMM	35600	Comm. In Teams	3			
COMM	35852	Intercultural Comm.	3			
COMM	35864	Organization. Comm.	3			
ENG	30063	Bus. & Prof. Writing	3			
HED	46052	Stress: Recog./Mgmt.	2			
M&IS	34165	Dynamics of Leadership	3			
MATH	30011	Basic Prob. & Stats.	3			
PSYC	31773	Industrial Psychology	3			
SOC	32570	Inequality in Societies	3			
TECH	36401	Applications of Tech. Management Software	3			
ITEC	47100	Prof. Studies Capstone Seminar	4			
			39			

Total Professional Studies Hours **51**** **GPA** ____

TOTAL REQUIREMENTS **122-124**

_____ _____
Student Signature Date

_____ _____
Adviser Signature Date

Issued by the Office of the Executive Dean, Regional Campuses

CATALOG COPY

BACHELOR OF PROFESSIONAL STUDIES

The Bachelor of Professional Studies is an adult completion degree offered through the Regional Campuses. It is designed to accommodate varied educational backgrounds, develop competencies needed for success in a variety of work settings, and offer major courses in schedules attractive to time- and place-bound adults.

This degree provides a blended, breadth of learning experience quite different from the traditional degree which provides depth within a discipline. ***Students who desire a major with depth in a specific discipline should consider a traditional degree.***

The Bachelor of Professional Studies requires a prescribed core of competency-based professional studies courses which bridge multiple disciplines in multiple colleges of learning. The competencies provided by this degree are ***civic engagement, computer literacy, critical thinking, diversity/internationalization, ethics, information literacy, leadership, oral and written communication, self-management, and statistical and algebraic thinking.*** Students are prepared to pursue the major courses by a cornerstone course which provides an overview of the competencies and equips students to establish an electronic portfolio to collect artifacts of their competency learning. A capstone course features a synthesizing of competencies studied, a research project, and finalization of the electronic portfolio for job search and career development purposes.

To receive a Bachelor of Professional Studies, a student must satisfy the 36-hour Liberal Education Requirements as indicated in this Catalog, the Diversity Requirements, and a minimum of 39 upper-division (junior- and senior-level) credit hours. The cumulative grade point average must be at least a 2.00 for all coursework taken at Kent State University and a grade of C (2.00) or better in each course completed in the Pre-Professional and Professional sections.

All baccalaureate students at Kent State University must complete a writing-intensive course in their major. For professional studies majors, COMM 35864, Organizational Communication, is the course designed to meet the Writing-Intensive Course Requirement.

NOTE: The AACSB accreditation standards prohibit non-business majors from taking more than 25 percent of their degree requirements in business courses. Therefore, no more than 32 semester credit hours in business courses may be counted toward stated degree requirements.

This program is available at all seven Regional Campuses: Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, and Tuscarawas.

I. US 10001, University Orientation **1**
II. Composition **6**
ENG 11011, College Writing I 3
ENG 21011, College Writing II 3
III. Math and Critical Reasoning **3-4**
Select one from MATH 11010, 11011, or 12001 3
IV. Humanities and Fine Arts **9**
Select 9 hours from the Liberal Education Requirements 9
V. Social Sciences **6**
PSYC 11762, General Psychology 3
SOC 12050, Introduction to Sociology 3
VI. Basic Sciences **6-7**
(must include lab requirement)
Select 6 hours from Liberal Education Requirements 6-7
VII. Additional Liberal Education Requirements **6**
COMM 15000, Introduction to Human Communication 3
PHIL 21001, Introduction to Ethics 3
VIII. Courses from the major in an Associate Degree program or a Concentration (selected in consultation with an advisor) **34**
IX-A. Pre-Professional Studies **12**
COMT 12000, Personal Productivity Software 3
Choose one of the following 3
BMRT 11000, Introduction to Business (3)
BUS 10123, Exploring Business (3)
Choose one of the following 3
COMT 11000, Introduction to Computer Systems (3)
M&IS 24053, Introduction to Computer Applications (3)
Choose one of the following 3
BMRT 11009, Introduction to Management Technology (3)
M&IS 24163, Principles of Management (3)
IX-B. Professional Studies Courses **39**
ITEC 37100, Introduction to Professional Studies 3
CACM 32020, Strategic Planning 3
COMM 35600, Communication in Teams 3
COMM 35852, Intercultural Communication 3
COMM 35864, Organizational Communication 3
ENG 30063, Business and Professional Writing 3
HED 46052, Stress: Recognition and Management 2
M&IS 34165, Dynamics of Leadership 3
MATH 30011, Basic Probability and Statistics 3
PSYC 31773, Industrial Psychology 3
SOC 32570, Inequality in Societies 3
TECH 36401, Applications of Tech. Management Software 3
ITEC 47100, Professional Studies Capstone Seminar 4

TOTAL 122-124

Curricular Committee Attachment V-a

KENT STATE
UNIVERSITY
ASHTABULA

10/10/06 PM 2:58 RCADI

October 5, 2006

Dr. Shirley Barton
Executive Dean for Regional Campuses
Kent State University
Lincoln Bldg.
Kent, OH 44242

Dear Dr. Barton,

We are writing to offer the Ashtabula Campus' support for the proposed Bachelor of Professional Studies (BPS). The Ashtabula Campus Faculty Council voted unanimously to support this degree program at their meeting on May 1, 2006. The latest draft of the BPS was shared with the Ashtabula Campus faculty recently and we received no negative feedback. In fact, the Ashtabula faculty continues to express their desire to see this degree program implemented.

Ashtabula City Manager, Anthony Cantagallo, recently reported there are 2,286 residents in Ashtabula City with some college but no degree. This is just the audience the BPS was intended for. We can only assume there are even greater numbers of Ashtabula county residents with some college but no degree. The BPS not only meets the needs of our place-bound/time-bound students, it also meets the needs of local employers.

We are confident this new degree will not in any way detract from our enrollments in the Bachelors of General Studies and the Bachelors of Science in Technology. Our Director of Enrollment Management, Kelly Sanford, supports this initiative as well. In her experience advising students, Kelly is well aware that for some students neither the non-traditional nature of the BGS nor the technical focus of the BST meet their needs. The BPS degree fills this gap.

Due to a medical leave, Marna Drum will not be able to continue as a member of the BPS curriculum committee. On Monday, October 2, the Ashtabula Campus Faculty Council elected Eric Brewer as our new representative.

We want to take this opportunity to recognize your leadership in developing this very timely and relevant degree program. If we can be of any further assistance, please contact us.

Sincerely,

Edward J. Murray and
Faculty Council Chair

Susan J. Stocker
Dean

EJM/SJS/sw

c. Eric Brewer
Marna Drum

3300 Lake Road West • Ashtabula, Ohio 44004
Phone: 440-964-3322 • Fax: 440-964-4269 • www.ashtabula.kent.edu

INTERCAMPUS CORRESPONDENCE

Date: October 9, 2006

To: Dr. Shirley J. Barton
Executive Dean for Regional Campuses

From: Dr. Jay M. Jahangiri,
Professor of Mathematical Sciences

Re: Geauga Vote on BPS

The BPS program has been discussed with the Geauga campus faculty during the Dean-Faculty meeting as well as the full text of the detailed BPS program contents being sent to all faculty members by electronic mail.
The faculty overwhelmingly (8 Yes and 1 Abstain) supported the program.
A summary of the faculty feedback and suggestions are as follows:

1. Statistics from either psychology [PSYC 21621, quantitative methods] or business statistics should replace MATH 30011.
2. SOC 32570 should be replaced with PSCY 41532, SOCIAL PSYCHOLOGY.

September 20, 2006

To: Shirley Barton
Executive Dean for Regional Campuses

From: Jayne Moneysmith
Stark Campus Faculty Council Chair

Subject: Faculty Council Support for the BPS Degree

On Friday, September 15, the Faculty Council of the Stark Campus discussed in detail the proposed Bachelor of Professional Studies degree. We believe that the degree has the potential to meet the needs of an important segment of the population in NE Ohio, and therefore support its further development.

09/28/06 PM 2:33 RCAD

KENT STATE
UNIVERSITY
EAST LIVERPOOL

Monday, September 25, 2006

Dear Dr. Barton:

It is my pleasure to inform you that the faculty of East Liverpool Campus unanimously supported the proposal for the BPS Program at the Faculty Council Meeting today. The faculty asked that I send their commendations to the BPS curriculum committee for their fine work in the development of the program.

Sincerely,

Joyce Heise

Dr. Joyce Heise, RN, MSN, Ed.D
Associate Professor of Nursing
Chair, East Liverpool Faculty Council

cc: Dr. Jeffery Nolte, Dean East Liverpool Campus
Dr. Richard Wiscott, Assistant Dean East Liverpool Campus

400 East Fourth Street • East Liverpool, Ohio 43920
Phone: (330) 385-3805 • Fax: (330) 385-6348 • http://www.kenteliv.kent.edu

Tish Soper
<Soper@salem.kent.edu>
09/21/2006 08:14 PM
Please respond to
Soper@salem.kent.edu

To sbarton@kent.edu
cc
bcc
Subject BPS degree

Dr. Barton:

The Salem Faculty Council reviewed the proposal for the Bachelor of Professional Studies degree. I am pleased to inform you that this degree proposal is supported by the vast majority of the faculty.

Sincerely,

Tish Soper,
Salem Faculty Council

Metrechia (Tish) Soper
Assistant Professor, Accounting Technology
Kent State University - Salem Campus
2491 State Route 45
Salem, Ohio 44460
(330) 332-0361 EXT 74175
FAX (330) 337-4122

Sent via the WebMail system at mail.salem.kent.edu

09/20/06 PM 2:15 RCAD

On September 11, 2006, the Faculty Council of the Tuscarawas Campus of Kent State University unanimously--and enthusiastically--approved the proposed Bachelor of Professional Studies degree.

Daniel J. Fuller

Daniel J. Fuller
Associate professor of English and Chair of the Faculty

September 25, 2006

Dear Dr. Barton:

Trumbull Faculty Council met on Wednesday, September 20, 2006 and discussed the most recent draft of the proposal for a new Bachelor of Professional Studies degree. The motion to support this proposal was made and the vote was taken. There was 1 Yes, 20 opposed and 1 abstentions. The motion failed. Below is the summary of the faculty's comments and concerns.

Supportive comments:

1) It is important to provide as many options and opportunities as possible for our students. The degree provides one more option for students
2) The BPS degree is distinctly different from the Bachelor's of Technology and the Bachelor's of General Studies because the BPS provides a specific list of courses that must be taken. It better serves a portion of our adult population.
3) A faculty member commented that he is currently teaching courses with students who would benefit from this degree.
4) A faculty member has had prior experience at another university with a similar degree completion program that has good enrollment and is used as a stepping stone to some graduate programs.
5) Trumbull Campus has low enrollment of adult students. It is believed that the BPS program will provide a good opportunity to attract/retain adult students and help the enrollment.
6) The current proposal was more precise and focused than any previous version. The new proposal contained specific course breakdowns.

Concerns:

1) * Possible encroachment on the College of Technology. Would this degree target the same audience as might otherwise seek the Bachelor's in Technology?
   * One ramification for the regional campuses might be that the degree sets up a conflict between the regional campuses housing this degree and the College of Technology.
2) Implications for the organizational structure of Kent State. If the Regional Campuses acts like a college in overseeing and granting the BPS, how might this move affect the relations between the University at large and Regional Campuses? How might it affect the relationship between the Regional Campuses office and its various regional campus sites?
3) * Perception that the degree might look like a second-class diploma. Do "completer" degrees have the same cachet as discipline-specific degrees?
   * There was some concern about the implications of a "second class product" that was housed primarily in the regional campuses.
4) Ability of the Trumbull Campus to offer and coordinate all of the required courses. Many of the courses would not be offered on Trumbull campus.
5) Size of the survey pool of potential employers (36 out of 70 responded). Only 4 respondents came from Trumbull County.

6) We already have 2 programs for adult students, Bachelor's of General Studies and Bachelor's of Technology. A better needs assessment should be done in this community. Some foresaw problems with advising in this program.

If you have any questions, please feel free to contact with me. Thank you!

Sincerely yours,

Min He, Ph.D
Chair of Faculty Council
Kent State University Trumbull Campus

Proposal Summary Attachment A

KENT STATE UNIVERSITY
REGIONAL CAMPUSES

BACHELOR OF PROFESSIONAL STUDIES
PROGRAM DEVELOPMENT PLAN

Designation, Rationale, Purpose, and Centrality to the University Mission

A. Designation. Kent State University is proposing a new degree program, the Bachelor of Professional Studies, a nontraditional degree to meet the higher education needs of adults, 25 years of age and older who are place-bound and who have completed some college coursework but have no degree or have an associate degree that does not articulate with a traditional baccalaureate degree. This degree will not duplicate any existing degree offered at the University or any nearby public institution in Northeast Ohio.

B. Rationale. Ohio's Commission on Higher Education & the Economy (CHEE) report[1] emphasizes the need for Ohio's citizens to attain baccalaureate degrees and to be proficient workers as business and industry seek to thrive in a knowledge-based economy. Seiber[2] writes that "Employers need self-motivated employees who can transition quickly, work well in temporary teams, constantly learn new technology and new skills, strive for continuous improvement, and succeed at reaching team-set goals." Based on data from the recent census, the 25+ age group in the twelve counties served by the Kent State University Regional Campuses numbers over a half million adults. This adult market is the fastest growing audience for higher education in our state. As reported at a College Board Conference in 1999[3], data from the National Center for Educational Statistics projected that 16 million students would be attending colleges and universities in 2010, over half of whom would be adults. The typical adult student goes to college in addition to doing other things—working full- or part-time, caring for children and/or other dependents. Because of external obligations, adult students are more likely to be responsive to the employment outcomes of college than are most other students. For them, going to college is more frequently a matter of economic need. Staying in college is both a function of their commitment and the perceived utility of their education for future employment and enhancement of their career options. Our data show that students who complete our Regional Campuses associate degrees, or "stop out," do not continue their education at other institutions[4]. Thus, we have a responsibility to provide these place-bound adults with an alternative baccalaureate pathway to achieve their educational goals. This new degree might better meet the needs of the 715 adult regional campus students (age 25+) who had not declared a major in Fall 2004 or the 650 still without a major in Spring 2005.[5]

C. Purpose Although over 40 percent of the students enrolled in the Kent State University Regional Campuses are age 21 or older, we know that we are not reaching the populations of (1) adult students who need a nontraditional degree with greater flexibility in delivery modes and accelerated course scheduling and (2) working adults whose organizations need a cohort of employees to complete a bachelor's degree with the flexibility to include an element of coursework that is tailored to the special needs of that cohort. We believe it is critical to offer a baccalaureate program that is *tailored* to the specific needs of adults with limited college experience, one that is nontraditional but prepares each

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[1] Building on Knowledge, Investing in People: Higher Education and the Future of Ohio's Economy, http://www.chee.ohio.gov.
[2] Sieber, Al, "Adult Students Need Resilient, Emotionally Intelligent Colleges", http://www.adultstudent.com/eds/articles/usinggei.html).
[3] Aslanian, Carol B. "College Students 2000: The Impact of Adult and Non-traditional Students on American Campuses," Conference, Washington, DC, December 6-7, 1999.
[4] Kent State University, "Mobility of Regional Campus Students" Office of Research, Planning, and Institutional Effectiveness, December 14, 2004.
[5] Kent State University, "15th Day Statistics" Office of Research, Planning, and Institutional Effectiveness, 2004-2005.

learner to work effectively in today's knowledge-based economy. The Bachelor of Professional Studies degree will be designed to accomplish that goal.

D. Mission. The Kent State University Regional Campuses are strategically located throughout northeast Ohio with a history of providing strong academic programs to place-bound students, and the System is in a distinctive position to meet the learning needs of the targeted adult population. This proposal aligns with the University's definition of an adult student as one who is 25 years old or older. Further, the degree we propose is fully in line with –in fact is central to– the University's current mission and the objectives of its strategic plan: *encourage innovation in learning; focus on those we serve; engage with the world beyond our campuses; and build and foster relationships that lead to success.*[6]

Curriculum Description

Research has shown that adult learners prosper under a system that provides flexibility, one that assures them choices. It is also important to adult students that the competencies gained in higher education align with those sought by employers. It is envisioned that students will select one of two pathways of study within the Bachelor of Professional Studies. One avenue will be a structured "major" that blends multiple disciplines but offers choices within some categories of the required coursework. The other pathway will be similar to the first except within the "major" will be an individualized concentration, self-designed by the learner in cooperation with an academic advisor, which is incorporated to assure that the student can achieve specified career goals that do not align with traditional baccalaureate degrees. Because adults are highly motivated, focused, and goal oriented, this ability to make choices is critically important. Whether a student wants to advance a career, earn a higher salary, or achieve personal goals, the Bachelor of Professional Studies curriculum will provide the opportunity for success. In addition, the individualized segment of the major will also benefit organizations who can design a concentration specific to the needs of a cohort of its student employees. The content of these two majors within the degree is still under development. A focus group of employers in the Regional Campuses' service areas is planned, in addition to a focus group of adult students. This input will help us complete the curriculum and better define and link the goals of students with the expectations of employers. In addition, we will seek input from the students regarding delivery preferences such as accelerated courses, online courses, etc.

Administrative Arrangements

Administratively, the Bachelor of Professional Studies degree is the responsibility of the University Provost, as are all of Kent State's academic programs. In order to serve all seven Regional Campuses, the program will be housed in the Regional Campuses Office of Academic Affairs (RCOAA). This arrangement is similar to that recently established for Ohio University's Bachelor of Technical and Applied Studies Degree. A recent restructuring of the Regional Campuses that partners the RCOAA with an Office of Regional Development (incorporating the College of Continuing Studies) makes this positioning a decided advantage for the program. Also, the Regional Campuses have a long history of working with adult students, and already have in place faculty and other resources (facilities, advising staff, tutoring, and other academic supports) available to assure the success of the program. Additionally, the Regional Campuses currently offer an Associate of Technical Studies degree that is an individualized approach to an associate degree. Thus, these campuses have years of experience in dealing with the individualized process and structure that will be incorporated in one of the majors of the Bachelor of Professional Studies. Finally, offering this degree through the Kent State University Regional Campuses fits within the OBR policy that has expanded the role of regional campuses in delivering baccalaureate degrees[7].

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[6] Kent State University Mission Statement and Strategic Plan, http://www.kent.edu/Administration/strateg_init/MissionStatement.cfm and http://www.kent.edu/Administration/strateg_init/StrategicPlan.cfm.

[7] OBR policy expanding role of RC baccalaureate degrees

Evidence of Need

The CHEE Report[1] emphasizes that compared to Ohio only 11 states have a smaller percentage of their populations who have earned baccalaureate degrees than does Ohio. Recommendation #2 of the Report is, "Increase the number and proportion of Ohioans who participate and succeed in higher education." It suggests that Ohio's future requires strategic investments that enhance colleges' and universities' capacity to educate more Ohioans, with enrollments up 30% by the year 2015.

Currently there is no other baccalaureate degree offered in the state that is like the Bachelor of Professional Studies. Although Malone College in Canton offers a Bachelor of Accelerated Studies[8], the focus of that program is business and, therefore, is much more limited in scope than is this proposal. The Malone program is also not affordable for most adult learners.

In discussing attrition of college students, Tinto[9] relates the mismatch or lack of fit between the needs, interests, and preferences of the individual and those of the institution. He says that withdrawal mirrors the person's decision that further attendance would not be in his/her own best interests. Designing the Bachelor of Professional Studies degree is KSU's deliberate attempt to reach these kinds of students and, as a result, turn "dropouts" into "stopouts" and ultimately degree completers.

Adults require alternative learning approaches and delivery systems if they are to succeed in the educational arena. A study conducted at Kent State University in 2000[10] emphasizes that at the time they enroll in courses, adult learners differ significantly from their younger counterparts. Myriad examples of these differences can be found in the literature centering on adult education. The degree program proposed here takes into account such influences as the "stop out" phenomenon, the need for flexibility and choices, and the support mechanisms that are necessary for persons who have multiple life roles.

Prospective Enrollment

Census data from the twelve counties served by the Kent State University campuses[11] show that 528,222 adults, 25 years of age and older who have some college credits but no degree, live in the area. This number is over 20% of the area's population. Our intent is to market the degree to these people as a "complete to compete" initiative. There is great potential for anticipated long-term enrollment in this degree. For the short-term it is realistic to project that even if each campus' target enrollment the first year was only 12 students, enrollment system-wide would be 84 students, which is well worth the effort of developing this new degree.

The Regional Campuses are already serving a number of adults with current programs. Data from Kent State's Office of Research, Planning and Institutional Effectiveness[12] indicate that of the 12,392 undergraduate students who were enrolled at Kent State University Regional Campuses in Fall 2004, 42 percent were age 25 and older – the average age of Freshmen was 23.3; Sophomores 26.9; Juniors 28.9; and Seniors 30.7.

Special Enrollment Efforts

In the twelve-county area that the Regional Campuses serve, large numbers of adults lack the educational preparation they need to compete in the new knowledge-based economy. Among these are women and minorities. Although we have a history of meeting the needs of women students--in Fall of 2004 the percentage of women to men students enrolled in Kent State University Regional Campuses was 64% to 36%--we will want

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[8] Malone College Bachelor of Accelerated Studies, http://www.mcmp@malone.edu.
[9] Tinto, Vincent, Leaving College: Rethinking the Causes and Cures of Student Attrition, The University of Chicago Press, Chicago, 2nd edition, 1993.
[10] McCullough, Gloria, et al, "Adult Learner Initiative at Kent State University", August 16, 2000.
[11] http://www.2005 DemographicsNow.com.
[12] Kent State University, FactBook, Office of Research, Planning, and Institutional Effectiveness. 2004-2005.

to continue to target women for the Bachelor of Professional Studies program. Also, we are committed to enhancing the educational opportunities and meeting the needs of minorities within our services area. Using the minority recruiters who are in place at each campus, we will focus on bringing in minority students who appear to be part of a population that would benefit from a different programming approach. The Diversity Committees of faculty, staff, and community members that exist at the campuses will be able to provide additional support for these efforts.

It is important to note that the Bachelor of Professional Studies is intended to appeal to nontraditional students. Although we do not want to detract from those programs with seamless articulation in a bachelor's degree in the primary discipline for which the associate degree prepared the student, the Bachelor of Professional Studies will accommodate those adult students with associate degrees who desire a change in discipline focus or employment direction or find no other bachelor's degree of interest. Since numerous research studies confirm that the greatest number of students drop out of college after the Freshman Year, we will require that students have accumulated a minimum of 30 semester hours of credit from a regionally-accredited institution with a 2.0 GPA to gain admission to the Bachelor of Professional Studies; and we will limit admissions to those who are age 25 or older. Students who do not meet these standards will be encouraged to take the needed course work to gain the hours and/or the GPA required. These admission standards were determined after extensive discussion among several advisory groups; they are also validated by two similar degrees offered by George Mason University in Virginia and the Bachelor of Science in Professional Studies offered by Widener University, all of which were identified in our research.

Faculty

We recognize that the establishment of a new degree program will have some impact on faculty needs. Therefore we anticipate that using current full-time faculty and perhaps some part-time faculty to teach the Bachelor of Professional Studies degree curriculum will meet our needs for at least the first three years. However, as enrollment in the Bachelor of Professional Studies over time impacts general enrollments, each campus will need to independently assess any additional faculty needs.

Need for Additional Facilities and Staff – Plan for Meeting Need

The current facilities at each of the campuses are adequate, and technology upgrades to support distance learning initiatives are ongoing. It may be necessary to consider delivery of the program at community-based sites. Because the Regional Campuses have a strong network of community partners, we expect that developing such sites will receive strong support . The student services staff at the Regional Campuses is adequate and experienced in meeting the needs of adult students. We anticipate the need to develop a comprehensive marketing plan for the program. Through the Vice President for Regional Development, we have access to skilled marketing staff who can develop such a plan. We receive support from the Kent State University Communication and Marketing unit, as well.

Projected Costs and Income

We do not anticipate that the costs of developing and implementing the Bachelor of Professional Studies will increase the normal projected budgets of the campuses and University. Our extensive libraries, computer resources, physical structures, and human resources will be sufficient to begin this program. In the future, there may be some additional central administrative support needed. However, overall, we anticipate that the projected income from tuition and SSI should support all costs.

Consultants and Advisory Committees for Development

In November 2004, Kent State's College and Regional Campus Deans took part in a retreat that was chaired by the Provost and Vice President for Regional Development. One outcome of the deliberations and discussions at the retreat was the need for a degree that targeted an adult audience. An Advisory Committee was created in

which all Colleges and Regional Campuses were represented. The Committee has worked through the Spring and Summer of 2005 to provide advice for the proposal that is now submitted. Consultative data was provided by Eduventures, Inc., which reported on research with adult learners in Northeast Ohio. Also, recent needs assessments of the Columbiana, and Trumbull Counties communities that were conducted by the Stark Campus Office of Corporate and Community Services yielded rich data to support the Bachelor of Professional Studies initiative[13]. The Kent State report discussed earlier[10] focused on an adult learner initiative that bridged the University's strategic plans of 2000 and 2004; this report provided essential data for understanding the needs of adult learners at Kent State. Furthermore, we plan to conduct two focus groups as previously described in this proposal's curriculum section.

Closing

If Ohio is to improve the baccalaureate degree attainment profile of its citizens and to provide the educated workforce needed by business and industry in this state, those of us in higher education must develop alternative nontraditional bachelor degrees that are a better match for the needs of place-bound adult learners as well as our employers. In the last five years, Mississippi has increased its enrollment of nontraditional students by 17.8 percent through creative programming especially for adults. We believe that the proposed Bachelor of Professional Studies is our first step in making something similar occur in Ohio by our becoming a better matchmaker in meeting the needs of experienced adult students and employers.

[13] Office of Corporate and Community Services, Kent State University Stark Campus. "Needs Analyses Conducted for Kent State University: Columbiana County Campuses, January 2003; and Trumbull Campus, September 2004

Proposal Summary Attachment B
BPS Proposal

EMPLOYER VALIDATION OF COMPETENCIES

BACHELOR OF PROFESSIONAL STUDIES DEGREE

Bruce Barrett, Ph.D.
Research, Planning and Institutional Effectiveness

March, 2006

Study of potential employers of BPS program graduates
Basic descriptive statistics for numerically coded items (Q1 - Q17)
Competencies are listed in descending order of importance to employers (Scale: 1 = "Mandatory," 2 = "Useful," 3 = "Not that important," 4 = "Unimportant")

Run 03.08.06

NOTE: Ties are listed in alphabetical order, by the name of the competence

Descriptive Statistics

	N	Minimum	Maximum	Mean	Rank
Q2 Importance of oral communication to the curriculum	36	1.00	2.00	1.0556	1st
Q8 Importance of judgement and decision-making to the curriculum	36	1.00	2.00	1.0833	2nd
Q1 Importance of written communication to the curriculuim	36	1.00	2.00	1.1111	3rd (Tie)
Q11 Importance of ethics to the curriculum	36	1.00	2.00	1.1111	3rd (Tie)
Q3 Importance of listening to the curriculum	36	1.00	2.00	1.1389	5th (Tie)
Q16 Importance of interpersonal skills to the curriculum	36	1.00	2.00	1.1389	5th (Tie)
Q4 Importance of critical thinking to the curriculum	36	1.00	2.00	1.1667	7th
Q12 Importance of computer skills to the curriculum	36	1.00	2.00	1.2222	8th
Q9 Importance of professionalism to the curriculum	36	1.00	2.00	1.2500	9th
Q6 Importance of numerical understanding to the curriculum	36	1.00	3.00	1.4167	10th
Q17 Importance of anticipating and managing change to the curriculum	36	1.00	3.00	1.4722	11th
Q5 Importance of understanding and applying external knowledge to the curriculum	36	1.00	3.00	1.5278	12th
Q15 Importance of team building to the curriculum	36	1.00	3.00	1.5556	13th
Q14 Importance of leadership to the curriculum	36	1.00	3.00	1.6111	14th
Q7 Importance of creativity to the curriculum	36	1.00	3.00	1.7222	15th
Q13 Importance of basic economic knowledge to the curriculum	36	1.00	3.00	1.8056	16th
Q10 Importance of civic engagement and responsibility to the curriculum	36	1.00	3.00	1.8611	17th
Valid N (listwise)	36				

Study of potential employers of BPS program graduates:
Summary table for item frequencies that reflect "competencies"

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
Mandatory	32	34	31	30	19	22	11	33	27	7	32	28	10	16	18	31	20
Useful	4	2	5	6	15	13	24	3	9	27	4	8	23	18	16	5	15
Not that Important	0	0	0	0	2	1	1	0	0	2	0	0	3	2	2	0	1
Unimportant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table run 03.08.06

Study of potential employers of BPS program graduates
Frequency tables for all survey items

Run 03.08.06

NOTE 1: Seventy-one (71) employers were surveyed; thirty-six employers responded as of 3.08.06, a response rate of 51%.

NOTE 2: "Frequencies" and all other data on the following tables represent information from employers who responded to the survey.

NOTE 3: Each table illustrating employer contact information is independent of the others, and data on each of these tables is arranged alphabetically.

NOTE 4: "Missing system" = individuals who responded to the survey but did not respond to an individual item on the survey.

NOTE 5: To interpret response percentages of tables including non-respondents, use the "percent" column. To interpret response percentages for tables excluding item non-respondents, use the "valid percent" column.

NOTE 6: For many of the "yes/no" items at the end of the survey, some respondents wrote in the word, "perhaps," which was not an option choice on the printed survey.

Campus "area" in which the organization is located

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ashtabula	3	8.3	8.3	8.3
	East Liverpool	7	19.4	19.4	27.8
	Geauga	5	13.9	13.9	41.7
	Salem	5	13.9	13.9	55.6
	Stark	5	13.9	13.9	69.4
	Trumbull	4	11.1	11.1	80.6
	TU	7	19.4	19.4	100.0
	Total	36	100.0	100.0	

Title of person completing the survey

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	27.8	27.8	27.8
	Asst. HR Manager	1	2.8	2.8	30.6
	CEO	2	5.6	5.6	36.1
	COO	1	2.8	2.8	38.9
	Dir of Career Enhancement	1	2.8	2.8	41.7
	Director	2	5.6	5.6	47.2
	Director, Executive & Mgmt HR	1	2.8	2.8	50.0
	Exec. Assistant & HR	1	2.8	2.8	52.8
	HR Director	3	8.3	8.3	61.1
	Human Resources	3	8.3	8.3	69.4
	Human Resources Department	1	2.8	2.8	72.2
	Plant Manager	1	2.8	2.8	75.0
	President	3	8.3	8.3	83.3
	President & CEO	1	2.8	2.8	86.1
	President & COO	1	2.8	2.8	88.9
	Principal	1	2.8	2.8	91.7
	Secretary/Treasurer	1	2.8	2.8	94.4
	Sr. Vice President	1	2.8	2.8	97.2
	Training	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Organizational affiliation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ARE, Inc.	1	2.8	2.8	2.8
	Ashtabula County Dept. of Job & Family Services	1	2.8	2.8	5.6
	Ashtabula County Mental Health Board	1	2.8	2.8	8.3
	Aultman Hospital	1	2.8	2.8	11.1
	Calcutta Health Care	1	2.8	2.8	13.9
	Chardon Rubber	1	2.8	2.8	16.7
	Coastal Pet Products	1	2.8	2.8	19.4
	Columbiana County Jobs and Family Services	1	2.8	2.8	22.2
	Columbiana County Onestop	1	2.8	2.8	25.0
	Community Action Agency	1	2.8	2.8	27.8
	Community Action Agency of Columbiana County	1	2.8	2.8	30.6
	Dover Chemical Corporation	1	2.8	2.8	33.3
	E.J. Rossi and Company	1	2.8	2.8	36.1
	East Liverpool City Hospital	1	2.8	2.8	38.9
	East Liverpool Convalescent Center	1	2.8	2.8	41.7
	First National Bank of Dennison	1	2.8	2.8	44.4
	First Place Bank	1	2.8	2.8	47.2
	Gold Key Processing	1	2.8	2.8	50.0
	Greater Warren Community Federal Credit Union	1	2.8	2.8	52.8
	Gregory Industries	1	2.8	2.8	55.6
	Hill International	1	2.8	2.8	58.3
	Holander House, Ltd.	1	2.8	2.8	61.1
	March Industries, Inc.	1	2.8	2.8	63.9
	Marlite	1	2.8	2.8	66.7
	Progressive Foam Technologies	1	2.8	2.8	69.4
	R&J Cylinder and Machine, Inc.	1	2.8	2.8	72.2
	Sajar Plastics, Inc.	1	2.8	2.8	75.0
	Salem Community Hospital	1	2.8	2.8	77.8
	Shepherd of the Valley Lutheran Retirement Svcs	1	2.8	2.8	80.6
	SOS, Inc.	1	2.8	2.8	83.3
	The Frank Agency	1	2.8	2.8	86.1
	Thomas Steel Strip Corp	1	2.8	2.8	88.9
	Tusco Display	1	2.8	2.8	91.7
	Von Roll/WTI	1	2.8	2.8	94.4
	Westfield Group	1	2.8	2.8	97.2
	Young & Merrill Insurance	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

City in which the organization is located

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Alliance	1	2.8	2.8	2.8
	Ashtabula	3	8.3	8.3	11.1
	Austintown	1	2.8	2.8	13.9
	Beach City	1	2.8	2.8	16.7
	Boardman	1	2.8	2.8	19.4
	Canton	2	5.6	5.6	25.0
	Chardon	2	5.6	5.6	30.6
	Dennison	1	2.8	2.8	33.3
	Dover	3	8.3	8.3	41.7
	E. Liverpool	1	2.8	2.8	44.4
	East Liverpool	4	11.1	11.1	55.6
	Gnadenhutten	1	2.8	2.8	58.3
	Lisbon	3	8.3	8.3	66.7
	Massillon	1	2.8	2.8	69.4
	Middlefield	3	8.3	8.3	77.8
	New Philadelphia	1	2.8	2.8	80.6
	Salem	3	8.3	8.3	88.9
	Warren	2	5.6	5.6	94.4
	Westfield Center	1	2.8	2.8	97.2
	Youngstown	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Q1 Importance of written communication to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	32	88.9	88.9	88.9
	Useful	4	11.1	11.1	100.0
	Total	36	100.0	100.0	

Q2 Importance of oral communication to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	34	94.4	94.4	94.4
	Useful	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

Q3 Importance of listening to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	31	86.1	86.1	86.1
	Useful	5	13.9	13.9	100.0
	Total	36	100.0	100.0	

Q4 Importance of critical thinking to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	30	83.3	83.3	83.3
	Useful	6	16.7	16.7	100.0
	Total	36	100.0	100.0	

Q5 Importance of understanding and applying external knowledge to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	19	52.8	52.8	52.8
	Useful	15	41.7	41.7	94.4
	Not that important	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

Q6 Importance of numerical understanding to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	22	61.1	61.1	61.1
	Useful	13	36.1	36.1	97.2
	Not that important	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Q7 Importance of creativity to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	11	30.6	30.6	30.6
	Useful	24	66.7	66.7	97.2
	Not that important	1	2.8	2.8	100.0
	Total	36	100.0	100:0	

Q8 Importance of judgement and decision-making to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	33	91.7	91.7	91.7
	Useful	3	8.3	8.3	100.0
	Total	36	100.0	100.0	

Q9 Importance of professionalism to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	27	75.0	75.0	75.0
	Useful	9	25.0	25.0	100.0
	Total	36	100.0	100.0	

Q10 Importance of civic engagement and responsibility to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	7	19.4	19.4	19.4
	Useful	27	75.0	75.0	94.4
	Not that important	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

Q11 Importance of ethics to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	32	88.9	88.9	88.9
	Useful	4	11.1	11.1	100.0
	Total	36	100.0	100.0	

Q12 Importance of computer skills to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	28	77.8	77.8	77.8
	Useful	8	22.2	22.2	100.0
	Total	36	100.0	100.0	

Q13 Importance of basic economic knowledge to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	10	27.8	27.8	27.8
	Useful	23	63.9	63.9	91.7
	Not that important	3	8.3	8.3	100.0
	Total	36	100.0	100.0	

Q14 Importance of leadership to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	16	44.4	44.4	44.4
	Useful	18	50.0	50.0	94.4
	Not that important	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

Q15 Importance of team building to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	18	50.0	50.0	50.0
	Useful	16	44.4	44.4	94.4
	Not that important	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

Q16 Importance of interpersonal skills to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	31	86.1	86.1	86.1
	Useful	5	13.9	13.9	100.0
	Total	36	100.0	100.0	

Q17 Importance of anticipating and managing change to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	20	55.6	55.6	55.6
	Useful	15	41.7	41.7	97.2
	Not that important	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Q18 Would you be supportive of/recommend a degree program with a curric. that develops above competencies in grads?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Perhaps	1	2.8	2.8	2.8
	Yes	35	97.2	97.2	100.0
	Total	36	100.0	100.0	

Q19 Would you hire a person who posessed the above competencies, if you were in a position to do so?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	2.8	2.8	2.8
	Perhaps	1	2.8	2.8	5.6
	Yes	34	94.4	94.4	100.0
	Total	36	100.0	100.0	

Q20 If you would not hire someone with these compentencies, why not?

		Frequency
Valid		32
	I'd rather see these students directed toward a specific skilled degree, not a general degree. It's a tough job market, they need real skills or knowledge in a specific area of expertise.	1
	Keep in mind that for us these are basic skills we require. We also need people with a strong insurance background.	1
	Most of my staff must be licensed or certified as health professionals.	1
	No requirements generally for the background - very broad.	1
	Total	36

Q21 Are there key competencies missing from the above list?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	22.2	22.2	22.2
	No	21	58.3	58.3	80.6
	Yes	7	19.4	19.4	100.0
	Total	36	100.0	100.0	

Q22 If there are key competencies missing, what are the missing competencies?

		Frequency
Valid		27
	Although it is partially addressed elsewhere a component of "problem-solving" would be beneficial.	1
	Insurance	1
	Lean on six-sigma discipline understanding & aptitude	1
	More details would add clarity	1
	on "global thinking" - the ability to see the whole picture, rather than just one piece of it.	1
	Only because I need health professionals predominately, so I encourage nursing.	1
	Teamwork: the ability to participate as an effective team member.	1
	Work ethic is still "number 1"	1
	Work ethic, drive for results, decision-making	1
	Total	36

Q23 Would you encourage your current employees to seek this degree?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	2.8	2.8	2.8
	No	6	16.7	16.7	19.4
	Perhaps	2	5.6	5.6	25.0
	Yes	27	75.0	75.0	100.0
	Total	36	100.0	100.0	

Q24 Would your organization be willing to provide support for employees willing to earn this degree?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	2.8	2.8	2.8
	No	6	16.7	16.7	19.4
	Perhaps	5	13.9	13.9	33.3
	Yes	24	66.7	66.7	100.0
	Total	36	100.0	100.0	

Q25 Would it increase the likelihood of promotion for an employee at your organization to have earned this degree?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	2.8	2.8	2.8
	No	5	13.9	13.9	16.7
	Perhaps	8	22.2	22.2	38.9
	Yes	22	61.1	61.1	100.0
	Total	36	100.0	100.0	

Q26 Would your organization see an advantage to having some or all of the courses in this degree offered on-site?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	2.8	2.8	2.8
	No	23	63.9	63.9	66.7
	Perhaps	2	5.6	5.6	72.2
	Yes	10	27.8	27.8	100.0
	Total	36	100.0	100.0	

Q27 Would you be willing to be contacted by Kent State to provide more guidance as we finalize the Bachelor of Professional Studies degree program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	5.6	5.6	5.6
	No	9	25.0	25.0	30.6
	Perhaps	1	2.8	2.8	33.3
	Yes	24	66.7	66.7	100.0
	Total	36	100.0	100.0	

Q28 Which of these best describes your organization?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Administrative/administrative support services	1	2.8	2.9	2.9
	Finance/insurance	7	19.4	20.0	22.9
	Health care/medical/social assistance	12	33.3	34.3	57.1
	Manufacturing	12	33.3	34.3	91.4
	Professional, scientific, or technical services	2	5.6	5.7	97.1
	Retail trades	1	2.8	2.9	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

(Any "unsolicited" comments from anywhere on the survey)

		Frequency
Valid		26
	"I personally had an Associate Degree of Arts in general studies from Thiel College that didn't have a lot of value. I pursued a specific degree in HR Mgt at the bachelor's level."	1
	"If a student enters college w/out critical thinking skills, I'm not convinced you can teach them this in 4 years. I hope I'm wrong. Good writing skills are a must. Unfortunately we have hired 4 year degree teachers who graduated from local universities only to find out after they were hired that good writing, spelling, and grammar skills are lacking."	1
	("Ethics" was rated as mandatory with three checks added. She notes she already provides tuition support for nursing students who are her employees.)	1
	(comment by the "critical thinking" item: "very important!) (Comment by the 'Ethics' item: "Another very important")	1
	(For Q23: "Mine already posess most of these skills.") (For Q24: "Not applicable.")	1
	(For Q24: "Unknown..Board decision.") (For Q25: "Doubtful under current table of reorganization and budget restraints.")	1
	(For Qs 13 & 14: "Can be taught.") (For Q23: "probably-it would depend on length of the program and other considerations.") "	1
	(Professionalism was marked with a check-plus and an exclamation point.)	1
	(Re: increase likelihood of promotion) "It would depend upon the position."	1
	1.(related to 'anticipating&managing change') flexibility 2.(related to 'encourage your employees to seek this degree:) more likely to encourage a more traditional degree until this one becomes more establlished. 3.(related to 'likelihood of promotion:') yes, versus no degree 4. (related to 'on-site:') Tusc campus is very convenient and better equipped.	1
	Total	36

The above table shows unsolicited comments made by respondents at various points in the survey. Text enclosed in quotation marks were the exact words of the respondent. Text enlosed in parentheses introduce those responses and give their locations.

KENT STATE UNIVERSITY
SURVEY OF EMPLOYERS RE: NEW BACHELOR of PROFESSIONAL STUDIES DEGREE

Following is a list of competencies which are key to the curriculum of the new Bachelor of Professional Studies Degree Program. Please use the scale to the right of each item to indicate the degree of importance you would place on each competency. In other words, how critical would it be for a "typical new employee" in your organization to possess each of these competencies? Place an "X" or a check over the circle representing your selection.

	Mandatory, a "must have"	Useful	Not that important	Unimportant
Written communication: the ability to express thoughts and ideas clearly and concisely, in written form.	O	O	O	O
Oral communication: the ability to express thoughts and ideas clearly and concisely when speaking to others or when speaking publicly.	O	O	O	O
Listening: the ability to listen to others, following their train of thought and focusing on salient points.	O	O	O	O
Critical thinking: the ability to identify and to analyze the main points of ideas or propositions; the ability to identify and explain the idea supported by the strongest collection of evidence.	O	O	O	O
Understanding and applying external knowledge/ research: the ability to identify, read, understand, and use knowledge gained from others/gained from research.	O	O	O	O
Numerical understanding: the ability to understand and to apply numerical concepts/data.	O	O	O	O
Creativity: the ability to use prior knowledge and/or experience in new ways.	O	O	O	O
Judgment and decision making: to use resources and to integrate knowledge and experience to arrive at appropriate conclusions; to plan appropriate action based on integrated knowledge.	O	O	O	O
Professionalism: knowledge and understanding of how to conduct oneself as a "real-world" professional.	O	O	O	O
Civic engagement and responsibility: to understand and to value individual differences; to assume appropriate social responsibilities based on this understanding.	O	O	O	O

	Mandatory, a "must have"	Useful	Not that important	Unimportant
Ethics: to make ethical judgments and decisions, and to act in an ethical manner.	O	O	O	O
Computer skills: general knowledge and experience working with computers, and knowledge of commonly used software.	O	O	O	O
Basic Economic Knowledge: for example, general knowledge about finances, budgets, cash flow, balance sheets,	O	O	O	O
Leadership: the ability to understand and to motivate others; the ability to bring individuals together for common purpose; the ability to create environments in which individuals work to achieve goals; the ability to negotiate solutions among colleagues.	O	O	O	O
Team building: the ability to use leadership skills to bring individuals together for defined purposes.	O	O	O	O
Interpersonal skills: the ability to communicate and work effectively with others.	O	O	O	O
Anticipating and managing change: the ability to use prior knowledge and/or experience to anticipate change; to understand implications of change; and, to respond by changing oneself or surroundings.	O	O	O	O

Would you be supportive of/recommend a degree program with a curriculum that develops the above competencies in its graduates? O Yes O No

Would you hire a person who possessed the above competencies, if you were in a position to do so? O Yes O No

If you responded "No," please tell us why you would not hire such a person. _____

_____

Are there key competencies missing from the above list? O Yes O No

If you responded "Yes," please tell us what key competencies should have been included: _____

_____

Would you encourage your current employees to seek this degree? O Yes O No

Would your organization be willing to provide support (e.g., tuition reimbursement, release time, etc.) for employees wishing to earn this degree?	O Yes	O No
Would it increase the likelihood of promotion for an employee at your organization to have earned this degree?	O Yes	O No
Would your organization see an advantage to having some or all of the courses in this degree offered on-site?	O Yes	O No
Would you be willing to be contacted by Kent State to provide more guidance as we finalize the Bachelor of Professional Studies Degree Program?	O Yes	O No

Please place a check to the left of the heading below that **best describes** the type of organization where you work. Select **only one** choice.

___ Accommodations/food service
___ Administrative/Administrative support services
___ Agriculture/mining
___ Arts/entertainment/recreation
___ Construction
___ Education
___ Finance/insurance
___ Health care/medical/social assistance
___ Information
___ Manufacturing
___ Professional, scientific, or technical services
___ Real estate
___ Retail trades
___ Transportation/warehousing
___ Utilities
___ Wholesale trades

THANK YOU for completing this questionnaire. Please return it in the enclosed postage-paid envelope. If you have any questions about any aspect of this project, please contact:

Dr. Shirley J. Barton
Executive Dean for Regional Campuses
Kent State University
Lincoln Building
Kent, OH 44242-0001 Phone: 330-672-2286

Proposal Summary Attachment C
Bachelor of Professional Studies - Competencies

Competencies	Course Title	Course Description
Critical Thinking	CACM 32020 Strategic Planning (Professional Studies Course)	32020 Strategic Planning (3) Course provides training in strategic planning, including assessing the current environment, developing goals and objectives, and establishing a timeline for action. Prerequisite: Junior standing or permission.
Ethics	PHIL 21001 Introduction to Ethics (Additional LER)	21001 Introduction to Ethics (3) This course considers what constitutes ethics, not just which specific acts or act-kinds are ethical, using at least three primary philosophic sources from varied ethical traditions. Prerequisite: None. **This course may be used to satisfy the LERs and the university Diversity Requirement.**
Communication	COMM 15000 Introduction to Human Communication (Additional LER)	15000 Introduction to Human Communication (3) An inquiry into the nature and function of human communication in interpersonal, group and public contexts. Prerequisite: None. **This course may be used to satisfy the LERs.**
	COMM 35600 Communication in Teams (Professional Studies Course)	35600 Communication in Teams (3) Examines communication processes and research related to teambuilding, decision-making, task groups, and leadership within the organizational context. Prerequisite: COMM major or permission.
	COMM 35852 Intercultural Comm. (Professional Studies Course)	35852 Intercultural Communication (3) Theory and application of communication between people of different cultures and different national systems. Prerequisite: None. **This course may be used to satisfy the university Diversity Requirement.**
	COMM 35864 Organizational Comm. (Professional Studies Course)	35864 Organizational Communication (3) Application of communication theory to organizational settings. Exploration of communication structures, processes and methods in organizations. Prerequisite: COMM major or permission. **This course may be used to satisfy the Writing-Intensive Course Requirement with approval of major department.**
	ENG 11011 College Writing I (Composition LER)	11011 The study and practice of academic writing, including an introduction to rhetorical principles, the writing process, critical reading, research and technology. Prerequisite: appropriate placement test score. **This course may be used to satisfy the liberal education requirements (LER).**
	ENG 21011 College Writing II (Composition LER)	21011 Continuation of college writing instruction with emphasis on research and inquiry, culminating in a lengthy written and/or multi-media project. Prerequisite: ENG 11002/11011, minimum of 28 credit hours or departmental permission. **This course may be used to satisfy the liberal education requirements (LER).**
	ENG 30063 Business and Professional Writing (Professional Studies Course)	30063 Business and Professional Writing (3) Analysis of how textual genre function in business and professional settings. Students will gain extensive individual and collaborative practice writing in these genres. Prerequisite: ENG 21011 with a minimum of C (2.0) grade, junior standing or permission.

Proposal Summary Attachment C
Bachelor of Professional Studies - Competencies

Competencies	Course Title	Course Description
Statistical & Algebraic Thinking	MATH 11010 Algebra for Calculus (Math and critical reasoning LER)	11010 Algebra for Calculus (3) Study of elementary functions and graphs, including polynomial, exponential, and logarithmic functions; complex numbers; binomial theorem. Prerequisite: A grade of C (2.0) or better in MATH 10036 or appropriate placement test score and no credit for MATH 11011 or MATH 12001. **This course may be used to satisfy the LERs.**
	MATH 11011 College Algebra (Math and critical reasoning LER)	11011 College Algebra (4) Level of difficulty between that of MATH 10005 and 12001. Includes factoring, equations, inequalities, functions, graphs, exponential and logarithmic functions. Prerequisites: appropriate placement scores or minimum C grade MAT 10005 or 10035; no credit for MATH 11010 or 12001. **This course may be used to satisfy the LERs.**
	MATH 12001 Algebra and Trigonometry (Math and critical reasoning LER)	12001 Algebra and Trigonometry (4) Includes topics covered in MATH 11011 and 11022. Prerequisites: Appropriate placement test score and no credit for MATH 11010, 11011 or 11022. **This course may be used to satisfy the LERs.**
	MATH 30011 Basic Probability and Statistics (Professional Studies Course)	30011 Basic Probability and Statistics (3) Analysis and representation of data. Controlled experiments and observations. Measurement errors. Correlation and regression. Sampling. Probability models and tests of models. Inference. Prerequisite: Grade of C or better in MATH 11010, 11011 or 12001.
Diversity/ Internationalism	COMM 35852 Intercultural Comm. (Professional Studies Course)	35852 Intercultural Communication (3) Theory and application of communication between people of different cultures and different national systems. Prerequisite: None. **This course may be used to satisfy the university Diversity Requirement**
	SOC 12050 Introduction to Sociology (Social Science LER)	12050 Introduction to Sociology (3) Scientific approach to understanding social interaction, institutions and organization. Prerequisite: None. **This course may be used to satisfy the LERs and the university Diversity Requirement.**
	SOC 32570 Inequality in Societies (Professional Studies Course)	32570 Inequality in Societies (3) Sociological analysis of stratification and inequality in societies, and the social structures that produce and maintain them. Particular emphasis on the intersections of race, class, and gender in American society. Prerequisite: SOC 12050 and junior standing or permission. **This course may be used to satisfy the university Diversity Requirement.**
Computer Literacy	COMT 11000 Introduction to Computer Systems (Pre-Professional Studies)	11000 Introduction to Computer Systems (3) Laboratory course covering basics of computer systems, including hardware, personal productivity software internet usage and file management. Prerequisite: None.
	M&IS 24053 Introduction to Computer Applications (Pre-Professional Studies)	24053 Introduction to Computer Applications (3) Develop competency in the operation of contemporary software and hardware applications. To develop an appreciation for the contribution of computers, software and the Internet to society. Prerequisite: None.

Proposal Summary Attachment C
Bachelor of Professional Studies - Competencies

Competencies	Course Title	Course Description
	COMT 12000 Personal Productivity Software (Pre-Professional Studies)	12000 Personal Productivity Software (3) Lab-oriented course covering concepts and integration of computer applications. Emphasis on software suites, specifically word processing, electronic spreadsheets, database and presentation applications. Prerequisite: COMT 11000 or equivalent knowledge.
	TECH 36401 Applications of Technology Management Software (Professional Studies Course)	36401 Applications of Technology Management Software (3) Combination of computer and business applications for managing technology within an organization. Focus is on using emerging computer software programs for the enhancement of decision making. Course is 2 hours lecture, 1 hour lab. Prerequisite: BMRT 11000, COMT 12000, MATH 11011 or fulltime applied-business faculty permission.
Civic Engagement	SOC 12050 Introduction to Sociology (Social Science LER)	12050 Introduction to Sociology (3) Scientific approach to understanding social interaction, institutions and organization. Prerequisite: None. **This course may be used to satisfy the LERs and the university Diversity Requirement.**
	SOC 32570 Inequality in Societies (Professional Studies Course)	32570 Inequality in Societies (3) Sociological analysis of stratification and inequality in societies, and the social structures that produce and maintain them. Particular emphasis on the intersections of race, class, and gender in American society. Prerequisite: SOC 12050 and junior standing or permission. **This course may be used to satisfy the university Diversity Requirement.**
Self-management	HED 46052 Stress: Recognition and Management (Professional Studies Course)	46052 Stress: Recognition and Management (2) An examination of stress, its role as a predisposing factor for various illnesses and diseases, types of stressors, the body's reaction to stress, and techniques for recognizing, preventing and reducing stress. Prerequisite: None.
Leadership	BMRT 11000 Introduction to Business (Pre-Professional Studies)	11000 Introduction to Business (3) Overview of social, economic and consumer environments as related to large and small business. Emphasis is on production, marketing, finance, management and human resources. Prerequisites: US 10006 and ENG 10000, or equivalent.
	BUS 10123 Exploring Business (Pre-Professional Studies)	10123 Exploring Business (3) An introduction to the basic areas of business with an integrated perspective on how the various areas work together. Technological competencies and communicative skills will be developed. Team building opportunities will be announced. This course is open to any major. Prerequisite: Course should be taken sometime during the first 30 semester hours.
	BMRT 11009 Introduction to Management Technology (Pre-Professional Studies)	11009 Introduction to Management Technology (3) Study of planning, organizing, directing/ leadership, controlling, staffing, decision making and communication theories, and management applications of human and material resources and methods. Prerequisite: BMRT 11000 or permission of full-time BMRT faculty.

Proposal Summary Attachment C
Bachelor of Professional Studies - Competencies

Competencies	Course Title	Course Description
	M&IS 24163 Principles of Management (Pre-Professional Studies)	24163 Principles of Management (3) Introductory course in management and organizational design. The leading contributions in the area are reviewed and practical implications are developed. Prerequisite: Minimum sophomore standing.
	M&IS 34165 Dynamics of Leadership (Professional Studies Course)	34165 Dynamics of Leadership (3) Contemporary theories of management and leadership; practical application cases; personal assessment and opportunities to develop individual and group leadership. Prerequisite: M&IS 24163; see note 1. NOTE 1: Registration in any 30000 or 40000-level management and information systems course is restricted to the following groups: 1. Officially declared advanced business administration majors. 2. Officially declared nonbusiness majors with a minimum 60 semester hours completed and a minimum 2.00 cumulative GPA. Registration priority is extended to those majors that specifically require 30000 and 40000-level management and information systems courses. 3. Officially declared premajor (with a minimum 60 semester hours completed and a minimum 2.50 cumulative GPA) registering for advanced business courses.
	PSYC 11762 General Psychology (Social Science LER)	11762 General Psychology (3) Introduction to the behavioral science approach to an understanding of human performance and potentials. Prerequisite: None. **This course may be used to satisfy the LERs.**
	PSYC 31773 Industrial Psychology (Professional Studies Course)	31773 Industrial Psychology (3) A descriptive survey course directing attention to the application of principles, facts and methods of the science of human behavior to people at work. Prerequisite: PSYC 11762.
Information Literacy	ITEC 37100 Introduction to Professional Studies (Professional Studies Course Cornerstone)	37100 Introduction to Professional Studies (3) Introduction to Professional Studies. Introduction to Information Literacy. Learn electronic portfolio design. Understand all competencies
	ITEC 47100 Professional Studies Capstone Seminar (Professional Studies Course)	47100 Professional Studies Capstone Seminar (4) Finalize electronic portfolio. In-depth research-based study. Synthesis of all Competencies.

Proposal Summary Attachment D

Bachelor of Professional Studies
Dr. Seachrist's Discussions with Chairs and Directors

3/10/06
Seachrist informational e-mails to:

Don Bubenzer, Adult Counseling, Health & Voed
Ron Corthell, English
Janis Crowther, Psychology
David Dalton, College of Education, Health & Human Services
John Logue, Political Science
Felix Offodile, Management & Information Systems
David Odell-Scott, Philosophy
Richard Serpe, Sociology
Andrew Tonge, Mathematical Sciences
Will Ward, Applied Business Technologies
Stan Wearden, Communication Studies

3/10/06
Positive e-mail response from Richard Serpe:

> Denise,
> Thanks for the detailed description of the current status of the Bachelor of Professional Studies. I am supportive of the degree and the inclusion of the two sociology courses listed below. I would be willing to discuss the inclusion of other courses within the sociology curriculum that I believe might be of value to this degree.
> Thanks,
> Richard

Positive e-mail response from David Dalton:

> Hi Denise:
> Delighted to talk with you, the Committee, etc.
> Can IS help with some online development? Sounds like the kind of program that could have significant online components. I'll wear any and all hats to help...
> David W. Dalton

Positive e-mail response from Will Ward:

> Hi Denise
> I would gladly meet with you regarding this. My schedule next week is very tight though. I could meet with you in the afternoon of March 20 (noon or so) or March 22 (3 :00.)
>
> To be honest I personally think this is an excellent idea and should move forward. I had input on the courses selected from applied business and technology and think it makes good sense.

The one major concern that I have is that we need non-encroachment letters from the College of Business. Also we do not want to lose the great relationship we have with them and or the opportunity to offer the BBA in the Regional Campuses.

Thanks
Will

3/13/06
Positive e-mail response from David Odell-Scott:

Dear Denise,
I find the proposal for a Bachelor of Professional Studies for those adult, place bound students an interesting educational option. From what you have said, I am pleased that the program's Regional Campuses Curriculum Committee rightfully assesses that Introduction to Ethics is an important course to be included, and add my support to its inclusion. I would also suggest we begin a conversation regarding "Principles of Thinking" which is a critical thinking course which is concerned with the development of practically reasoning skills rather than with formal reasoning (as in Introduction to Formal Logic).

If you can find time in your busy schedule, I would be interested in hearing more about the developing program. But at this point, please note my support for the concept, and my interest in philosophy course work being included where it will be most useful for the further educational development of students.

My regards, David

3/14/06
Positive e-mail response from Ron Corthell:

Dear Denise:

I have reviewed this proposal with our Undergraduate Studies Coordinator and Regional Campus Coordinator. The Advanced Business Writing course is approved for inclusion in the new major.

Sincerely,
Ron

3/15/06
Positive e-mail response from John Logue:

Denise -

This looks fine to me. However, Pat Coy is the CACM coordinator & I am forwarding this to him for his approval as well.

Best regards,
John

3/17/06
Seachrist informational e-mail to Patrick Coy, Center for Applied Conflict Management

3/20/06
Positive e-mail response from Don Bubenzer:

> Denise
> If the question is about the inclusion of the HED 46052 course Stress: Recognition and Management in the proposed Bachelor of Professional Studies curriculum, I have no objection.
>
> Thanks, Don

Positive e-mail response from Felix Offodile:

> Hi Denise,
>
> Sorry that I could not get back to you before now. I did read your note last Monday or so but was so engrossed with reading of the candidate files that I could not get back to you.
>
> I agree that the population you are targeting for the new degree program do need it and support your efforts. Since this is the first time I am seeing something on paper about the program, I would like an opportunity to share it with some other persons in the college. I do not foresee any problems though and this, I hope, will just be a matter of protocol. I will get back to you as soon as I have circulated the idea.
>
> Thanks for the opportunity to review your ideas.
>
> Felix.

4/6/06
Positive meeting with Seachrist, Patrick Coy and Jennifer Maxwell

4/8/06
Positive e-mail from Patrick Coy to Dennis Carey:

> Hi Denny,
>
> CACM was approached by Denise Seachrist, interim dean for Regional Campuses, who is chairing a committee of faculty from the RCs who are proposing a new bachelor's degree to be offered at RCs called "Professional Studies." Apparently much of the course content will be offered in "alternative delivery" formats, including online.
>
> They propose to include the CACM course, Strategic Planning, as a required course in their "Critical Thinking" track.
>
> We expressed three sets of concerns:
> -about its fit as part of a critical thinking track
> -about the fact that our small faculty can't staff such an initiative
> -and about maintaining quality control over any courses offered under the CACM name.
>
> We did say, however, that we would, of course, be comfortable with you teaching such a course under the CACM name, and that we would be happy to contact you to see if this was something that you may be interested in pursuing.
>
> I am copying Denise Seachrist on this email so that she might follow-up, or so that you might contact her if you so desire.

Thanks, Denny.
best, -pat

4/17/06
Positive meeting with Seachrist and Stan Wearden

4/28/06
Positive meeting with Barton, Seachrist, and the Administrative Officers of the College of Business

Attendees to be:
Dick Brown, Accounting
Rick Kolbe, Marketing
Dick Kent, Economics
Mark Holder, Finance
Felix Offodile, Management & Information Systems
George Stevens, Dean
Larry Marks, Associate Dean
Don Williams, Associate Dean
Elizabeth Sinclair-Colando, Assistant Dean

7/28/06
Positive meeting with Seachrist and Andrew Tonge

10/16/06
Positive e-mail from Andrew Tonge

Denise,

This is to record that we met on July 28, 2006, and discussed the proposed PBS program. We made sure that the mathematics component was up to date and consistent with the needs of the program. I support the setting up of this degree.

Andrew Tonge,
Chair, Mathematical Sciences.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 9/19/2006

Purpose of Proposal	New Course
Subject Area	ITEC
Course Number	37100
Course Title	Introduction to Professional Studies
Minimum Credit	3
Maximum Credit	3

Selected items are new

◉	Subject Area	◉	Activity Type
◉	Crs Number	◉	Cross-Listed/Slash
◉	Title	◉	Grade Rule
◉	Title Abbreviatio	◉	Credit By Exam
◉	Prerequisite If applicable	○	Course Fee
◉	Credit Hours If applicable	○	LER Status (G)
◉	Description If applicable	○	WIC (W)
◉	CIP/HEGIS If applicable	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

This course is part of a new Bachelor of Professional Studies program to be offered by the Regional Campuses. There are no negative impacts on any other programs, policies, or procedures.

Units Consulted (See guidelines for Instructions)

Regional Campuses

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean — Avilda Hamilton — 09 / 20 / 06

College/School Dean — Joanne Arhar — 10 / 16 / 06

Vice Provost for Regional Campuses — ____ / ____ / ____

Provost — ____ / ____ / ____

Please print before leaving page

Main Menu

Basic Data Sheet - Page 1

Preparation Date 9/19/2006 4:42:44 PM **Requested Effective Year** 2007F

Course Title Introduction to Professional Studies

Subject Area ITEC **Course Numbe** 37100 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Intro Prof Studies **Cross-listed with**

KSU Type

Credit Connector f **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule U/5

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level

CIP Code

Prerequisite (limit text to two lines) Pre-Professional Studies Courses (12 hours)

Dr. Arhar checking on prerequisite wording

Catalog Description (limit text to five lines) The BPS cornerstone course provides an introduction to electronic portfolios, information literacy and BPS competencies via lectures, discussions, modeling, lab experiences, collaborative activities and the completion of a comprehensive project.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Electronic communication, initial electronic portfolio content, descriptions of competencies, investigative plan

Next Page

Basic Data Sheet - Page 2

Subject Area ITEC **Course Number** 37100

Instructor(s) Contributing to preparation Dr. Cindy Kovalik, Dr. Stephen Arnold

Instructor(s) Expected to teach this course ITEC and approved Regional Campus faculty

Content Outline

Total Hours 45

Develop understanding of core competencies of the Bachelor of Professional Studies program 9 hrs
Develop knowledge of and skills in information literacy standards 18 hrs
Develop knowledge of computer software and design principles to develop electronic portfolio 15 hrs
Demonstrate effective communication skills 3 hrs
TOTAL Hours 45 hrs

Textbooks(s) used in this course

Goad, T. W. (2002). Information literacy and workplace performance. Westport, CT: Green Wood Publishing Group. ISBN: 1567204546

or instructor selected

Avida Hamilton

Chair, Director, School Dean or Campus Dean

Main Menu

Proposal Summary

Proposal to establish a new course, ITEC 37100, Introduction to Professional Studies

Subject Specification:
This proposal intends to establish a new course, ITEC 37100, Introduction to Professional Studies, a required course in the new Bachelor of Professional Studies (BPS) program at the Regional Campuses.

Background Information:
ITEC 37100 has been developed at the request of the Executive Dean of the Regional Campuses as part of the new Bachelor of Professional Studies. ITEC 37100 focuses on information literacy skills (one of the ten core competencies in the BPS program), designing and developing an electronic portfolio, and having students learn basic information about the core competencies prior to taking associated course work in the nine other competency areas. This course, in conjunction with ITEC 47100, fulfills the coursework requirements for the core competency in information literacy.

Alternatives and Consequences:
Without this course, the BPS will lack the unity and cohesiveness that it is trying to achieve.

Specific Recommendation and Justification:
ITEC 37100, Introduction to Professional Studies is approved as a course in the BPS program at the Regional Campuses.

Timetable and Actions Required:
The BPS is scheduled to begin by Fall, 2007, thus this course need to be approved for inclusion in this program.

Transmittal Memo

A new course, ITEC 37100, Introduction to Professional Studies, has been developed at the request of the Executive Dean of the Regional Campuses, as part of a new baccalaureate program to be offered at the regional campuses. The new baccalaureate program is called the Bachelor of Professional Studies (BPS). The regional campuses have designed this program to meet the needs of local businesses and students. The BPS program focuses on ten core competencies that have been deemed necessary in today's knowledge-based workplace. These ten competencies were confirmed as key competencies by representative businesses located near the regional campuses through research conducted by Dr. Bruce Barrett, of the Office of Research, Planning, & Institutional Effectiveness.

Students admitted to the BPS program, must have a minimum of 30 successfully completed credit hours and a minimum 2.0 cumulative grade point average.

ITEC 37100 focuses on information literacy skills (one of the ten core competencies in the BPS program), designing and developing an electronic portfolio, and having students learn basic information about the core competencies prior to them taking associated course work in the nine other competency areas. This course, in conjunction with ITEC 47100, fulfill the coursework requirements for the core competency in information literacy.

Since ITEC 37100 will only be offered on the regional campuses, and it is a requirement for the BPS program, there is no effect on current ITEC course offerings.

ITEC or approved Regional Campus faculty need to teach this course.

There is no anticipated effect on other academic units.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 9/19/2006

Purpose of Proposal	New Course
Subject Area	ITEC
Course Number	47100
Course Title	Professional Studies Capstone Seminar
Minimum Credit	4
Maximum Credit	4

Selected items are new

⦿	Subject Area	⦿	Activity Type
⦿	Crs Number	⦿	Cross-Listed/Slash
⦿	Title	⦿	Grade Rule
⦿	Title Abbreviatio	⦿	Credit By Exam
⦿	Prerequisite If applicable	○	Course Fee
⦿	Credit Hours If applicable	○	LER Status (G)
⦿	Description If applicable	○	WIC (W)
⦿	CIP/HEGIS If applicable	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

This course is part of the new Bachelors of Professional Studies to be offered by the Regional Campuses. There are no negative effects on other programs, policies, or procedures.

Units Consulted (See guidelines for Instructions)

Regional Campuses

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Quilla Hamilton 9 / 20 / 06

College/School Dean: Joanne Arhar 10 / 16 / 06

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

Please print before leaving page

Main Menu

Basic Data Sheet - Page 1

Preparation Date 9/19/2006 4:33:06 PM **Requested Effective Year** 2007F

Course Title Professional Studies Capstone Seminar

Subject Area ITEC **Course Numbe** 47100 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Prof Studies Capstone Sem **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 4 **Maximum Credit** 4

Credit By Exam CBE-N **Activity Type**

Grade Rule U~~C~~ 5

Dr. Arhar checking on Title/Number, activity type and prerequisite wording

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level

CIP Code

Prerequisite (limit text to two lines)

ITEC 37100; Completion of at least 27 hours of Professional Studies courses; remaining Professional Studies courses may be taken as co-requisites.

Catalog Description (limit text to five lines)

Culminating course for the Bachelor of Professional Studies program. Finalize professional electronic portfolio. Conduct research-based study using Information Literacy knowledge and skills.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations

Finalize artifacts for inclusion in electronic portfolio, prepare research report/case study.

Next Page

Basic Data Sheet - Page 2

Subject Area ITEC **Course Number** 47100

Instructor(s) Contributing to preparation Dr. Cindy Kovalik, Dr. Stephen Arnold

Instructor(s) Expected to teach this course ITEC and approved Regional Campus faculty

Content Outline

Total Hours 60

Finalize electronic portfolio 16 hrs
Conduct research-based study 20 hrs
Prepare research report 18 hrs
Participate in classroom colloquium 6 hrs
TOTAL Hours 60 hrs

Textbooks(s) used in this course

Selected by instructor

Avilda Hamilton

Chair, Director, School Dean or Campus Dean

Main Menu

KENT STATE UNIVERSITY
REGIONAL CAMPUSES

Student Name: _____
Campus: _____

Program Requirement Sheet

Bachelor of Professional Studies
2006-2007

Draft 16

LIBERAL EDUCATION REQUIREMENTS
(selected in consultation with an advisor)

1. US 10001 University Orientation 1 _____

2. Composition (6 hours)
Select 6 hours from LER list.
ENG 11011 College Writing I 3 _____
ENG 21011 College Writing II 3 _____

3. Math and critical reasoning (3 hours)
Select one from MATH 11009, 11010, 11011, OR 12001
____ ____ _____ ____ _____

4. Humanities and Fine Arts (9 hours)
Select 9 hours from LER list;
____ ____ _____ ____ _____
____ ____ _____ ____ _____
____ ____ _____ ____ _____

5. Social Sciences (6 hours)
PSYC 11762 General Psychology 3 _____
SOC 12050 Intro. to Sociology 3 _____

6. Basic Sciences (6-7 hours must include lab requirement)
Select 6-7 hours from LER list
____ ____ _____ ____ _____
____ ____ _____ ____ _____

7. Additional LERs (6 hours)
COMM 15000 Intro. to Human Comm. 3 _____
PHIL 21001 Intro. to Ethics 3 _____

Total LER Hours **37-38**

NOTES:

*A minimum of 51 semester hours of pre-professional and professional studies courses is required.

A minimum of 121 semester hours is required for graduation.

A minimum of 2.00 overall grade point average is required for graduation.

A cumulative 2.50 grade point average in the Professional Studies courses (9A and 9B) is required for graduation.

☐ Domestic Diversity: _____

☐ Global Diversity: _____

☐ Writing Intensive: _____

8. Courses from the major in an Associate Degree program or a Concentration (selected in consultation with an advisor)

Dept.	Course Number	Title	Credit Hours	Sem/ Yr Comp.	Grd. 0-4	Qlty. Pts.
			34			

9A. Pre-professional Studies Courses

COMT	12000	Intro./Comp. Sys. II	3			
Choose one of the following:			3			
BMRT	11000	Intro. to Business (3)				
BUS	10123	Exploring Business (3)				
Choose one of the following:			3			
COMT	11000	Intro. to Comp. Sys. (3)				
M&IS	24053	Intro. to Comp. App. (3)				
Choose one of the following:			3			
BMRT	11009	Intro. to Mgmt. Tech. (3)				
M&IS	24163	Principles of Mgmt. (3)				
			12			

9B. Professional Studies Courses

Dept.	Course Number	Title	Credit Hours	Sem/ Yr Comp.	Grd. 0-4	Qlty. Pts.
ITEC	37100	Intro. to Prof. Studies	3			
CACM	32020	Strategic Planning	3			
COMM	35600	Comm. In Teams	3			
COMM	35852	Intercultural Comm.	3			
COMM	35864	Organization. Comm.	3			
ENG	30063	Bus. & Prof. Writing	3			
HED	46052	Stress: Recog./Mgmt.	2			
M&IS	34165	Dynamics of Leadership	3			
MATH	30011	Basic Prob. & Stats.	3			
PSYC	31773	Industrial Psychology	3			
SOC	32570	Inequality in Societies	3			
TECH	36401	Applications of Tech. Management Software	3			
ITEC	47100	Prof. Studies Capstone Seminar	4			
			39			

Total Professional Studies Hours **51*** **GPA** ____

TOTAL REQUIREMENTS **122-123**

_____ _____
Student Signature Date

_____ _____
Adviser Signature Date

Issued by the Office of the Executive Dean, Regional Campuses

Transmittal Memo

A new course, ITEC 47100, Professional Studies Capstone Seminar, has been developed at the request of the Executive Dean of the Regional Campuses, as part of a new baccalaureate program to be offered at the regional campuses. The new baccalaureate program is called the Bachelor of Professional Studies (BPS). The regional campuses have designed this program to meet the needs of local businesses and students. The BPS program focuses on ten core competencies that have been deemed necessary in today's knowledge-based workplace. These ten competencies were confirmed as key competencies by representative businesses located near the regional campuses through research conducted by Dr. Bruce Barrett, of the Office of Research, Planning, & Institutional Effectiveness.

Students admitted to the BPS program, must have a minimum of 30 successfully completed credit hours and a minimum 2.0 cumulative grade point average.

ITEC 47100 requires that students complete a substantial research project that integrates and builds connections to the knowledge and skills they have acquired throughout the BPS program. In addition, students will revisit the electronic portfolio that was begun in ITEC 37100, and prepare a professional electronic portfolio for their transition to employment. Students gain experience in professional presentation and peer review by participating in a colloquium.

Since ITEC 47100 will only be offered on the regional campuses, and it is a requirement for the BPS program, there is no effect on current ITEC course offerings.

ITEC or approved Regional Campus faculty need to teach this course.

There is no anticipated effect on other academic units.

Proposal Summary

Proposal to establish a new course, ITEC 47100, Professional Studies Capstone Seminar

Subject Specification:
This proposal intends to establish a new course, ITEC 47100, Professional Studies Capstone Seminar, a required course in the new Bachelor of Professional Studies (BPS) program at the regional campuses.

Background and Information:
A new course, ITEC 47100, Professional Studies Capstone Seminar, is proposed at the request of the Executive Dean of the Regional Campuses, as part of a new baccalaureate program to be offered at the regional campuses. The new baccalaureate program is called the Bachelor of Professional Studies (BPS). The regional campuses have designed this program to meet the needs of local businesses and students. The BPS program focuses on ten core competencies that have been deemed necessary in today's knowledge-based workplace. These ten competencies were confirmed as key competencies by representative businesses located near the regional campuses through research conducted by Dr. Bruce Barrett, of the Office of Research, Planning, & Institutional Effectiveness.

Students admitted to the BPS program, must have a minimum of 30 successfully completed credit hours and a minimum 2.0 cumulative grade point average.

ITEC 47100 requires that students complete a research project that integrates and builds connections to the knowledge and skills they have acquired throughout the BPS program. In addition, students will revisit the electronic portfolio that was begun in ITEC 37100, and prepare a professional electronic portfolio for their transition to employment. Students gain experience in professional presentation and peer review by participating in a colloquium.

Alternatives and Consequences:
Since the BPS program is new, there are no alternative courses that can fill the needs of the program. ITEC 47100 is targeted specifically for the BPS program, serving as the capstone course and providing pivotal skills students need as they transition to the workplace. Without this course, the BPS program will lack the unity and cohesiveness that the program is trying to achieve.

Specific Recommendation and Justification:
This proposal recommends that ITEC 47100, Professional Studies Capstone Seminar, be approved as part of the new Bachelor of Professional Studies program on the campuses of Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, and Tuscarawas.

Timetable and Actions Required:
The BPS program is scheduled to begin by the Fall Semester, 2007, therefore, ITEC 47100 needs to be approved during the 2006 academic year.

CELEBRATE CENTENNIAL
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UNIVERSITY
1910·2010

Regional Campuses
Interdepartmental Correspondence

TO: Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum

FROM: Shirley J. Barton, Executive Dean, Regional Campuses S.B.

DATE: October 11, 2006

SUBJECT: **CURRICULAR PROPOSAL**

The attached curricular proposal to revise the Associate of Applied Science Degree in Horticulture has been reviewed and approved by the appropriate bodies.

The program requirements are being revised in response to input from the Advisory Board and industry partners.

Program Revision:
Allow students to choose only one of three technical concentrations increasing the hours of each concentration to 12. Total required hours will be 69.

Remove from Related Courses:
BMRT 11006 Business Computations I

Add the following courses:
HORT 26012 Urban Forestry
HORT 26014 Plant Propagation and Greenhouse Production
HORT 26016 Irrigation Design and Management
HORT 26018 Landscape Construction
HORT 26032 Golf Course Management
HORT 26046 Landscape Design I
HORT 26047 Landscape Design II

Revise titles of the following course titles to:
HORT 16001 Opportunities in Horticulture
HORT 26020 Professional Landscape Management

I now request this proposal be placed on the EPC Agenda for October, 2006. Please let me know if any additional information is needed for consideration by EPC.

SJB/vmc

Enclosure

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:____/____/____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____
DATE OF PREPARATION:

Purpose of Proposal	Program Revision
Department	HORT - Horticulture
Requested Effective Term	2007 -Fall
Purpose	○ Policy ◉ Program
Preparation Date	04/17/2006 mm/dd/ccyy
Description of Proposal (please use upper case)	ADD: HORT 26012 HORT 26014 HORT 26016 HORT 26018 HORT 26032 HORT 26046 HORT 26047 CHANGES IN PROGRAM INVOLVE ADDING NEW CLASS OFFERINGS ~~AND~~ BMRT 11006 WILL BE DROPPED FROM REQUIRED CLASSES. STUDENTS WILL CHOOSE ONE OF THREE NEW CONCENTRATIONS INSTEAD OF TWO TECHNICAL concentration ELECTIVES. HOURS IN EACH CONCENTRATION WILL INCREASE. PROGRAM HOURS WILL INCREASE FROM 66 TO 69.
Describe Impact on Other Programs, Policies, or Procedures	NONE
Units Consulted, including Library (See Guidelines For Instructions)	ARTS & SCIENCES CURRICULUM COMMITTEE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	[signature]	4/19/06
College/School Dean	Mary Ann Holley	10/6/06
Vice Provost for Regional Campuses	Shirley J. Dayton	10/12/06
Provost		/ /

Please **PRINT** this form before leaving the screen.This form will **not** be saved.

Main Menu

Proposal Summary

Curriculum Class Changes Within the Horticulture Technology Program

Subject Information

The Horticulture Technology Program at the regional campus of Salem & Geauga within the direction of the Biological Sciences Department wishes to add seven completely new classes, remove one class and update two existing classes. In addition, the technical concentrations will now become three new Technical Concentrations: ~~A~~ Urban Forestry; ~~B~~ Landscape Design; and ~~C~~ Turfgrass Management. Students will take one technical concentration with increased hours, instead of two technical concentrations.

Background Information

Actions taken are in part from input received from our advisory board members, green industry affiliates and the horticulture Program Directors' recommendations, that a greater spectrum of technology driven classes need to be offered. Industry needs have shifted and additional related classes are required in what was once a stand-alone class offering.

The intended effect will improve our students' worth as graduates and improve the marketability of our program overall. The changes will help in offering local classes that target new career options in areas that are not taught locally now. This supports the regional mission of easy access to higher learning opportunities. The new actions will fit within our existing operating budgets and will provide additional revenue growth as enrollments increase. I anticipate an increased student enrollment due to a broader spectrum of career options, an improved learning environment & alignment within existing classes/industry and improved management of existing faculty & staff resources.

Alternative and Consequences

No action will clearly reduce the potential for student growth in career options and our program growth for the Horticulture Technology major. We also rely heavily on input from our industry partners and advisory board members for direction, of which this reflects and supports the required pro-active actions.

Specific Recommendation

By creating new course offerings a better understanding of the "Green Industry" and the technical understanding of that subject career path will be realized. Removal of a class/s is meant to open up other hours in a more focused approach within the students major. Please see below the new course offerings and deletions.

Course Removal:

- Remove BMRT 11006

New Class Offerings:

- HORT 26012 – Urban Forestry
- HORT 26014 - Plant Propagation and Greenhouse Production
- HORT 26016 – Irrigation Design and Maintenance
- HORT 26018 – Landscape Construction
- HORT 26046 - Landscape Design I
- HORT 26032 – Golf Course Management
- HORT 26047 - Landscape Design II

Existing Class Title & Description Changes:

- HORT 16001 - Introduction to Horticulture Opportunities to change title to HORT 16001 Opportunities in Horticulture.
- HORT 26020 Landscape Management to change title & description to HORT HORT 26020 Professional Landscape Management.

Timetable and Actions Required

Implementation of the above course changes would best be made for all classes for the spring of 2007 or as early as deemed possible by the approving parties. Subsequently by the start of the 2007 fall semester.

III. GENERAL STUDIES COURSES 18
CHEM 10060 General Chemistry I 4
10062 General Chemistry I Laboratory 1
COMM 15000 Introduction to Human Communication 3
ENG 11011 College Writing I 3
20002 Introduction to Technical Writing 3
US 10001 University Orientation 1
LER course 3
IV. SELECT ONE TECHNICAL CONCENTRATION (see below): 14-15
TOTAL 71-72

General Concentration

EERT 23000 Sensors 2
Courses from photonics concentration 6
Courses from semiconductor concentration 6
(With EERT faculty advisor approval.)
14

Photonics Concentration

HTMT 13601 Introduction to Photonics and Fiber Optics 3
13602 Introduction to Lasers 3
13603 Laser and Electro-Optic Components and Devices 3
23603 Light Sources and Wave Optics 3
* 23607 Laser Technology: Applications or Special Topics 3
15

Semiconductor Concentration

EERT 22002 Industrial Controls 3
HTMT 23600 Semiconductor Manufacturing Process I 3
23601 Semiconductor Manufacturing Process II 3
23602 Photolithography in IC Fabrication 2
23604 Vacuum System Technology 2
23606 Power Radio Frequency 2
15

**EERT/IERT/MERT or HTMT special topics course. May be substituted with appropriate EERT/IERT/MERT or HTMT courses(s). Engineering technology faculty advisor's approval is required.*

A.A.S. in Horticulture Technology

The Associate of Applied Science in Horticulture Technology prepares students for careers in landscape management, turf management, tree care, nursery and greenhouse operations and related horticultural professions. In addition to a core of horticulture and basic science courses, the major provides three areas of concentration: arboriculture, landscape design and management and turfgrass management. The program emphasizes practical experience through hands-on training in outdoor labs and site visits to employers. Students complete two paid summer internships in their areas of concentration. This program is available at the Geauga and Salem campuses.

A: Urban Forestry; B: Landscape Management and C:

HORT 26018 Landscape Construction 3
HORT 26016 Irrigation Design 3

I. TECHNICAL COURSES ..... MAINTENANCE ... ~~25~~ 31
BSCI 16001 Horticultural Botany 3
26002 Ecological Principles of Pest Management 3
26003 Plant Identification and Selection I 3
26004 Plant Identification and Selection II 3
CHEM 16001 Horticultural Chemistry 4
GEOG 16001 Soil and Horticultural Management 3
HORT 16001 ~~Introduction to~~ Opportunities in Horticulture 1
26001 Occupational Regulations and Safety 2
Technical elective 3
II. RELATED COURSES ..... ~~15~~ 12
BMRT 11000 Introduction to Business 3
~~11006 Business Computations I~~ ..... ~~3~~
21052 Professional Selling Techniques 3
COMT 11000 Introduction to Computer Systems 3
GEOL 21062 Environmental Geology 3
III. GENERAL STUDIES COURSES 14
COMM 15000 Introduction to Human Communication 3
ENG 11011 College Writing I 3
20002 Introduction to Technical Writing 3
PEB 10020 Development and Conditioning 1
US 10001 University Orientation 1
LER elective 3
IV. SELECT ~~TWO~~ One TECHNICAL CONCENTRATIONS (see below): 12
TOTAL ~~66~~ 69

~~Concentration A~~ URBAN FORESTRY

Available at Salem Campus only.

HORT 26012 Urban Forestry 3
HORT 26010 Arboriculture 3
26011 Cooperative Work Experience in Tree Care 6
(3 hours - repeatable)

BSCI (Hort)

~~Concentration~~ - LANDSCAPE DESIGN

HORT 26020 Professional Landscape Management 3
26021 Cooperative Work Experience
In Landscape Management (3 hours - repeatable)
(26046 Landscape Design I 3) #12

~~Concentration~~ - TURFGRASS MANAGEMENT

HORT 26030 Turfgrass Management 3
26031 Cooperative Work Experience in
Turfgrass Management (3 hours - repeatable) 3
(HORT 26032 Golf Course Management 3) #12

A.A.S. in Human Services Technology

The Associate of Applied Science in Human Services Technology is designed to prepare graduates for entry-level positions in a variety of human services agencies. The program includes applied courses in human services and joint university-agency supervised internships. The core courses provide a solid foundation in case management and client advocacy. Graduates meet the educational requirements for social worker assistant registration. The coursework in the associate degree is fully applicable to the Bachelor of Science in Human Development and Family Studies. The program is offered at the Ashtabula and Salem campuses.

I. **TECHNICAL COURSES** 36
GERO 44030 Adult Development and Aging 3
HDFS 24011 Interpersonal Relationships and Families 3
24012 Child Development 3
HST 11000 Introduction to Human Services 1
11001 Group Process in Human Services 2
11002 Survey of Community Resources 3
21000 Dynamics of Helping Relationship 3
21001 Assessment of Client Needs 3
21002 Client Advocacy and Case Management 3
21092 Internship I 3
21192 Internship II 3
Electives 6
Choose from: COMT 11000, HED 32530, 32544, ITAP 16680, SOC 32400, 32570

II. **RELATED COURSES** 15
BSCI 10001 Human Biology 3
PSYC 11762 General Psychology 3
21211 Psychology of Adjustment 3
SOC 12050 Introduction to Sociology 3
32762 Deviant Behavior 3

III. **GENERAL STUDIES COURSES** 16
COMM 15000 Introduction to Human Communication 3
ENG 11011 College Writing I 3
21011 College Writing II 3
US 10001 University Orientation 1
LER social science and/or humanities electives 6
TOTAL 67

A.A.B. in Information Technology for Administrative Professionals

The Associate of Applied Business in Information Technology for Administrative Professionals provides students with the opportunity to learn current business developments that shape administrative functions. Students use the most current versions of business software applications including word processing, spreadsheets, desktop publishing and visual presentations. In addition, students learn the fundamentals of accounting, automated records management, business communications and resource management. Requirements articulate fully with the Desktop Publishing certificate; contact an advisor for more information. This major is accredited by the Association of Collegiate Business Schools and Programs (ACBSP), 7007 College Blvd., Suite 420, Overland Park, KS 66211, 913-339-9356, www.acbsp.org. The degree is available at the Ashtabula, Salem, Trumbull and Tuscarawas campuses.

I. **TECHNICAL COURSES** 29
ITAP 16620 Word Processing I 3
16621 Word Processing II 3
16625 Business Presentations 2
16636 Data Management for Admin. Professionals 3
16639 Database Applications 3
26611 Spreadsheet Applications 3
26622 Desktop Publishing I 3
26623 Desktop Publishing II 3
26635 Administrative Resource Management 3
26636 Project Management for Admin Professionals 1
26691 Seminar for Administrative Professionals 2

II. **RELATED COURSES** 16
ACTT 11000 Accounting I: Financial 4
BMRT*11006 Business Computations I 3
COMT 11005 Introduction to Operating Systems and
Networking Technology 3
Choose from the following: 6
BMRT 11000 Introduction to Business (3)
COMT**11000 Introduction to Computer Systems (3)
11004 Survey of Information Technology (3)
11006 Introduction to Web Site Technology (3)
21007 Internet Ethics and Policies (3)

15397 Colloquium: World Politics (3)
A practical, theoretical introduction to a study of systematic patterns in international relations. Includes analysis of rules, instruments, processes, decision-making factors, conflict resolution. Prerequisite: honors or permission. This course may be used to satisfy the Liberal Education Requirements (LER) and diversity requirement.

15497 Colloquium: Comparative Politics (3)
This course introduces the different institutional structures of governance (e.g., parliamentary vs. presidential systems) in a range of different states; for different types of regimes (e.g., democratic and authoritarian); and at the international level. Prerequisite: honors or permission. This course may be used to satisfy the Liberal Education Requirements (LER) and diversity requirement.

20096 Individual Honors Work (1-4)
Directed independent study for sophomores in any department. IP grade permissible. Prerequisite: prior consent of instructor; approval of and preregistration with Honors College.

20197 Sophomore Colloquium (1-4)
One-semester course or two-semester sequence exploring interdisciplinary ideas and issues related to a single theme by means of readings, discussion and individual papers and projects. IP grade permissible. Prerequisite: honors standing or permission.

20297 Sophomore Colloquium (1-4)
See HONR 20197. IP grade permissible. Prerequisite: honors or permission.

21197 Colloquium: Principles of Microeconomics (3)
Principles and policies affecting prices, including factor incomes, under alternative market structures. Tools developed to examine social problems, including poverty, crime, pollution and international relations. Prerequisite: honors or permission. This course may be used to satisfy the Liberal Education Requirements (LER).

21297 Colloquium: Principles of Macroeconomics (3)
Principles and policies affecting aggregate production, consumption, investment and government expenditures. Includes role of money, the banking system, inflation, unemployment and economic growth. Prerequisite: honors or permission plus HONR 21197 or ECON 22060. This course may be used to satisfy the Liberal Education Requirements (LER).

30096 Individual Honors Work (1-4)
Directed independent study for juniors in any department. IP grade permissible. Prerequisites: Prior consent of instructor; approval of and preregistration with Honors College.

30197 Junior Colloquium (1-4)
One-semester course or two-semester sequence for juniors or seniors exploring interdisciplinary ideas and issues related to single theme by means of readings, discussion and individual papers and projects. IP grade permissible. Prerequisite: honors or permission.

30297 Junior Colloquium (1-4)
See HONR 30197. IP grade permissible. Prerequisite: honors or permission.

30497 Colloquium: International Study (1-4)
Designed for students preparing for participation in overseas programs sponsored by Center for International and Comparative Programs. Provides basis for future research abroad. IP grade permissible. Prerequisite: honors or permission.

35097 Colloquium in Political Science (1-4)
Intensive study of significant problems in politics. Topic, readings and core research theme vary from semester to semester. Prerequisite: honors or permission.

40085 Senior Honors Portfolio (1)
Construction of a senior portfolio, consisting of a collection of artifacts and a reflective essay interpreting the student's growth during the college years. IP grade permissible. Prerequisite: Senior status.

40096 Individual Honors Work (1-4)
Directed independent study for seniors in any department. IP grade permissible. Prerequisites: prior consent of instructor; approval of and preregistration with Honors College.

40099 Senior Honors Thesis/Project (1-10)
Thesis or creative project. IP grade permissible. Prerequisites: honors senior standing; departmental and honors consultation and approval prior to first semester of senior year; and formal proposal.

40197 Senior Colloquium (1-4)
One-semester course or two-semester sequence exploring interdisciplinary ideas and issues related to single theme by means of readings, discussion and individual papers and projects. IP grade permissible. Prerequisite: honors or permission.

40297 Senior Colloquium (1-4)
See HONR 40197. IP grade permissible. Prerequisite: honors or permission.

40497 Colloquium: International Study (1-4)
See HONR 30497. IP grade permissible. Prerequisite: honors or permission.

Opportunities in Horticulture

HORTICULTURE TECHNOLOGY (HORT)*

16001 ~~Introduction to Horticulture~~ (1)
The history and development of the various horticultural and related industries throughout the United States and their relationship. Lecture one hour weekly; offered only at the Salem Campus. Prerequisite: none.

26001 Occupational Regulations and Safety (2)
Presentation of the basic standards, rules, safety regulations and laws pertaining to horticultural and related industries which will affect the work atmosphere. Lecture two hours weekly; offered only at the Salem Campus. Prerequisites: BSCI 16001 and HORT 16001.

26010 Arboriculture (3)
Basics of pruning and tree climbing techniques. This course covers the equipment and safe use of equipment commonly found in the arboricultural industry. Lecture two hours weekly; lab three hours weekly; offered only at the Salem Campus. Prerequisites: BSCI 16001 and HORT 16001 and CHEM 16001. Corequisite HORT 26011.

26011 Cooperative Work Experience in Tree Care (3)
Cooperative work program through which the skills necessary to perform professionally in this occupation will be acquired. This course offered only at the Salem Campus. Requires a minimum of 30 hours per week of work experience. Not more than 9 credit hours in this or a combination of other work experience classes will be allowed. S/U grading; IP grade permissible. Prerequisite: corequisite: HORT 26010.

26020 Professional Landscape Management (3)
Basic principles of landscape management. This course covers equipment and safe use of equipment commonly found in the landscape industry. Lecture two hours weekly; lab three hours weekly; course offered only at the Salem Campus. Prerequisite: BSCI 16001 and HORT 16001 and CHEM 16001. Corequisite: HORT 26021.

26012 Urban Forestry
26014 Plant Propagation and Greenhouse Production
26016 Irrigation Design and Management
26018 Landscape Construction
26032 Golf Course Management
26046 Landscape Design I
26047 Landscape Design II

*Courses offered only at Regional Campuses.

BSCI (HORT) 13

KENT STATE UNIVERSITY
REGIONAL CAMPUSES

Program Requirement Sheet
Associate of Applied Science Degree

HORTICULTURE TECHNOLOGY
2007-2008

Student Name: _____
Campus: _____

DEVELOPMENTAL PRESCRIPTION COURSES

Determined by Basic Skills Assessment
(Check Required Courses)

	Dept.	Course Number	Title	Credit Hours	Sem./Yr. Complete
☐	ENG	11001	Intro. to College Writing S (3)		_____
☐	ENG	11001	Intro. to College Writing II S (3)	6	_____
☐	MATH	10004	Developmental Mathematics	4	_____
☐	MATH	10005	Intro. to College Mathematics	3	_____
☐	US	10003	Read. Strat. for College Suc.	3	_____
☐	US	10006	Study Strat. for College Suc.	3	_____

TECHNICAL COURSES

Dept.	Course Number	Title	Credit Hours	Sem./Yr. Completed	Grd (0-4)	Qlty. Point
BSCI	16001	Horticultural Botany	3	_____	____	____
BSCI	26002	Ecological Principles of Pest Mgmt.	3	_____	____	____
BSCI	26003	Plant Identification and Selection I	3	_____	____	____
BSCI	26004	Plant Identification and Selection II	3	_____	____	____
CHEM	16001	Horticultural Chemistry	4	_____	____	____
GEOG	16001	Soil and Horticulture Management	3	_____	____	____
HORT	16001	~~Intro to~~ Opportunities in Horticulture	1	_____	____	____
HORT	26001	Occupational Regulations and Safety	2	_____	____	____
HORT	26016	Irrigation Design and Maintenance	3	_____	____	____
HORT	26018	Landscape Construction	3	_____	____	____
Technical Elective:						
_____	_____	_____	3	_____	____	____

***Technical Concentration – Choose ~~2~~ One concentration~~s~~ (12 credit hours) from the following areas:**

☐	**Concentration A – Urban Forestry**						
	HORT	26010	Arboriculture (3)	____	_____	____	____
	HORT	26011**	Coop. in Tree Care (6)	____	_____	____	____
	HORT	26012	Urban Forestry (3)	____	_____	____	____
	(concentration available at Salem campus only)						
☐	**Concentration B – Landscape Design**						
	HORT	26020	Prof. Landscape Mgmt. (3)	____	_____	____	____
	HORT	26021**	Coop. in Landscape Mgt.(6)	____	_____	____	____
	HORT	26046	Landscape Design I(3)	____	_____	____	____
☐	**Concentration C– Turfgrass Management**						
	HORT	26030	Turfgrass Management (3)	____	_____	____	____
	HORT	26031**	Coop. in Turfgras Mgt. (6)	____	_____	____	____
	HORT	26032	Golf Course Management. (3)	____	_____	____	____

Total Technical Course Hours ~~37~~ 43 Core GPA _____

RELATED COURSES

Dept.	Course Number	Title	Credit Hours	Sem./Yr. Completed
BMRT	11000	Introduction to Business	3	_____
~~BMRT~~	~~11006~~	~~Business Computations I~~	~~3~~	_____
BMRT	21052	Professional Selling Techniques	3	_____
COMT	11000	Introduction to Computer Systems	3	_____
GEOL	21062	Environmental Geology	3	_____

Total Related Course Hours ~~15~~ 12

GENERAL STUDIES COURSES

COMT	15000	Introduction to Human Communication	3	_____
ENG	11011	College Writing I	3	_____
ENG	20002	Introduction to Technical Writing	3	_____
PEB	10020	Development and Conditioning	1	_____
US	10001	University Orientation	1	_____

General Studies Elective
Select three credit hours from the Liberal Education Requirements

____ _____ _____ ____ _____

Total General Studies Course Hours 14

TOTAL REQUIREMENTS ~~66~~ 69

_____ _____
Student Signature Date

_____ _____
Adviser Signature Date

*Geauga students may repeat the Cooperative Work Experience course or take one of each.
Notes
**(3 hours repeatable)
Core GPA = Technical Quality Points ÷ Technical Credit Hours
Issued by the office of the Executive Dean for Regional Campus

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/__
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____
DATE OF PREPARATION:

Purpose of Proposal Course Add

Course Title Urban Forestry

Department HORT - Horticulture

Course Number 26012

Minimum Credit 3 **Maximum Credit** 3

Checked items are new

- ☑ **Prefix**
- ☑ **Title**
- ☑ **Title Abbreviation**
- ☑ **Prerequisite**
- ☑ **Credit Hours**
- ☑ **Description**
- ☑ **CIP/HEGIS**
- ☑ **Activity Type**
- ☑ **Cross-Listed/Slash**
- ☑ **Grade Rule**
- ☑ **Credit By Exam**

---If applicable---

- ☐ **Course Fee**
- ☐ **LER Status (G)**
- ☐ **WIC (W)**
- ☐ **Diversity (D)**

Describe Impact on Other Programs, Policies, or Procedures

None.

Units Consulted (See Guidelines For Instructions)

NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean 9-28-06 4/19/06

College/School Dean Mary Ann Haley 10/6/06

Vice Provost for Regional Campuses Shirley J. Barton 10/12/06

Provost ___/___/___

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

BSC1 (HORT) 14

Basic Data Sheet

Preparation Date	03-07-2006 **Requested Effective Year** 2007
Course Title	Urban Forestry
Department	HORT
Course Number	26012
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Course Title Abbreviation	Urban Forestry
KSU Type	
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	U5
Credit By Exam	CBE-N
Activity Type	LEC
Course Fee	0 **Per Credit Hour**
OBR Program Code	
OBR Course Level	
Prerequisite	HORT 16001, BSCI 16001
Catalog Description	Urban forestry and the planning and managing of urban green-scapes. Appraisal and computerized GIS/GPS inventory of urban vegetation, urban land use planning and legal ordinances, maintenance and management of street and park trees. Outdoor field trips and guest lecturers.

For course revision, enter previous title, abbr, number, and credit.

Previous Title	NA
Previous Course Number	**Prev Min Hrs** 0 **Prev Max Hrs** 0

9-25-06

Chair, Director, School Dean, or Campus Dean

Writing Expectations	research paper
Instructor(s) expected to teach this course	Assoc. Prof. Chris Carlson & Stan Jones
Instructor(s) Contributing to Content	

BSCI (HORT) 15

Content Outline **Hrs**

Subject Areas:
Evolution of Cities and Urban Forestry -- 3 hours
Social Needs and Values of Urban Forestry -- 5 hours
Importance and Uses of Urban Vegetation. -- 3 hours
Apprasial and Inventory of Urban Vegetation. -- 6 hours
Planning for and Management of Urban Vegetation. -- 6 hours
Legal Vegetation Ordinances. -- 3hours
Management & Maintenence of Street Trees. -- 10 hours
Program Administration and Analysis. -- 3 hours
Management of Parks & Open Space. -- 6 hours.

Total 45

Textbook(s) used in this course

Urban Forestry-Planning and Managing Urban Greenscapes
By: Robert W. Miller, 2nd Edition, Prentice Hall.

Reducing Infrastructure Damage by Tree Roots:
A Compendium of Strategies.
By: Lawerence R Costello and Katherine Jones, 2003

UPDATE RESET

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BSCI (HORT) 16

jlee@kent.edu
10/19/2006 10:48 AM

To ·VANESSA COURIE <vcourie@kent.edu>
cc
bcc
Subject Re: Horticulture Course

Dear Vanessa:

The Department of Geography supports the offering of Urban Forestry at your campus. Our understanding is that this course proposal has been discussed and endorsed by the College Curriculumn Committee at the College of Arts and Sciences. Consequently, we support the course and we do not think there is an encroachment issue with other Geography courses.

With Best Regards,
Jay Lee, Ph.D.
Professor and Chair
Kent State Geography
Phone: 330-672-3222
Fax: 330-672-4304
Internet: http://gis.kent.edu

----- Original Message -----
From: VANESSA COURIE <vcourie@kent.edu>
Date: Thursday, October 19, 2006 9:37 am
Subject: Horticulture Course
To: jlee@kent.edu
Cc: DENISE SEACHRIST <dseachri@kent.edu>

>
> Dr. Lee
>
> Dr. Seachrist asked me to send you the catalog description for a
> proposednew Horticulture Course #26012, Urban Forestry, to review for
> non-encroachment purposes. The proposal is currently at the Provost's
> office, and will be on the agenda for Monday, October 23.
>
> Catalog Description:
> Urban forestry and the planning and managing of urban green-scapes.
> Appraisal and computerized GIS/GPS inventory of urban vegetation,
> urbanland use planning and legal ordinances, maintenance and
> management of
> street and park trees. Outdoor field trips and guest lectures.
>
> This is a lecture course worth 3 credits.
>
> Please review the catalog description as soon as possible and
> advise of
> non-encroachment.
>
> Thank you,
>
> Vanessa M. Courie
> Administrative Secretary
> Regional Campuses

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/__
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____
DATE OF PREPARATION:

Purpose of Proposal Course Add

Course Title Plant Propagation ~~&~~ and Greenhouse Production

Department HORT - Horticulture

Course Number 26014

Minimum Credit 3 **Maximum Credit** 3

Checked items are new

- ☑ **Prefix**
- ☑ **Title**
- ☑ **Title Abbreviation**
- ☑ **Prerequisite**
- ☑ **Credit Hours**
- ☑ **Description**
- ☑ **CIP/HEGIS**
- ☑ **Activity Type**
- ☑ **Cross-Listed/Slash**
- ☑ **Grade Rule**
- ☑ **Credit By Exam**

---If applicable---

- ☐ **Course Fee**
- ☐ **LER Status (G)**
- ☐ **WIC (W)**
- ☐ **Diversity (D)**

Describe Impact on Other Programs, Policies, or Procedures none

Units Consulted (See Guidelines For Instructions) NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean [signature] 9/5/06 [signature] 4/19/06

College/School Dean Mary Ann Haley 10/6/06

Vice Provost for Regional Campuses Shirley J Barton 10/12/06

Provost ____/____/____

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

BSCI (HORT) 17

Basic Data Sheet

Preparation Date	03-08-2006 **Requested Effective Year** 2007
Course Title	Plant Propagation ~~&~~ and Greenhouse Production
Department	HORT
Course Number	26014
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Course Title Abbreviation	Plant ~~Prop. & Greenhs. Prod~~ and Plant Prop/and Grnhs/Prod
KSU Type	
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	U5
Credit By Exam	CBE-N
Activity Type	LLB
Course Fee	0 **Per Credit Hour**
OBR Program Code	
OBR Course Level	
Prerequisite	HORT 16001 BSCI 16001
Catalog Description	Asexual/Vegetative propagation including anatomical ~~&~~ and physical concepts. Techniques covered include cuttings, budding, grafting, layering, dividing and micropropagation. Plant propagation by seeding ~~&~~ and plugs shall be promoted along with crop production.

For course revision, enter previous title, abbr, number, and credit.

Previous Title	NA
Previous Course Number	**Prev Min Hrs** 0 **Prev Max Hrs** 0

9-25-06

Chair, Director, School Dean, or Campus Dean

Writing Expectations	research paper
Instructor(s) expected to teach this course	Mr. Maurice Peoples
Instructor(s) Contributing to Content	Stanley M. Jones/Academic Program Direct

BSCI (HORT) 18

Content Outline **Hrs**

```
Subject Areas:
Plant Propagation Techniques: -------------------- 20 hours
  Seed, plug & vegetative propagation.
  Budding & grafting.
  Layering & mounding.
Growing Medium & Container Options:--------------- 10 hours
  Soil-less planting meium.
  Container stock/trays.
  Plastic pots & rooting concerns.
  Costs & shipping aspects.
Greenhouse Structures & Equipment: ---------------  5 hours
  Greenhouse heating/cooling
  Cold/Hot frames & hardening off issues
  Labor
Nutritional & Cultural Considerations -----------  10 hours
  Plant nutritional/foliar/systemic
  Lighting/Diseases/Pests.
Crop Sceduling & Management ---------------------  15 hours
  Plant selection
  Crop planting times
  Bumping stock issues
  Over wintering & protection.
Crop Marketing & Diversity Issues. ---------------  5 hours
Special Projects --------------------------------- 10 hours
Lecture  1 credit Hour
Lab      2 credit Hours
```

Total 75

Textbook(s) used in this course

```
Plant Propagation
Hartman & Kester
ISBN # 0-13-679235-9

Plant Production In Containers
By: Carl E. Whitcomb
ISBN 0-9613109-1-X
```

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BSC1 (HORT) 19

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/__
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____
DATE OF PREPARATION:

Purpose of Proposal Course Add

Course Title Irrigation Design ~~&~~ and Maintenance

Department HORT - Horticulture

Course Number 26016

Minimum Credit 3 **Maximum Credit** 3

Checked items are new

- ☑ **Prefix**
- ☑ **Title**
- ☑ **Title Abbreviation**
- ☑ **Prerequisite**
- ☑ **Credit Hours**
- ☑ **Description**
- ☑ **CIP/HEGIS**
- ☑ **Activity Type**
- ☑ **Cross-Listed/Slash**
- ☑ **Grade Rule**
- ☑ **Credit By Exam**

---If applicable---

- ☐ **Course Fee**
- ☐ **LER Status (G)**
- ☐ **WIC (W)**
- ☐ **Diversity (D)**

Describe Impact on Other Programs, Policies, or Procedures None.

Units Consulted (See Guidelines For Instructions) NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean [signature] 9-25-06 [signature] 4/19/06

College/School Dean Mary Ann Haley 10/6/06

Vice Provost for Regional Campuses Shirley J Barton 10/12/06

Provost _____ ___/___/___

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

BSCI (HORT) 20

Basic Data Sheet

Preparation Date	03-08-2006 **Requested Effective Year** 2007
Course Title	Irrigation Design ~~&~~ and Maintenance
Department	HORT
Course Number	26016
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Course Title Abbreviation	Irrigation Design ~~&~~ and Maint
KSU Type	
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	U5
Credit By Exam	CBE-N
Activity Type	LLB
Course Fee	0 **Per Credit Hour**
OBR Program Code	
OBR Course Level	
Prerequisite	HORT 16001 BSCI 16001
Catalog Description	Principles of irrigation design, installation, maintenance & drainage. Specific information about the selection of sprinkler heads, pipe, pumps, basic hydraulics, water conservation methods and automatic control systems shall be explored. Drawing of irrigation plans shall be required.

For course revision, enter previous title, abbr, number, and credit.

Previous Title	NA
Previous Course Number	**Prev Min Hrs** 0 **Prev Max Hrs** 0

9-25-06

Chair, Director, School Dean, or Campus Dean

Writing Expectations	research papers
Instructor(s) expected to teach this course	Stanley M. Jones
Instructor(s) Contributing to Content	

BSCI (HORT) 21

Content Outline **Hrs**

```
Subject Areas:
Irrigation Management -- 12 hours
  Time of day.
  Application rates.
  Irrigation & soils.
  When & how much?
Equipment/products -- 20 hours
  Sprinklers
  Timer boxes.
  Valves & wiring.
  Pipes/Pumps.
  Hands-on assembly.
Design layout. -- 28 hours
  Basic hydraulics.
  Pipe sizing.
  Head selection and placement.
  Zoning
  Water meters.
  Pump sizing.
Special Considerations. -- 15 hours

 2hrs lab
 1hr Lect.
```

Total 75

Textbook(s) used in this course

```
Rain Bird "Landscape Irrigation Design Manual"
Rain Bird Sprinkler Mfg. Corp. 2001

Rain Bird Product catalog.

Irrigation Design & Maintenance Booklet
By: Stan Jones
(Power Point Handout, presentations and data info)
```

UPDATE RESET

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BSC1 (Hort) 22

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/__
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____
DATE OF PREPARATION:

Purpose of Proposal Course Add

Course Title Landscape Construction

Department HORT - Horticulture

Course Number 26018

Minimum Credit 3 **Maximum Credit** 3

Checked items are new

- ☑ **Prefix**
- ☑ **Title**
- ☑ **Title Abbreviation**
- ☑ **Prerequisite**
- ☑ **Credit Hours**
- ☑ **Description**
- ☑ **CIP/HEGIS**
- ☑ **Activity Type**
- ☑ **Cross-Listed/Slash**
- ☑ **Grade Rule**
- ☑ **Credit By Exam**

---If applicable---

- ☐ **Course Fee**
- ☐ **LER Status (G)**
- ☐ **WIC (W)**
- ☐ **Diversity (D)**

Describe Impact on Other Programs, Policies, or Procedures None.

Units Consulted (See Guidelines For Instructions) NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean [signature] 9/25/06 [signature] 4/19/06

College/School Dean Mary Ann Haley 10/6/06

Vice Provost for Regional Campuses Shirley J. Barton 10/12/06

Provost _____ ___/___/___

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

BSCI (HORT) 23

Basic Data Sheet

Preparation Date	03-08-2006 **Requested Effective Year** 2007
Course Title	Landscape Construction
Department	HORT
Course Number	26018
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Course Title Abbreviation	Landscape Construction
KSU Type	
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	UG
Credit By Exam	CBE-N
Activity Type	LLB
Course Fee	0 **Per Credit Hour**
OBR Program Code	
OBR Course Level	
Prerequisite	HORT 16001 or advisor's approval.
Catalog Description	The basic skills and techniques involved in landscape contracting and construction including building material data, site grading, contour mapping, deck construction, water features, lighting, landscape paving and retaining walls. Field trips and outside hands-on experience.

For course revision, enter previous title, abbr, number, and credit.

Previous Title	NA
Previous Course Number	**Prev Min Hrs** 0 **Prev Max Hrs** 0

9/25/06

Chair, Director, School Dean, or Campus Dean

Writing Expectations	Material data review/reports
Instructor(s) expected to teach this course	Stanley M. Jones
Instructor(s) Contributing to Content	

BSC1 (HORT) 24

Content Outline **Hrs**

Subject Areas:
Landscape Construction Scope/Survey -- 10 hours
  Landscape process and installation.
  Equipment and staffing.
  Demolition and installation
Legal Documents and Construction Math. -- 10 hours
  Writing contract documents.
  legal issues.
  Specifications.
Site Grading, Survey and Cut/Fill Considerations. -- 20 hours
  Site elevations and interpolation.
  Topography and drainage.
  Cut/Fill balancing.
Site Amenities & Utilities. -- 20 hours
  Lighting
  Retaining walls
  Site elements.
  Paving.
  Water features.
Landscape Construction Plans. -- 10 hours
  Project site development.
  Complete working drawings.
  Construction documents.
  Project schedules.
Site Conservation. -- 5 hours

NOTE: This class requires extensive classroom instruction in material data information as it applies to construction product uses. Class also has a hands-on approach with students engaging in field experience activities on real world projects. Students will have a working knowledge of landscape construction and how to express ideas both in writing and graphic communication. No field trip add fees.

2hrs lab
1hr lec

Total 75

Textbook(s) used in this course

Construction Design For Landscape Architects
By: Albe E. Munson, ASLA
McGraw-Hill Book Company

Landscape Patios & Decks
Black & Decker Publications.

UPDATE RESET

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OSCI (HORT) 25

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/__
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____
DATE OF PREPARATION:

Purpose of Proposal Course Add

Course Title Golf Course Management

Department HORT - Horticulture

Course Number 26032

Minimum Credit 3 **Maximum Credit** 3

Checked items are new

- ☑ **Prefix**
- ☑ **Title**
- ☑ **Title Abbreviation**
- ☑ **Prerequisite**
- ☑ **Credit Hours**
- ☑ **Description**
- ☑ **CIP/HEGIS**
- ☑ **Activity Type**
- ☑ **Cross-Listed/Slash**
- ☑ **Grade Rule**
- ☑ **Credit By Exam**

---If applicable---

- ☐ **Course Fee**
- ☐ **LER Status (G)**
- ☐ **WIC (W)**
- ☐ **Diversity (D)**

Describe Impact on Other Programs, Policies, or Procedures None

Units Consulted (See Guidelines For Instructions) NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean [signature] 9/25/06 [signature] 9/19/06

College/School Dean Mary Ann Haley 10/6/06

Vice Provost for Regional Campuses Shirley J. Barton 10/12/06

Provost ____/____/____

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

BSCI (HORT) 26

Basic Data Sheet

Preparation Date 04-12-06 **Requested Effective Year** 2007 **-Fall**

Course Title Golf Course Management

Department HORT - Horticulture

Course Number 26032

Slash Course Applicable combinations are: **4/5; 4/5/7; 6/7**

Cross-listed with

Course Title Abbreviation Golf Course ~~Mgmt~~ Management

KSU Type

Minimum Credit 3 **Maximum Credit** 3

Credit Connector F - Fixed Credit Course (Min & Max Are Equal)

Grade Rule U5 - Undergrad Letter Grades

Credit By Exam CBE-N - Credit By Exam - Not Approved

Activity Type LEC - Lecture

Course Fee **Per Credit Hour**

Following four fields completed by the Provost's Office.

OBR Program Code

OBR Course Level

CIP Code

Prerequisite (limit text to two lines) HORT 16001, 26031, BSCI 16001

Catalog Description (limit text to five lines) The golf course environment as it relates to turf grass maintenance and pest/disease management. The construction and management of greens, tees, water and bunker management practices, turf aerification issues, topdressing and administrative concerns.

For course revision, enter previous title, abbr, number, and credit.

Previous Course Title

Previous Department & Course Number **Prev Min Hrs** **Prev Max Hrs**

BSCI (HORT) 27

Chair, Director, School Dean, or Campus Dean

Writing Expectations research paper

Instructor(s) expected to teach this course Stanley M. Jones & Mr. Maurice Peoples

Instructor(s) Contributing to Preparation

Content Outline **Hrs**

```
Subject Areas:
Golf and Turfgrass History  -- 3 hrs.
   The concept of golf.
   Courses and how they are rated.
   Turfgrass and climate zones.
   The philosophy of course maintenance.
Designing & Building a Golf Course,  -- 12 hrs.
   Developing a plan.
   Site selection.
   Facility requirements.
   General golf course construction.
   Rebuilding an existing course.
Putting Greens and Related Areas.  -- 9 hrs.
   Putting greens and turf quality.
   USGA construction methods.
   Irrigation aspects/choices.
   Turf establishment.
   Cultural systems for putting greens.
Golf Course Equipment & facilities.  -- 12 hrs.
   The tee
   Fairway and rough considerations.
   Bunker construction.
   Support buildings and circulation.
Golf Course Management Practices. -- 9 hrs.
   Course equipment.
   Irrigation systems.
   Pest and cultural controls.
   General amenities/asthetics.
```

Total Hours 45

Textbook(s) used in this course

BSCI (HORT) 28

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/__
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____
DATE OF PREPARATION:

Purpose of Proposal Course Add

Course Title Landscape Design I

Department HORT - Horticulture

Course Number 26046

Minimum Credit 3 **Maximum Credit** 3

Checked items are new

- ☑ **Prefix**
- ☑ **Title**
- ☑ **Title Abbreviation**
- ☑ **Prerequisite**
- ☑ **Credit Hours**
- ☑ **Description**
- ☑ **CIP/HEGIS**
- ☑ **Activity Type**
- ☑ **Cross-Listed/Slash**
- ☑ **Grade Rule**
- ☑ **Credit By Exam**

---If applicable---

- ☐ **Course Fee**
- ☐ **LER Status (G)**
- ☐ **WIC (W)**
- ☐ **Diversity (D)**

Describe Impact on Other Programs, Policies, or Procedures

None.

Units Consulted (See Guidelines For Instructions)

NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean 9-15-06 / 4/14/06

College/School Dean Mary Ann Haley 10/6/06

Vice Provost for Regional Campuses Shirley J. Barton 10/12/06

Provost ____/____/____

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

BSCI (HORT) 29

Basic Data Sheet

Preparation Date	03-08-2006 **Requested Effective Year** 2007
Course Title	Landscape Design I
Department	HORT
Course Number	26046
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Course Title Abbreviation	Landscape Design I
KSU Type	
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	U5
Credit By Exam	CBE-N
Activity Type	LLB
Course Fee	0 **Per Credit Hour**
OBR Program Code	
OBR Course Level	
Prerequisite	HORT 16001 BSCI 16001, 26003
Catalog Description	An introduction to landscape appreciation and history, the landscape industry and elements of the landscape design process. Students will assess proper plant placement and uses, develop graphic communication skills and present a project. Field trips and project site work as required.

For course revision, enter previous title, abbr, number, and credit.

Previous Title	NA
Previous Course Number	**Prev Min Hrs** 0 **Prev Max Hrs** 0

9/25/06

Chair, Director, School Dean, or Campus Dean

Writing Expectations	research paper
Instructor(s) expected to teach this course	Chris Mikol
Instructor(s) Contributing to Content	Stanley M. Jones/Academic Program Direct

BSCI (HORT) 30

Content Outline **Hrs**

```
Subject Areas:
Landscape Design & History. -- 5 hours
  Course overview.
  Landscape design and landscape architecture profession.
  Historic designs and places.
Methods & Graphic Communication Techniques. -- 15 hours
  Drawing methods.
  Drafting equipment.
  Architectural/Engineering scales.
  vellum and tracing paper usage.
  lettering and perspective sketching.
Site Analysis. -- 20 hours.
  Site inventory.
  Hard-scapes/existing.
  Topography.
  Drainage issues.
  Environmental concerns.
Design Process -- 20 hours
  The design process.
  Elements of design.
  Principles of design.
Construction Materials. -- 5 hours
  Built structures.
  Building materials/choices/research/data.
Design/Final Project. -- 10 hours
No field trip fees.

1 hr Lect.
2 hrs Lab
```

Total 75

Textbook(s) used in this course

```
Planting Design "Manual of Theory and Practice" 1985
By: William Nelson

"Landscaping Your Home" 1993
By: William Nelson

"Landscape Construction"
By: Floyd Giles
```

UPDATE RESET

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BSCI (HORT) 31

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/__
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____
DATE OF PREPARATION:

Purpose of Proposal Course Add

Course Title Landscape Design II

Department HORT - Horticulture

Course Number 26047

Minimum Credit 3 **Maximum Credit** 3

Checked items are new

- ☑ **Prefix**
- ☑ **Title**
- ☑ **Title Abbreviation**
- ☑ **Prerequisite**
- ☑ **Credit Hours**
- ☑ **Description**
- ☑ **CIP/HEGIS**
- ☑ **Activity Type**
- ☑ **Cross-Listed/Slash**
- ☑ **Grade Rule**
- ☑ **Credit By Exam**

---If applicable---

- ☐ **Course Fee**
- ☐ **LER Status (G)**
- ☐ **WIC (W)**
- ☐ **Diversity (D)**

Describe Impact on Other Programs, Policies, or Procedures

None.

Units Consulted (See Guidelines For Instructions)

NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean 9/25/06
4/19/06

College/School Dean Mary Ann Haley
10/6/06

Vice Provost for Regional Campuses Shirley J. Barton
10/12/06

Provost ____/____/____

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

BSC1 (HORT) 32

Basic Data Sheet

Preparation Date	03-08-2006 **Requested Effective Year** 2007
Course Title	Landscape Design II
Department	HORT
Course Number	26047
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Course Title Abbreviation	Landscape Design II
KSU Type	
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	U5
Credit By Exam	CBE-N
Activity Type	LLB
Course Fee	0 **Per Credit Hour**
OBR Program Code	
OBR Course Level	
Prerequisite	HORT 26046
Catalog Description	The landscape process with emphasis on commercial size design projects including client communications, landscape presentations, topography issues and ~~related landscape issues such as~~ landform ecology. Color rendering, ~~and~~ combining irrigation and construction details ~~will~~ are BE COVERED.

For course revision, enter previous title, abbr, number, and credit.

Previous Title	NA
Previous Course Number	**Prev Min Hrs** 0 **Prev Max Hrs** 0

9/25/06

Chair, Director, School Dean, or Campus Dean

Writing Expectations	Contracts and Specification documents.
Instructor(s) expected to teach this course	Stanley M Jones & Chris Mikol
Instructor(s) Contributing to Content	

BSC1 (HORT) 33

Content Outline **Hrs**

```
Subject Areas:
Natural Landscape & land Use Fundametals. -- 10 hours
  Natural landscape invetsigations.
  Ecology and the designer.
  Climate, land, water, vegetation.
  Topography.
Site Planning. -- 10 hours
  Site selection.
  Site analysis.
  Environmental imapct and assessment.
  Conceptual designs.
Site Development. -- 20 hours
  Landscape design.
  Function/sustainability and environment.
  Plantings and elements.
  Outdoor spaces and site inventory.
Urban Design. -- 20 hours
  The design process.
  Elements of design.
  Principles of design.
  Color rendering.
Structures. -- 5 hours
  Proposed built structures.
  Building material choices/research/data
Comprehensive Land Design of a Final project. -- 10 hours
  layout and design.
NOTE: Class includes specific design theory discussion about human
scale objectives and psychological responses to built environments.
This class will promote an improved understanding past the basic
landscape design process and will link the professional fundamentals
of landscape architecture.

 1 hr Lec
 2 hrs Lab
```

Total 75

Textbook(s) used in this course

```
Landscape Architecture 3rd Edition
"A manual of site planning and Design"
By: John Ormsbee Simonds
Landscape Architecture magazine (Timely Publications)

Nelsons' Text from HORT 26046
```

UPDATE RESET

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BSCI (HORT) 34

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/__
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____
DATE OF PREPARATION:

Purpose of Proposal Course Change

Course Title Introduction to Horticulture

Department HORT - Horticulture

Course Number 16001

Minimum Credit 1 **Maximum Credit** 1

Checked items are new

- [ ] Prefix
- [x] Title
- [x] Title Abbreviation
- [ ] Prerequisite
- [ ] Credit Hours
- [x] Description
- [ ] CIP/HEGIS
- [ ] Activity Type
- [ ] Cross-Listed/Slash
- [ ] Grade Rule
- [ ] Credit By Exam

---If applicable---

- [ ] Course Fee
- [ ] LER Status (G)
- [ ] WIC (W)
- [ ] Diversity (D)

Describe Impact on Other Programs, Policies, or Procedures

none

Units Consulted (See Guidelines For Instructions)

NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean Jeffrey Robb 9/19/06 9/25/06

College/School Dean Mary Ann Haley 10/6/06

Vice Provost for Regional Campuses Shirley J. Barton 10/12/06

Provost ____/____/____

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

BSC (HORT) 35

Basic Data Sheet

Preparation Date	03-08-2006 **Requested Effective Year** 2007F
Course Title	Opportunities in Horticulture
Department	HORT
Course Number	16001
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Course Title Abbreviation	Opportunities in Hort
KSU Type	
Minimum Credit	1 **Maximum Credit** 1
Credit Connector	F
Grade Rule	U/S
Credit By Exam	CBE-N
Activity Type	LEC
Course Fee	0 **Per Credit Hour**
OBR Program Code	95
OBR Course Level	2 CIP 010601
Prerequisite	~~PREREQUISITE:~~ NONE.
Catalog Description	A survey of those opportunities available within the "Green Industry" both in education and as a career option. Guest speakers and field trips ~~will be~~ are part of the class.

For course revision, enter previous title, abbr, number, and credit.

Previous Title	Introduction to Horticulture
Previous Course Number	16001 **Prev Min Hrs** 1 **Prev Max Hrs** 1

Chair, Director, School Dean, or Campus Dean

Writing Expectations	paper on career opportunities
Instructor(s) expected to teach this course	Chris Carlson & Maurice Peoples
Instructor(s) Contributing to Content	Stanley M. Jones/Academic Program Direct

BSCI (HORT) 36

Content Outline **Hrs**

```
Subject Areas:
Careers in Horticulture - 10 hours
Field Trips             -  2 hours
Guest lecturers         -  3 hours
```

Total 15

Textbook(s) used in this course

Department handouts, videos and industry information.

UPDATE RESET

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BSCI (HORT) 37

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER:_____
DATE PROPOSAL APPROVED BY EPC:_____/_____/__
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall_____
DATE OF PREPARATION:

Purpose of Proposal Course Change

Course Title Landscape Management

Department HORT - Horticulture

Course Number 26020

Minimum Credit 3 **Maximum Credit** 3

Checked items are new

- ☐ **Prefix**
- ☑ **Title**
- ☑ **Title Abbreviation**
- ☑ **Prerequisite**
- ☐ **Credit Hours**
- ☑ **Description**
- **CIP/HEGIS**
- ☐ **Activity Type**
- **Cross-Listed/Slash**
- ☐ **Grade Rule**
- ☐ **Credit By Exam**

---If applicable---

- ☐ **Course Fee**
- ☐ **LER Status (G)**
- ☐ **WIC (W)**
- ☐ **Diversity (D)**

Describe Impact on Other Programs, Policies, or Procedures

None.

Units Consulted (See Guidelines For Instructions)

NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean [signature] 9/25/06 [signature] 4/19/06

College/School Dean Mary Ann Haley 10/6/06

Vice Provost for Regional Campuses Shirley J. Barton 10/12/06

Provost ____/____/____

Please **PRINT** this form before leaving the screen. This form will **not** be saved.

BSCI (HORT) 38

Basic Data Sheet

Preparation Date	03-08-2006 **Requested Effective Year** 2007F
Course Title	Professional Landscape Management
Department	HORT
Course Number	26020
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Course Title Abbreviation	Prof Landscape ~~Mgmt~~ Management
KSU Type	
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	U5
Credit By Exam	CBE-N
Activity Type	LEC
Course Fee	0 **Per Credit Hour**
OBR Program Code	95
OBR Course Level	2 CIP 010605
Prerequisite	~~PREREQUISITE:~~ BSCI 16001 AND HORT 16001
Catalog Description	A detailed discussion and practice of managing trees, shrubs and flowers within the landscape. Additional concepts such as the types of equipment used in the "Green Industry," marketing, writing specifications, bidding projects and personnel management.

For course revision, enter previous title, abbr, number, and credit.

Previous Title	Landscape Management
Previous Course Number	26020 **Prev Min Hrs** 3 **Prev Max Hrs** 3

(9-25-06)

Chair, Director, School Dean, or Campus Dean

Writing Expectations	Writing sample contracts and specification documents.
Instructor(s) expected to teach this course	Chris Carlson
Instructor(s) Contributing to Content	Stanley M. Jones/Academic Program Direct

BSCI (HORT) 39

Content Outline **Hrs**

Subject Areas:
Managing the Business -- 6 hours
Marketing Your Company --3 hours
Specifications & Contracts -- 6 hours
Estimating Landscape Services -- 6 hours
Managing the Landscape -- 6 hours
Pruning Landscape Plants -- 9 hours
Fertilizing Application Methods and Calculations --6 hours
Color in the Landscape. -- 3 hours

Total 45

Textbook(s) used in this course

Professional Landscape Management
By: David L. Hensley
(Stipes Publishing) 1994

UPDATE RESET

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BSCI (HORT) 40

Attachment 18

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____
DATE OF PREPARATION: 10/17/2006

Purpose of Proposal	Add Program
Department	NURS
Requested Effective Term	2007F
Brief ID of Policy Affected by Action (e.g. LER REQT, DIV REQT, etc.)	Peds CNS Certificate
Description of Proposal (please use upper case)	ESTABLISH THE PEDIATRIC CLINICAL NURSE SPECIALIST POST MASTER'S CERTIFICATE PROGRAM AND REVISE THE PNP CERTIFICATE PROGRAM (C806). C820
Describe Impact on Other Programs	None
Units Consulted (See guidelines for Instructions)	Parent Child Nursing Faculty, Master's Curriculum Committee, Dean and Faculty

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	Karen H. Budd 10 / 17 / 06
College/School Dean	[illegible] 10 / 17 / 06
Vice Provost for Regional Campuses	/ /
Provost	/ /

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KENT STATE
UNIVERSITY

INTEROFFICE MEMORANDUM

TO: DR. GAYLE ORMISTON, ASSOCIATE PROVOST, FACULTY AFFAIRS AND CURRICULUM
MS. THERESE TILLETT, COORDINATOR OF CURRICULUM SERVICES
DR. DAN FINOTELLO, ACTING DEAN OF GRADUATE STUDIES

FROM: DR. KAREN BUDD, DIRECTOR GRADUATE PROGRAMS, COLLEGE OF NURSING

SUBJECT: ADDITION OF THE PEDIATRIC NURSE PRACTITIONER (PNP) AND THE CLINICAL NURSE SPECIALIST (PCNS) CONCENTRATIONS AND POST-MASTER'S PCNS CERTIFICATE PROGRAM, AND REVISION OF THE PNP POST-MASTER'S CERTIFICATE PROGRAM

DATE: 10/17/2006

CC: EPC FILE

Having the approval by vote of the College of Nursing faculty, I am requesting that the subject item be placed on the next agenda (October 23, 2006) of the EPC, effective for Academic Year 2007-2008.

This item reflects the establishment of the Pediatric Nurse Practitioner and Clinical Nurse Specialist concentrations. It will also serve to convert Special Topics course numbers currently used in the Post Master's Pediatric Nurse Practitioner Certificate program (C806) to existing course numbers, and to establish the Post Master's Pediatric Clinical Nurse Specialist Certificate program. These changes will create consistency with the existing Adult NP and proposed Family NP programs, will more efficiently utilize our faculty and resources, and better meet student needs and certification requirements.

If approved, we request the following actions:

Concentration/Certificate	*Action*	*Effective Term*
Pediatric Nurse Practitioner	Assign new sub-major code	Fall 2007
Pediatric Clinical Nurse Specialist	Assign new sub-major code	Fall 2007
Post Master's Pediatric Nurse Practitioner C806	Convert ST courses to existing course numbers	Fall 2007
Post Master's Pediatric Clinical Nurse Specialist	Assign new certificate code	Fall 2007

Enclosed are the written proposal and rationale, current and proposed program plans (graduate requirements), CCP Form to Revise the Program, CCP forms and Basic Data Sheets adding four new courses, CCP forms inactivating six existing courses, and new catalog copy to reflect this revision of program.

Proposal Summary

Title: Establish two Pediatric Nursing Concentrations within the Master's of Science degree and Establish Post Master's Certificate for Pediatric Clinical Nurse Specialist

Subject Specification: The intent of this proposal is to establish two pediatric nursing concentrations and one post master's certification to prepare graduates for the professional roles of Pediatric Nurse Practitioner and Pediatric Clinical Nurse Specialist.

Background and Rationale:

By action of the Educational Policies Council in Spring, 2006, the Parent Child Nursing (PCN) concentration was abandoned effective Fall '07. The plan was to incorporate the content taught in three PCN "umbrella" conceptual courses into Woman's Health and Pediatric nurse practitioner and clinical nurse specialist concentrations.
Pediatric advanced practice student nurses enroll in five courses that prepare them for certification in the role of Pediatric Nurse Practitioner or Pediatric Clinical Nurse Specialist. As nursing practice has become more advanced, certification boards and nursing licensing boards have become more specific in their requirements. The current PNP courses, while meeting certification and nursing licensing requirements, were named in general terms such as "PNP I" that did not indicate content. "PNPs practice under their state Nurse Practice Act and in accordance with individual state laws and regulations. Since all fifty (50) states vary in their regulations as to the definition, scope of practice, and prescriptive authority of nurse practitioners, specific state requirements for practice must be identified and met" (National Association of Pediatric Nurse Practitioners, 2004). Should specific course titles with objectives that clearly specify required content not be identified, certification boards may no longer permit our graduates to sit for certification. In addition, expanding expertise in family assessment and counseling used by practitioners in both roles warrants adding a course to each program plan.

The establishment of these concentrations is consistent with the mission of the College of Nursing, which is to "Prepare nurses at undergraduate and graduate level who possess the characteristics and capabilities congruent with professional and societal needs. An emphasis on the search for knowledge as well as the transmission and interpretation of knowledge encourages students to reason critically, write and speak clearly, understand their role as citizens, function effectively in society, make ethical and aesthetic judgments, and accept responsibility for continued intellectual growth. This emphasis prepares the student to address the life-long issues of a changing world."

Scope and Fiscal Impact of Action:

Pediatric Nurse Practitioner (PNP) and Pediatric Clinical Nurse Specialist (PCNS) students will share two courses, which uses faculty efficiently and represents cost savings for the CON and the University in an era of shrinking federal and state

funds. Further, Family Nurse Practitioner (FNP) students also will enroll in two Pediatric Nurse Practitioner courses. Graduates of all three concentrations (PNP, PCNS, and FNP) likely will enroll in post-certificate programs of the other two.

Actions Proposed:

1. Delete the requirement for PCN courses in the PNP and PCNS curriculum plan.
2. Replace existing courses with new courses as follows:
    a. NURS 61021 Advanced Pediatric Assessment and Health Promotion will replace NURS 60062, PNP I
    b. NURS 61022 Primary Care of Acutely Ill Children will replace NURS 60062
    c. NURS 61023 Care of Acutely Ill Children will replace NURS 60067, PCNS II
    d. NURS 60024 Care of Chronically Ill Children will replace 60070, PNP III
3. Increase NURS 61021, NURS 61022, NURS 60023, NURS 60024 each by one credit hour to allow adequate classroom lecture time.

Timetable and Actions Required:

College of Nursing Masters Curriculum Committee	February 13, 2006
College of Nursing Faculty	May 16, 2006
Submission to University Educational Policy Council	October 16, 2006 for October 23, 2006 meeting

Implementation: Fall 2007

College of Nursing
Proposed Revised Post Master's Certificate
Pediatric Nurse Practitioner

C806

Pre- or co-requisites available if student has not taken:

Course No	Course name	Credits	Year
NURS61095	Advanced Human Physiology and Pathology	3	Fall year 1
NURS60441	APN Pharmacology	3	Fall or spring, year 1

Course No	Course name	Credits	Year
NURS61021+	Advanced Pediatric Assessment and Health Promotion	5	Fall year 1
NURS61022+	Primary Care of Acutely Ill Children	5	Spring year 1
NURS60034	Pediatric Nurse Practitioner Practicum	2	Summer year 1
NURS61024+	Care of Chronically Ill Children	4	Fall year 2
NURS60074	Pediatric Nurse Practitioner Capstone	4	Spring year 2
	Total Certificate Credit Hours	20	
	Total Certificate Credit Hours w/o pre-reqs	26	

College of Nursing
Proposed Post Master's Certificate
Pediatric Clinical Nurse Specialist

C820

Pre- or co-requisites available if student has not taken:

Course No	Course name	Credits	Year
NURS61095	Advanced Human Physiology and Pathology	3	Fall year 1
NURS60441	APN Pharmacology	3	Fall or spring, year 1

Course No	Course name	Credits	Year
NURS61021+	Advanced Pediatric Assessment and Health Promotion	5	Fall year 1
NURS61023+	Care of Acutely Ill Children	5	Spring year 1
NURS61024+	Care of Chronically Ill Children	4	Fall year 2
NURS60075	Pediatric Clinical Nurse Specialist Capstone	4	Spring year 2
	Total Certificate Credit Hours	18	
	Total Certificate Credit Hours w/o pre-reqs	24	

+ = New courses to be added to Pediatric program

In both the Nurse Practitioner and Clinical Nurse Specialist certificates, students must complete 500-600 clock hours of supervised clinical practice as a part of this program to be eligible for National Certification.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____
DATE OF PREPARATION: 9/14/2006

Purpose of Proposal	Revise Program
Department	NURSING
Requested Effective Term	2007F
SIS Code or Brief ID of Program Affected by Action (e.g. A BS CHEM, WMST MNR, DTP CERT, etc.)	C802 Family NP Certificate
Description of Proposal (please use upper case)	To revise the requirements for the Family Nurse Practioner (FNP) post master's certificate program. CP21
Describe Impact on Other Programs	None.
Units Consulted (See guidelines for Instructions)	Women's Health, Pediatric and Adult nursing program directors and faculty, Master's Curriculum Committee, Dean, Faculty

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean	Karen N. Budd 9/20/06
College/School Dean	[illegible] 9/20/06
Vice Provost for Regional Campuses	___ / ___ / ___
Provost	___ / ___ / ___

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KENT STATE
UNIVERSITY

INTEROFFICE MEMORANDUM

TO: DR. GAYLE ORMISTON, ASSOCIATE PROVOST, FACULTY AFFAIRS AND CURRICULUM
MS. THERESE TILLETT, COORDINATOR OF CURRICULUM SERVICES
DR. DAN FINOTELLO, ACTING DEAN OF GRADUATE STUDIES

FROM: DR. KAREN BUDD, DIRECTOR GRADUATE PROGRAMS KB

SUBJECT: PROPOSAL TO ADD FAMILY NURSE PRACTITIONER CONCENTRATION AND POST MASTER'S FAMILY NURSE PRACTITIONER CERTIFICATE.

DATE: 10/17/2006

CC: EPC FILE

Per the approval by vote of the College of Nursing faculty, I am requesting that the subject item be placed on the next (October 23, 2006) agenda of the EPC, effective for Academic Year 2007-2008. This item reflects the proposal for the addition of a Family Nurse Practitioner concentration and the review and proposed revision of the Post Master's Family Nurse Practitioner certificate.

If approved, we request a new sub-major code be assigned to the Family Nurse Practitioner concentration, and the revision of requirements for Certificate Code C802 previously assigned to the Post Master's Family Nurse Practitioner Certificate.

Enclosed are the written proposal and rationale, program plans (graduation requirement sheets) for the Family Nurse Practitioner and Post Master's Family Nurse Practitioner Certificate, CCP Forms to add concentration and revise the Post Master's Certificate, CCP forms and Basic Data Sheets adding two new courses and changing the name of an existing course (listed below), and new catalog copy.

Course No.	Course Name	Effective Sem/Yr
NURS60006	Introduction to Family Assessment and Counseling in Nursing	Fall 2007
NURS60492	Family Primary Care NP Role Practicum	Fall 2007
NURS60044	Name changed to NP Summer Practicum	Fall 2007

Please contact me if any questions remain.

tlp
enclosures

Proposal: Addition of a Concentration
Masters of Science in Nursing (MSN) and Post Master's Certificate
Family Nurse Practitioner
October 16, 2006

Subject Specification: The intent of this proposal is the addition of a concentration in Family Nursing which will prepare graduates to function as Family Nurse Practitioners (FNPs).

Background Information: The Family NP (FNP) was previously offered at KSU CON as a Post Master's Certificate 1998-2000 in three summer special topics courses completed over two summers for didactic hours. We conducted no marketing and six students enrolled by word of mouth. The program required a total of 600 clinical hours acquired over a one year period; 400 hours in Pediatrics, and 200 in Women's Health.

Taught by: S.Fleming, M. Calabro, P. Cukr (deceased), and P. Baller.

A training grant was written and never funded.

Program was discontinued due to faculty shortage in ANP tract and one FNP (S. Fleming) assigned to ANP courses.

Rationale: The FNP is number one in current demand for NP programs nationwide, number one in current job recruitment and projected to accelerate with the Geriatric Nurse Practitioner (GNP). The University of Akron does not offer a FNP program. Malone and Ursuline are developing FNP programs because we do not offer it. Emergency Departments, Indigent Care Clinics, as well as current national explosion of retail health-care clinics, are all requesting the FNP versus the Adult Nurse Practitioner (ANP) and Pediatric Nurse Practitioners (PNP). Current specialty recruitment, however, still drives the ANP market i.e., Cardiology, Renal, Geriatrics, Endocrine, and Pulmonary. There is currently limited enrollment in KSU's PNP and Women's Health NP (WHNP) programs and the availability of faculty who could provide the needed educational expertise to the FNP program.

With conversion of NURS60206, Ambulatory Diagnostics, to web-based and eliminating NURS60205, Epidemiology, for the FNP student, this will open fall Tues afternoon so the FNP students could take NURS60062, Pediatric Health Assessment and Health Promotion a 4 credit hour course, and NURS60066, Pediatric Primary Care Acute, Also a 5 credit hour course in the spring of the second clinical year, both co-taught by FNP/PNP/WHNP faculty. Students would also take a hybrid version NURS60002 Introduction to Family Assessment and Counseling (offered in the spring) for 3 credit hours. The program will consist of 53 credit hours and approximately 700-800 clinical hours.

Anticipated enrollment in the first academic year offered (2007-2008) is expected to be eight.

Resources: FTE FNP faculty will increase ½-1 + summer support (candidates are available).

Clinical Sites: Clinical sites in FNP settings are more readily available than those for the Adult NP.

Support: Training Grants recently awarded for rural care and ED training.

Impact on other courses: An increase in overall enrollment and trend will likely mandate us offering NURS60041 Advanced Health Assessment in two sections with new programming as CCF program evolves.

Duplication, Encroachment, Impact on Departments, College, Regional Resources:

There is no Family Nurse Practitioner programs in the Kent State system and the closest state competing program is at Ohio State University. Malone College and Ursuline have new programs with limited enrollment. The program will increase graduate enrollment for the College of Nursing. We have ability to absorb the increase in the number of students without adding more than one FTE in the clinical courses and will help rectify under enrollment in the Pediatric & Woman's Health Programs by placing the FNP students in there existing courses. There will be no measurable impact on regional resources. The Adult Nurse Practitioner program will likely see a loss of 2-3 students that will select the FNP tract. Currently the ANP program has an overall enrollment of 8-12 students a year with a projected 100% increase in enrollment.

POST-MASTER'S CERTIFICATE
FAMILY NURSE PRACTITIONER
PROGRAM PROPOSAL
Effective Fall 2007

Pre-requisite	**Masters of Science in Nursing**

The following prerequisites are available to KSU students without equivalent credit:

Year 1	**Fall Semester**	**CHRS**
NURS61095	Advanced Human Physiology & Pathology	3
NURS60041	Advanced Assessment for Adult Health	3
NURS61021+	**Advanced Pediatric Assessment & Health Promotion**	5
	Total	**11**
Year 1	**Spring Semester**	**CHRS**
NURS60042	Adult Primary Care I	5
NURS61022+	**Primary Care Acutely Ill Children**	5
NURS60006^	**Intro to Family Assessment and Counseling in Nursing**	3
NURS60441 w	Advanced Pharmacology (required for prescriptive authority)	3
NURS60206	Ambulatory Diagnostics	2
NURS60204 Elective	Healthcare Issues in Aging* (optional)	(3)
	Total	**18(21)**
Year 1	**Summer Semester**	**CHRS**
NURS60044	NP Summer Practicum (new name)	2
	Total	**2**
Year 2	**Fall Semester**	**CHRS**
NURS61095	ST: PM Adult Primary Care II	6
	Total	**6**
Post MSN program credit hour total if prerequisites have already been met		**26(29)**
	Total if prerequisites have not been met	**37(40)**

+New courses established with Peds NP proposal eff. F07
^New courses established with Family NP proposal eff. F07

wWeb-based course

Students must complete 700 hours of supervised clinical practice as a part of this program for National Certification.

Attachment 20

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____
DATE OF PREPARATION: 10/11/2006

Purpose of Proposal: Revise Program

Department: HST - CERTIFICATE

Requested Effective Term: 2007F

SIS Code or Brief ID of Program Affected by Action: SA C122NONE-CERT:CHILD&FAM ADVOCACY
(e.g. A BS CHEM, WMST MNR, DTP CERT, etc.)

Description of Proposal (please use upper case):
Revision of existing regional certificate: Child and Family Advocacy. Expanded options for students to select from in their field of interest. Courses are currently offered and an increase in participants may been seen without adding additional sections. Student audience may be expanded to include those not in human service field.

C122

Describe Impact on Other Programs:
NONE

Units Consulted (See guidelines for Instructions):
HED Faculty, HST Faculty & Program Directors, HDFS Faculty & Program Directors including Dr. Mary Dellman-Jenkins, Campus Administration-Salem & Ashtabula

REQUIRED ENDORSEMENTS:

Mary Dellmann-Jenkins
Chair/Director/Campus Dean — 10 / 14 / 06

College/School Dean — 10 / 13 / 06

Vice Provost for Regional Campuses — 10 / 16 / 06

Provost — / /

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Proposal Summary

Certificate in Child and Family Advocacy

Subject Specifications

The intent of this proposal is to revise the curriculum of the Certificate in Child and Family Advocacy and restate its purpose.

Background Information

The proposed curriculum changes are requested for the following reasons:

- The current curriculum has several special topic courses no longer offered.
- The curriculum should be a selection of regularly offered courses.
- The curriculum is no longer targeted to a single audience and thus the curriculum should be revised to include a larger audience of students.
- The expanded options in the curriculum will allow students to select courses that meet the needs in their field of study while learning a holistic approach to advocacy.
- The expanded options will increase the number of students from other fields of study to consider this unique certificate.
- The current requirements necessary to obtain the certificate is the completion of 15 credit hours, six specific courses. Expanding the options and the number of credit hours to 21 allows students to learn the necessary skills to be an effective advocate in a human service or legal setting.

Alternative and Consequences

The alternative to implementing the requested changes would be to leave the certificate requirements as they are currently. The consequence of not implementing the requested changes is that three of the six courses of the current requirements are not offered and students will be unable to fulfill the requirements as stated.

Specific Recommendations

The preferred action is to implement the changes requested to the Certificate in Child and Family advocacy. The revised curriculum will provide students with the opportunity to obtain a better understanding of the advocacy needs of children and families and to learn the necessary skills to be an effective advocate in a human service or legal setting. This revised certificate is grounded in the premise that a holistic approach to family advocacy is integral to serving client needs in a social service setting.

Timetable and Actions Required

Approval from Department	Fall 2006
Approval from College Curriculum Committee	Fall 2006
Approval from Provost	Fall 2006
Implement Revised Certificate	Spring 2007

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Regional Campuses

Interdepartmental Correspondence

TO: Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum

FROM: Shirley J. Barton, Executive Dean, Regional Campuses S. B.

DATE: October 13, 2006

SUBJECT: **CURRICULAR PROPOSAL**

The attached curricular proposal to revise the certificate in Child and Family Advocacy has been reviewed and approved by the appropriate bodies. C122

The certificate requirements are being revised to remove special topics courses and replace them with regularly offered courses. Course options will now be offered to encompass a larger audience of students. Total required hours will increase to 21-23.

Course Removals:

HDFS 24095 ST: Intro to the Helping Relationship
HDFS 24095 ST: Assess. Of Children & Families
HDFS 24095 ST: Child & Family Advocacy

Course Additions:

ECON 12060 Personal Finance
HDFS 14027 Introduction to HDFS
HDFS 25512 Management of Family Resources
HDFS 44021 Family Intervention Across the Lifespan
HED 34060 Small Group Process
HST 21001 Assessment of Client Needs
HST 21002 Client Advocacy & Case Management in HS Organizations
JUS 12000 Introduction to Justice Studies
SOC 22778 Social Problems
SOC 32210 Researching Society
SOC 32560 Sociology of Families

I now request this proposal be placed on the EPC Agenda for October, 2006. Please let me know if any additional information is needed for consideration by EPC.

SJB/vmc

Enclosure

KENT STATE UNIVERSITY
REGIONAL CAMPUSES
CERTIFICATE
CHILD AND FAMILY ADVOCACY (C122)

NAME:_____ **SSN:** _____ **CAMPUS** _____

Purpose: This certificate program will provide ~~a cohort of students and/or employees from one or more area social service agencies with the training needed to meet the competency requirements of the Ohio Head Start Association, Inc. to be Family Service Workers.~~ students with the opportunity to obtain a better understanding of the advocacy needs of children and families and to learn the necessary skills to be an effective advocate in a human service or legal setting. This certificate is grounded in the premise that a holistic approach to family advocacy is integral to serving client needs in a social service setting.

Admission: Kent State University admission requirements apply, including assessment testing. All students must complete course work prescribed in the areas of English, mathematics and reading. Students with degrees or currently enrolled at Kent State University may enroll in the certificate program. Students must declare themselves as certificate candidates prior to completing one-half of the required course work, and they must complete a minimum of twelve (12) hours of the certificate's curriculum at Kent State University.

Prerequisites: Students must satisfy the prerequisites of each course in the program.

Graduation: This certificate in Child and Family Advocacy is granted to students who complete the program of study with a cumulative grade point average of ~~at least~~ 2.5 or higher. Transfer credits may be used provided the original course grade is on the transcript. Such transfer hours are counted as being completed prior to declaring the certificate.

COURSES:

Course No.	Course Title	Credits	Semester	Grade
ECON 12060	Personal Finance (3)	___	___	___
or HDFS 25512	Management of Family Resources (3)	___	___	___
HDFS 24011	Interpersonal Relations in Families	3	___	___
~~HDFS 24095~~	~~ST: Intro to the Helping Relationship~~	~~3~~	___	___
~~HDFS 24095~~	~~ST: Assess. Of Children & Families~~	~~3~~	___	___
~~HDFS 24095~~	~~ST: Child & Family Advocacy~~	~~3~~	___	___
HST 11000	Introduction to Human Services (1)	___	___	___
or HDFS 14027	Introduction to HDFS (2)	___	___	___
HST 11001	Group Process in Human Services (2)	___	___	___
or HED 34060	Small Group Process (3)	___	___	___
HST 21001	Assessment of Client Needs (3)	___	___	___
or HDFS 44021	Family Intervention (3)	___	___	___
HST 21002	Client Advocacy	3	___	___
JUS 12000	Introduction to Justice Studies	3	___	___
SOC 22778	Social Problems (3)	___	___	___
or SOC 32560	Sociology of Families (3)	___	___	___
or SOC 32210	Researching Society (3)	___	___	___

Total Credit Hours **~~15~~ 21-23**

Student Signature	Date	Adviser Signature	Date
Registrar Signature	Date	Dean Signature	Date

Certificate Program Enrollment Approved Effective _____ (Semester/year)

Proposed Course Sequence
CERTIFICATE IN CHILD AND FAMILY ADVOCACY

Fall Semester		Credit Hours
HST11000	Introduction of Human Services	1
or		
HDFS14027	Introduction to HDFS	2
HST11001	Group Process in Human Services	2
or		
HED34060	Small Group Process	3
HDFS24011	Interpersonal Relations in Families	3
Spring Semester		
JUS12000	Introduction to Justice Studies	3
ECON12060	Personal Finance	3
or		
HDFS25512	Management of Family Resources	3
Fall Semester		
HST21001	Assessment of Client Needs	3
HST21002	Client Advocacy	3
Spring Semester		
SOC22778	Social Problems	3
or		
SOC32560	Sociology of Families	3
or		
SOC32210	Researching Society	3
	Minimum	21

CERTIFICATE IN CHILD AND FAMILY ADVOCACY
Course Selection Rationale

Course No.	Course Title	Credit Hours	Rationale
HST11000 or HDFS14027	Intro to Human Services Introduction to HDFS	1 2	*This course will provide the student with a basic understanding of the field.*
HDFS24011	Interpersonal Relations in Families	3	*This course will provide the student with an understanding of how individuals in a family relate to one another.*
JUS12000	Introduction to Justice Studies	3	*Many advocates represent families in a legal setting. This course gives the student a better understanding of the Guardian Ad Litem responsibility and other relevant law procedures.*
HST21002	Client Advocacy	3	*Being an advocate begins with learning how to advocate for individuals. This course will provide the foundation for being an advocate.*
HST21001 or HDFS44021	Assessment of Client Needs Family Intervention	3 3	*Understanding the needs of the individuals and the family as a whole are the skills learned in this course.*
HST11001 or HED34060	Group Process in Human Services Small Group Process	2 3	*Families are multidimensional groups. This course provides the student with the skills to mediate.*
ECON12060 or HDFS25512	Personal Finance Management of Family Resources	3 3	*Due to the consistent problem of resource management in families, financial or otherwise, the course selected will aid the student in advising clients about resource management.*
SOC22778 or SOC32560 or SOC32210	Social Problems Sociology of Families Researching Society	3 3 3	*This course will offer the student the theoretical lens through which to view families in society.*
	Minimum Total Hours	21	

KENT STATE
UNIVERSITY
SALEM

To: EPC

From: Salem Campus

Re: Certificate in Child and Family Advocacy

Date: October 13, 2006

The Salem Campus is proposing a revision to the Certificate in Child and Family Advocacy. The proposal will include an update to the curriculum and a restatement of purpose.

The revised curriculum is intended to appeal to those who wish to work on behalf of families in an advocacy role. This certificate is grounded in the premise that a holistic approach to family advocacy is integral to serving client needs in a social service setting. The individuals targeted by this certificate would include, but not be limited to, those in human services, human development and family studies, early childhood education, sociology, psychology, and justice studies. Any Kent State student interested in this certificate would be eligible to apply. Those who do not attend Kent State University may apply to Kent State University Salem Campus and completing their assessment testing in preparation for obtaining the certificate.

This proposed revision to the certificate will enhance this already unique program and offer current courses to an even broader group of students.

Attached please find the proposed course requirement sheet.

2491 State Route 45 South • Salem, Ohio 44460
Phone: 330-332-0361 • Fax: 330-332-9256 • http://www.salem.kent.edu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____
DATE OF PREPARATION: 10/5/2006

Purpose of Proposal: Revise Program

Department: ITAP

Requested Effective Term: 2007F

SIS Code or Brief ID of Program Affected by Action: C123

(e.g. A BS CHEM, WMST MNR, DTP CERT, etc.) Medical Billing

Description of Proposal (please use upper case):

CHANGE TOTAL NUMBER OF HOURS IN CERTIFICATE PROGRAM FROM 15 TO 16 BY REQUIRING AN ADDIITONAL EXISTING COURSE.

RC C123 None

Describe Impact on Other Programs:

NO CHANGE TO C URRENT FOR-CREDIT PROGRAM; MAY ENHANCE ENROLLMENT IN CONTINUING STUDIES.

Units Consulted (See guidelines for Instructions):

CONTINUING STUDIES, COLLEGE OF TECHNOLOGY

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: _____ 10/6/06

College/School Dean: _____ 10/6/06

Vice Provost for Regional Campuses: Shirley J. Barton 10/10/2006

Provost: _____ / /

Please print before leaving pag

Main Menu

PROPOSAL TO REVISE THE MEDICAL BILLING CERTIFICATE (C123)

SUBJECT SPECIFICATION:

The proposal requests a change in the Medical Billing Certificate (C123) from 15 to 16 credit hours to enhance the program content and to meet the threshold of 16 credit hours so students can apply for financial aid to complete this program.

BACKGROUND INFORMATION:

Description. Currently, students are given the option of taking *either* Database Applications for Medical Billing (ITAP 16649 - 1 credit hour) *or* Systems Studies for Medical Billing (ITAP 16650 - 1 credit hour). To enhance students' preparation for the medical coding courses in particular, this proposal changes from an "either/or: requirement to an "and" requirement for these two courses.

Students have been denied financial aid for the medical billing certificate because they were one credit hour short of the minimum required in a program. This proposal will rectify that situation.

Rationale. Having financial aid will allow for program growth and the opportunity to work with Continuing Education on alternative delivery systems and new audiences.

Effect. There would be no changes in existing staff as the additional course is already being offered. Students would have access to financial aid. The program could be expanded into new markets. The scope could also expand into Continuing Studies.

Impact There is great potential for enhanced revenue.

ALTERNATIVES AND CONSEQUENCES:

The alternative is to leave the program as it currently exists and deny students access to financial aid. The consequences are program growth and a pathway to the associate of Technical Studies advising degree in Medical Billing and Information Technology.
Sheet

SPECIFIC RECOMMENDATION AND JUSTIFICATION:

The recommendation is to increase the total number of hours required for the Medical Billing Certificate (C123) from 15 to 16 by requiring *both* the Database Applications for Medical Billing course (ITAP 16649 - 1 credit hour) and the Systems Studies for Medical Billing course (ITAP 16650 - 1 credit hour). This change will improve program content and provide greater access for students.

TIMETABLE AND ACTIONS REQUIRED:

The change is slated to begin in Spring Semester 2007 as it is a certificate change rather than an entire associate degree change. This would allow Continuing Studies to investigate offering the program in new markets.

Attachments:

Exhibit A - CCP
Exhibit B - Graduation/Program Requirement Sheet

KENT STATE
UNIVERSITY
REGIONAL CAMPUSES

Interdepartmental Correspondence

TO: Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum

FROM: Shirley J. Barton, Executive Dean, Regional Campuses S.B.

DATE: October 10, 2006

SUBJECT: **CURRICULAR PROPOSAL**

The attached curricular proposal to revise the Medical Billing Certificate has been reviewed and approved by the appropriate bodies. By removing the choice between ITAP 16649 and 16650 and requiring both courses to complete the certificate the total hours increase to 16, which is the minimum number of program hours to allow eligibility for student financial aid.

I now request this proposal be placed on the EPC Agenda for October, 2006. Please let me know if additional information is needed for consideration by EPC.

SJB/vmc

Enclosure

cc: A. R. Chowdhury, Dean, School of Technology

INTERDEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
REGIONAL CAMPUSES
COLLEGE OF TECHNOLOGY

DATE: September 18, 2006

TO: Tuscarawas Campus Dean Gregg Andrews, College of Technology Curriculum Committee, College of Technology Dean A. Raj Chowdhury, Executive Dean Shirley Barton, and EPC

FROM: Dr. Pamela L. Ramey, Lead Faculty
Information Technology for Administrative Professionals Curriculum Subcommittee

SUBJECT: MEDICAL BILLING CERTIFICATE PROGRAM CHANGE

Please find attached the paperwork that requests a change in total hours for the Medical Billing Certificate (C123) from 15 to 16.

An existing course in the ITAP inventory is being used to satisfy the extra hour needed.

With 16 hours instead of 15 in the certificate program, students may have access to financial aid previously unavailable.

Approvals have been obtained by the ITAP Curriculum Subcommittee, Applied Business Division of the College of Technology, Tuscarawas Campus Dean Gregg Andrews, College of Technology Curriculum Committee, College of Technology Dean A. Raj Chowdhury, and Regional Campuses.

KENT STATE
UNIVERSITY

College of Technology

Dean's Office

672-9780 (raj@tech.kent.edu)

Interdepartmental Correspondence

To: Dr. Shirley Barton, Executive Dean for Regional Campuses

From: Dr. A. R. (Raj) Chowdhury, Dean, College of Technology

Subject: College of Technology Curricular Changes

Date: October 6, 2006

Enclosed please find the documentation required to make the following curricular changes in the College of Technology.

Approved at 4/21/06 CCC meeting:
- ACTT - Certificate Update

Approved at 9/29/06 CCC meeting:
- CACT - New Construction Engineering TECH courses
- CADT,EERT,EIRT,MERT program revisions
- COMT, course revisions
- ITAP. Revision on Medical Billing Certificate

Your assistance in processing the materials would be greatly appreciated.

Transmittal Memo

To: Raj Chowdhury, Dean of the College of Technology

From: Robert Remedio, Chair of the CoT College Curriculum Committee

Date: October 6, 2006

Subject: Curriculum Proposals from the CCC meeting on 9/29/06

Below are the curriculum proposals that were approved by the College Curriculum Committee. Some were approved at the 4/21/06 meeting and some at the 9/29/06 meeting. We hope to get your approval and signature on these so they can move through the process.

From 4/21/06 Meeting:

ACTT	Certificate Update
COMT	New Computer Tech Option for BS in Tech 2+2 Concentration

From 9/29/06 Meeting:

ACTT	New Fraud Examination TECH Courses
CACT	New Construction Engineering TECH Courses
CDAT,EERT,EIRT,MERT	Program Revisions
CDAT Minor	New Computer Animation and Design Minor within BS in Tech
COMT	Course Revisions
BS TECH	New Construction Management degrees in BS in Tech
ITAP	Revise Medical Billing Certificate
TECH	New Course
BS AERO	Program Revisions
BS TECH & IND TECH	Program Revisions

KENT STATE UNIVERSITY
REGIONAL CAMPUSES
CERTIFICATE

MEDICAL BILLING CERTIFICATE (C123)

NAME: _____ **SSN:** _____ **CAMPUS** _____

Purpose: This certificate program will provide a basic understanding of software, medical terminology, coding, and procedures used in medical settings such as hospitals, clinics, doctors' offices, and outsourcing facilities involved with providing billing operations.

Admission: Kent State University admission requirements apply, including assessment testing. Regardless of admission status, all students must complete coursework prescribed by COMPASS testing. Students may enroll in the program even if they have prior degrees. Students must declare themselves as a certificate candidate prior to completing half of the courses.

Prerequisites: Students must satisfy the prerequisite, if any, of all courses in the program by either completing the prerequisite courses, or by demonstrating to an Information Technology for Administrative Professionals faculty member that they have otherwise met the prerequisites.

Graduation: Students must maintain at least a 2.00 cumulative GPA in all courses to receive this certificate. Courses may not be completed on a pass-fail basis or through credit-by-examination. Up to 6 hours of transfer credits may be used as long as letter grades are on the transcripts and are included in the credits determining the declaration rule above.

COURSES:

Course No.	Course Title	Credits	Semester	Grade
ITAP 16620	Word Processing I	3	_____	_____
ITAP 16649	Database Applications for Medical Bill.	1	_____	_____
~~Or~~ ITAP 16650	System Studies For Medical Billing	1	_____	_____
ITAP 26637	Specialized Machine Transcription	3	_____	_____
or ITAP 26656	CPT Coding (3)	_____	_____	_____
ITAP 26650	Medical Billing Procedures	3	_____	_____
ITAP 26651	Medical Billing Terminology	2	_____	_____
ITAP 26655	ICD Coding	3	_____	_____
Total Credit Hours		**16**		

_____ _____ _____ _____
Student Signature Date Adviser Signature Date

_____ _____ _____ _____
Registrar Signature Date Dean Signature Date

Certificate Program Enrollment Approved Effective _____ (Semester/year)

Approved EPC May, 2001/Effective Fall 2001 **Issued by the Office of the Executive Dean, Regional Campuses**
Revised Spring 2003/corrected 6-03/Effective Fall 2003 / Revised 2004-Effective Fall 2005
Revised Fall 2005/Effective Fall 2006, Revised Fall 2006/Effective Fall 2006

Attachment 22

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____

DATE OF PREPARATION: 10/11/2006

Purpose of Proposal: Revise Program

Department: ACTT

Requested Effective Term: 2007F

SIS Code or Brief ID of Program Affected by Action: ACTT CERT C201 Accounting Technology certificate

(e.g. A BS CHEM, WMST MNR, DTP CERT, etc.)

Description of Proposal (please use upper case):

THE ACCOUNTING TECHNOLOGY CERTFICATE PROGRAM IS BEING REVISED SO AS TO INCLUDE ACTT COURSES WHICH IS IN KEEPING WITH OTHER APPLIED BUSINESS CERTIFICATE PROGRAMS. ENGLISH 10001, COMM 15000/ITAP 26638 WILL BE ELIMINATED. THE TOTAL HOURS OF THE CERTIFICATE WILL BE REDUCED from 26-30 TO 19.

RC C201 NONE

Describe Impact on Other Programs:

LITTLE OR NO IMPACT IS EXPECTED SINCE IT IS EXPECTED THAT STUDENTS BEING AWARDED THE CERTIFICATE WILL CONTINUE TO PURSUE A 2 OR 4 YEAR DEGREE.

Units Consulted (See guidelines for Instructions):

ACCOUNTING TECHNOLOGY COMMITTEE;
SCHOOL OF TECHNOLOGY CURRICULUM COMMITTEE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: [signature] 10/9/06

College/School Dean: [signature] 10/11/2006

Vice Provost for Regional Campuses: Shirley J. Barton 10/10/11/2006

Provost: _____ / /

Please print before leaving page

Main Menu

PROPOSAL TO REVISE THE ACCOUNTING TECHNOLOGY CERTIFICATE (C201)

SUBJECT SPECIFICATION:

The proposal requests reducing the hours in the Accounting Technology Certificate program from 26-30hrs to 19 hours in order to bring this certificate program in line with the other Applied Business Technology certificate programs that only require the technical skill courses.

BACKGROUND INFORMATION:

Rationale: The purpose of the change is to reduce the number of hours so that combined with flexible scheduling, students can acquire accounting skills in a shorter amount of time. It is not unusual for students to stop out before getting the certificate or degree due to finances. This change may make it more feasible for a student to get a job in their field of study while continuing to work towards an associate and /or bachelor degree. Employers often help pay tuition for their employees.

Effect: The change will not have any effect on staffing and there is a potential that there will be an increase in the students deciding to pursue a degree in Accounting Technology.

Alternatives and Consequences: The alternative is to leave the certificate program as is and mostly inactivate it because too few students actually express interest as it is.

Specific recommendation: To only require the technical skill courses listed in the transmittal memo and reduce the hours from 26-30 to 19hours.

Timetable and action required: To have this change effective for Fall 07 or before since it is just a change in a certificate program and not a whole degree program so that the change can be advertised for the next AY 07-08.

KENT STATE
UNIVERSITY
REGIONAL CAMPUSES

Interdepartmental Correspondence

TO: Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum

FROM: Shirley J. Barton, Executive Dean, Regional Campuses S.B.

DATE: October 10, 2006

SUBJECT: **CURRICULAR PROPOSAL**

The attached curricular proposal to revise the Accounting Technology Certificate has been reviewed and approved by the appropriate bodies. The revised certificate is comprised of a core of Accounting Technology courses, removing ancillary courses (e.g. English), and reducing program hours to 19.

I now request this proposal be placed on the EPC Agenda for October, 2006. Please let me know if additional information is needed for consideration by EPC.

SJB/vmc

Enclosure

cc: A. R. Chowdhury, Dean, School of Technology

KENT STATE
UNIVERSITY

College of Technology

Dean's Office

672-9780 (raj@tech.kent.edu)

Interdepartmental Correspondence

To: Dr. Shirley Barton, Executive Dean for Regional Campuses

From: Dr. A. R. (Raj) Chowdhury, Dean, College of Technology

Subject: College of Technology Curricular Changes

Date: October 6, 2006

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COMT, course revisions
ITAP. Revision on Medical Billing Certificate

Your assistance in processing the materials would be greatly appreciated.

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To: Raj Chowdhury, Dean of the College of Technology

From: Robert Remedio, Chair of the CoT College Curriculum Committee

Date: October 6, 2006

Subject: Curriculum Proposals from the CCC meeting on 9/29/06

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COMT	New Computer Tech Option for BS in Tech 2+2 Concentration

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COMT	Course Revisions
BS TECH	New Construction Management degrees in BS in Tech
ITAP	Revise Medical Billing Certificate
TECH	New Course
BS AERO	Program Revisions
BS TECH & IND TECH	Program Revisions

Transmittal Memo

School of Technology Curriculum Committee
From: Accounting Technology Curriculum Committee
Re: Revision of the Accounting Technology Certificate Program

The proposed changes to the ACTT Certificate Program include the elimination of English 10001 and COMM 15000/ITAP 26638 and to only require the following Accounting Technology courses:

ACTT 11000	Accounting I- Financial.	4hrs.
ACTT 11001	Accounting II- Managerial	4hrs.
ACTT 11003	Payroll Accounting	2hrs.
ACTT 20012	Accounting Software Applications	3hrs.
ACTT 21000	Accounting III- Financial	3hrs.
ACTT 21063	Intro. To Cost Accounting	3hrs.
Total		19hrs

The inclusion of only the technical skill courses is in keeping with the other Applied Business Technology certificate programs and these specific courses will prepare students who complete this certificate program for full charge booking positions in most types of businesses. By reducing the number of courses and for those campuses that wish to make use of flexible scheduling the time to completion of the certificate could be shortened.

KENT STATE UNIVERSITY
REGIONAL CAMPUSES
CERTIFICATE
ACCOUNTING TECHNOLOGY CERTIFICATE (C201)

NAME: _____ **SSN:** _____ **CAMPUS** _____

Purpose: Students completing this certificate program will be able to perform payroll and bookkeeping functions ~~record and report financial transactions~~ for service, merchandising, and manufacturing organizations. ~~In addition to being able to perform the basic bookkeeping and payroll functions for most businesses, students may select electives, in consultation with an Accounting Technology advisor, that will enable them to prepare various tax returns for small businesses and individuals or to perform cost accounting procedures including analysis of financial data.~~

Admission: Kent State University Admission requirements apply, including assessment testing where appropriate. Regardless of admission status, all students must complete coursework prescribed by COMPASS testing. Students with degrees may enroll in the program. Students must declare themselves as certificate candidates prior to completing one-half of the required coursework, and they must complete a minimum of 15 hours at Kent State University.

Prerequisites: Students must satisfy the prerequisites of each course in the program by either: (a) completing the prerequisite courses, or (b) demonstrating to an Accounting Technology faculty member that they have otherwise met the prerequisites.

Graduation: Students must pass each course with a minimum "C" grade to receive the certificate. Courses may not be completed on a pass/fail basis or via credit by examination. Course substitutions and exceptions are allowed only upon the recommendation of a full-time Accounting Technology faculty advisor.

COURSES:

Course No.	Course Title	Credits	Semester	Grade
ACTT 11000	Accounting I – Financial	4	_____	_____
ACTT 11001	Accounting II – Managerial	4	_____	_____
ACTT 11003	Payroll Accounting	2	_____	_____
ACTT 20012	Software Applications	3	_____	_____
~~COMM 15000~~	~~Theory of Oral Discourse (3)~~			
~~or OMRT 21308~~	~~Business Communications (3)~~			
~~COMT 11000~~	~~Intro to Computer Systems~~	~~3~~		
~~ENG 10001~~	~~College English I~~	~~3~~		
~~**Electives: Select from the following in consultation with ACTT Advisor**~~		~~4-8~~		
ACTT 21000	Accounting III – Financial	3	_____	_____
~~ACTT 21003~~	~~Fundamentals of Tax Preparation (3)~~			
ACTT 210~~04~~03	Intro to Cost Accounting	3	_____	_____
~~ACTT 21005~~	~~Budgeting, Profit Plan. & Control (3)~~			
~~ACTT 21006~~	~~Intro to Corporate Tax Preparation (3)~~			
~~ACTT 21092~~	~~Internship (2-3)~~			
~~ACTT 21095~~	~~Special Topics (2-3)~~			
Total Credit Hours		~~**26-30**~~ **19**		

Approved/Effective Spring, 1996; Revised Fall, 2000; Revised Fall, 2001, Revised Spring 2006
Revised/Effective F2006

Issued by the Executive Dean, Regional Campuses

Student Signature	Date	Adviser Signature	Date
Registrar Signature	Date	Dean Signature	Date

Certificate Program Enrollment Approved Effective _____ (Semester/year)

CELEBRATE CENTENNIAL
KENT STATE UNIVERSITY
1910·2010

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Gayle L. Ormiston
Associate Provost, Faculty Affairs and Curriculum

SUBJECT: Agenda for Monday, November 20, 2006
Kent Student Center, Room 310 A-B, 3:20 p.m.

DATE: November 14, 2006

NOTE: In the event that any of the attached proposals require corrections or propose actions that have significant impact not addressed in the response memos, please bring these matters to the attention of the Office of the Provost before the meeting. If you wish to add a lesser action or information item to the agenda as an action or discussion item, please notify the Office of the Provost by Friday, November 17, to ensure the materials are available at the meeting for review.

The complete supportive paperwork for this agenda may be reviewed in the Office of the Provost or online at www.kent.edu/Administration/provost/curriculum_svcs/epc.

I. ACTION ITEMS

1. Approval of minutes of October 23, 2006
   Attachment 1

Regional Campuses

2. Establishment of a Bachelor of Professional Studies [BPS PSTU] degree program to be offered on all seven regional campuses. Proposal includes establishment of ITEC 37100 and 47100 as program requirements. Total credits to degree completion are 122-124.
   Effective Fall 2007 ***Executive Dean Shirley J. Barton***
   Attachment 2: Proposal Summary | Proposed Catalog Copy and Requirement Sheet | ITEC 37100 and 47100 | Remaining Documentation

II. INFORMATION ITEM

College of Business Administration

1. Establishment of an Entrepreneurship major within the Bachelor of Business Administration [BBA] degree program. The status of the proposal is a Program Development Plan to be submitted to the Ohio Board of Regents.
   Effective Fall 2008
   Attachment 3

III. DISCUSSION ITEM

1. Faculty Senate Commission on Curriculum Processes.
   Attachment 4: Guidelines for Provisional Curricular Approval Process |
   Proposed Revisions to Faculty Senate Committee Description of EPC |
   Proposed Revisions to University Policy Register/Faculty Senate charter 3342-2-05 (F)(2)

IV. LESSER ACTION

College of the Arts

School of Fashion Design and Merchandising

1. Revision to the Fashion Design [AAA] concentration in the Fashion Design [FD] major within the Bachelor of Arts [BA] degree program. The name changes to Conceptual Design [CAA]. The name is as revised in the 2006-07 *Undergraduate Catalog*.
   Effective Fall 2007

V. CORRECTIONS

February 27, 2006, EPC Agenda

1. Revision of the name of the Physical Therapy Assisting Technology [PTAT] major within the Associate of Applied Science [AAS.] degree program. The new name is Physical Therapist Assistant Technology [PTST].

August 21, 2006, EPC Agenda

2. Revision of College Prep/Bridge Certificate [C120] is effective fall 2006.
3. Revision of Systems Engineer Certificate [C125] is effective fall 2006.

Agenda prepared by Therese E. Tillett, Director, Curriculum Services

Course Changes

Key for course changes:

a	Title Abbreviation	F	Fee	N	Number	T	Title
C	Credit Hours	G	Grade Rule	New	New	V	Diversity
c	Course Content	H	HEGIS (CIP)	P	Prerequisite	W	Writing Intensive
D	Description	Inact	Inactivate	p	Activity Type	X	Prefix
E	Credit-by-Exam	L	LER Status	S	Slash/Cross-List		

Effective Fall 2008

ECON 32025 Money, Credit and Banking [03-03] ..... aP

ECON 32030 International Money, Credit and Banking [03-03] ..... New

EDUC 65510 Statistics I: Education and Human Services [03-03] to:
EDPF 65510 Statistics I: Education and Human Services [03-03] ..... ND

EDUC 65511 Research in Educational Services [03-03] to:
EDPF 65511 Research in Educational Services [03-03] ..... ND

EDUC 65530 Foundations of Education and Human Services [03-03]to:
EDPF 65530 Foundations of Education and Human Services [03-03] ..... Na

EDUC 65531 Professional Practice in a Multicultural Society [03-03] to:
EDPF 65531 Professional Practice in a Multicultural Society ..... Na

EDUC 65532 Ethics in Education and Human Services [03-03] to:
EDPF 65532 Ethics in Education and Human Services [03-03] ..... Na

EDUC 85515 Quantitative Research Designs and Application II [03-03] to:
EDPF 85515 Quantitative Research Designs and Application II [03-03] ..... ND

EDUC 85516 Qualitative Research Design and Application for Educational Services [03-03] to:
EDPF 85516 Qualitative Research Design and Application for Educational Services[03-03] ..... ND

EDUC 85517 Advanced Quantitative Research [03-03] to:
EDPF 85517 Advanced Quantitative Research [03-03] ..... ND

EDUC 85518 Advanced Qualitative Research in Educational Services [03-03] to:
EDPF 85518 Advanced Qualitative Research in Educational Services ..... ND

EDUC 85535 Interprofessional Studies [03-03] to:
EDPF 85535 Interprofessional Studies [03-03] ..... N

ITEC 67442 Designing Online Courses [03-03] ..... New

ITEC 67444 Teaching Online Courses [03-03] ..... New

ITEC 67449 Research in Online Learning [03-03] ..... New

SPA 70709 Audiologic Assessment [03-03] ..... P

SPA 70711 Speech Language Pathology for the Audiologist [04-04] to
[03-03] C

SPA 70723 Audiologic Rehabilitation of Adults [04-04] to:
Audiologic Treatment of Adults [03-03] ..... TaC

SPA 70749 Graduate Audiologist [03-03] to:
[08-08] ..... PCD

SPA 70750 Clinical Externship in Audiology I [14-14] to:
Graduate Audiologist IV [08-08] ..... TaPCD

SPA 70751 Clinical Externship in Audiology II [08-08] to:
Graduate Audiologist V [03-03] ..... TaPCD

SPA 70798 Research Project in Audiology [03-03] ..... G

Corrections to the EPC Agenda for October 23, 2006:

ARTC 65095 Crafts: Selected Topics (03-03) to:
Crafts: Selected Topics (01-06) C
(missing from agenda)

ARCH 30022 Urban Design and Urban Writing (03-03) ..... New
(withdrawn during the meeting)

ART 30692 Field Experience: Experiential Learning in the Visual Arts ..... New
(title revision)

ARTE 51096 Individual Study Art Education (02-10) to: (01-06) C
(course number is ARTE 61096)

CS 65231 Internet Systems and Applications (03-03)..... New
(listed twice, second occurrence should be CS 75231)

FD&M 10120 Introduction to Fashion Drawing (02-02) to: TaC
FD&M 10140 Foundations of Fashion Drawing (03-03)..... DpGN
(grade rule was not revised and remains U5)

HED 64062 Administration and Grantwriting Health Education and Promotion (03-03) to:
Administration of Health Promotion Programs (03-03) ..... TaPD
(description was also revised)

HED 74062 Administration and Grantwriting Health Education and Promotion (03-03) to:
Administration of Health Promotion Programs (03-03) ..... TaPD
(description was also revised)

PHY 45403 Computer Analysis of experimental Measurements (02-02) to:
Data Analysis and Computational Physics Techniques..... TaPCD
(title was also revised; activity type was not revised and remains LEC)

PHY 55403 Computer Analysis of experimental Measurements (02-02) to:
Data Analysis and Computational Physics Techniques..... TaPCD
(activity type was not revised and remains LEC)

PHY 55501 Fundamentals of Modern Optics (03-03) to:
Electromagnetic Waves and Modern Optics..... TaD
(prerequisite was not changed and remains "PHY 55201 or equivalent; graduate standing")

SPAD 25092 Practicum I in Sport Administration (03-03) to: (01-03)..... C
(credit was already correct and no change was needed)

VCD 40003 Intermediate Computer-Graphic Design/Illustration (03-03) to:
VCD 20003 Intermediate Computer-Graphic Design/Illustration (03-03) ..... NPD
(title and title abbreviation remain the same)

Course list prepared by Lisa N.H. Delaney, Academic Program Coordinator, Curriculum Services

OFFICE OF THE PROVOST

Educational Policies Council
Minutes

Monday, October 23, 2006
Room 310, Kent Student Center

Members Present:

Provost	Paul L. Gaston
Vice Provost	Steve O. Michael
Executive Dean	Shirley J. Barton
Deans	Larry R. Andrews, Timothy J. Chandler, Aminur R. (Raj) Chowdhury, Laura Cox Dzurec, David A. England, Jerry D. Feezel, Daniele Finotello, Steven Fong, James L. Gaudino, Gary M. Padak, Denise A. Seachrist, George E. Stevens, Mark W. Weber
Faculty Senate Representatives	Cheryl A. Casper, Florence W. Dore, Bruce J. Gunning, Barbara Hipsman-Springer, Thomas Janson, Declan F. Keane, Erica B. Lilly, John A. Marino, Michael Mikusa, Vilma Seeberg, Metrecchia A. (Tish) Soper, Mary C. Stansbury
College Curriculum Committee Representatives	Margaret A. (Peggy) Doheny, David A. Dumpe, Verna M. Fitzsimmons, Sanda Katila, Jacqueline Rowser, Kathryn E. Strand, Stephen M. Zapytowski
Nonmember Consultants to the EPC	Joanne M. Arhar, Lisa N.H. Delaney, Mary Ann Haley, Nancy E. Mitchell, Gayle L. Ormiston, Anne Reid, Elizabeth Sinclair-Colando, Therese E. Tillett, Becky L. Totts

Also in attendance: Om P. Ahuja, Gregory L. Andrews, Kamal F. Bichara, Gregory M. Blase, Betsy V. Boze, Susan M. Cole, Laura L. Davis, Pamela K. Evans, Kristen M. Figg, Scott W. Fleming, Michael S. Gershe, Lettie Gonzalez, LuEtt J. Hanson, Min He, John R. Jewell, Joseph Karpinsky, Ralph W. Lindeman, David Mohan, E. Timothy Moore, Sara J. Newman, Robert J. Remedio, Steven N. Rugare, Barbara M. Scheule, Susan H. Taft, Wanda E. Thomas, Edward F. Villella, William C. Ward III, Evonne H. Whitmore, Thomas A. Yantek

Provost Paul L. Gaston convened the Educational Policies Council at 3:22 p.m., on Monday, October 23, 2006, in Room 310 of the Kent Student Center. He asked if there were any addition or corrections to **Action Item 1: Minutes of September 25, 2006**. The following corrections were given: the spelling of attendees Stephane E. Booth, Darrell Turnidge and Stephen M. Zapytowski; sentence change on page 3, paragraph 1, line 5: "Dean Feezel encouraged Dean Fong to look at existing courses and programs, such as Geography's urban-related courses and the Urban Studies and Planning minor"; sentence change on page 3, paragraph 2, line 7: removal of "and courses"; sentence change on page 3, paragraph 2, line 8: period after "(as set by KSU)" and "The various options for selecting courses are, for example, allow only 10000- or 20000-level courses or allow only LER courses…."; addition of one more option in the straw vote, page 3, paragraph 5: "Eligible courses = all courses, In favor = 1."

Provost Gaston declared the minutes to stand as corrected. He then called upon Associate Dean E. Timothy Moore of the College of Arts and Sciences, representing the Associate and Assistant Deans, to introduce **Action Item 1: Revision of the "University Exit" name and deadline. The name changes to "Complete Term Withdrawal," and the deadline changes from the current 15 weeks to 10 weeks from the first day of class to coincide with the standard 10-week course withdrawal period. Any withdrawals or exits after the 10-week deadline will require dean's approval.**

Associate Dean Moore explained that the phrase "university exit" is confusing to both parents and students, leading them to think the student is leaving for good. Regarding the deadline change, the A&A Deans felt that that term and course withdrawals should have one deadline.

Provost Gaston opened the floor to questions. Senator Barbara J. Hipsman-Springer, associate professor in the School of Journalism and Mass Communication, asked if one of the reasons for the deadline change is to require students to show to a dean extenuating cause for exiting after the 10-week deadline. Associate Dean Moore replied in the affirmative.

Senator Mary C. Stansbury, associate professor in the School of Library and Information Science, asked about the prorated schedule. Associate Registrar Susan M. Cole said the procedure would be the same as what is currently done with the summer schedule. Associate Provost Laura L. Davis voiced concern that the new policy makes it more difficult for students to exit a semester and may adversely affect their grade point average. Associate Dean Moore said he couldn't address that concern in the definite, but this proposed policy change is a more acceptable stance to take for the university. Dean Larry R. Andrews of the Honors College shared Associate Provost Davis' concern and offered a scenario of a student who leaves in week 12 due to a terrible illness and can't talk to a dean. He thought the proposed policy works against retention. Associate Dean Moore disagreed, and said that if students cannot speak with a dean, their parents can. "We can accommodate those certain circumstances," he said.

Associate Professor Verna M. Fitzsimmons of the College of Technology asked if the proposed policy change should encourage students to go for an incomplete instead of a withdrawal. Associate Dean Moore agreed. Senator Florence W. Dore, associate professor in the Department of English, requested and received clarification that students can withdraw without documentation before the 10-week deadline. Senator Hipsman-Springer asked if this change affects reporting to Ohio Board of Regents. Associate Dean Moore said there would be no gain or loss.

Provost Gaston asked the members for a debate of merits. Senator Hipsman-Springer said she was against the proposal. Typically, at-risk-students don't withdraw until the last week. Now, with the requirement of dean's approval after the deadline, she thought that this new policy didn't seem to help the students.

With no more questions or debate, Associate Dean Moore moved for adoption of the policy revision, aggregating the two changes as one motion. College of Technology Dean Aminur R. (Raj) Chowdhury seconded the motion, which then went to a vote and passed.

Provost Gaston asked if there were any objections to moving on to item 17 before resuming with the next item. Hearing none, he asked Shirley J. Barton, executive dean of Regional Campuses, to introduce **Action Item 17: Establishment of the Bachelor of Professional Studies [BPS PSTU] degree program to be offered on all seven regional campuses. Proposal includes establishment of ITEC 37100 and 47100 as program requirements. Total credits to degree completion are 122-124.**

Executive Dean Barton said a recent survey showed over half a million adults in Northeast Ohio who have some college credit but no degree. She defined the program as multidisciplinary and multi-college, having a broad range for people seeking greater flexibility and wealth of knowledge. She then moved for approval of the program, which was second by Professor Stephen M. Zapytowski of the School of Theatre and Dance.

With the floor opened for questions, Daniele Finotello, acting dean of Research and Graduate Studies, asked if the proposal has to receive state approval. Executive Dean Barton replied that a Program Development Plan was approved by the Ohio Board of Regents, and the full proposal would go to OBR. Associate Professor Fitzsimmons asked who would be the degree-granting unit. Executive Dean Barton said that Regional Campuses would oversee the program, just as it oversees its current programs, including advising students, creating requirement sheets and reviewing catalog copy. Senator Stansbury questioned the nature of the Regional Campuses Curriculum Committee, and how one college can develop a multidisciplinary capstone course. Executive Dean Barton said the committee's name was created for lack of a better term, and the capstone, as well as the cornerstone, course is considered pedagogical in nature.

Dean James L. Gaudino of the College of Communication and Information asked if the degree-granting authority would come from Dean Barton and Regional Campuses as a whole, or from each campus administrator. Executive Dean Barton replied that the authority would be site-specific, campus-by-campus. Faculty Senate Chair Cheryl A. Casper, professor in the Department of Economics, requested the names of faculty members teaching the two new ITEC courses and a more-detailed content outline for both. Executive Dean Barton said that the two faculty members who developed the courses would teach them; later, other faculty members would be approved. Associate Dean Joanne M. Arhar of the College of Education, Health and Human Services read sections of the courses' syllabi. In response to Chair Casper's follow-up question about the vagaries of the cornerstone course [ITEC 47100], Executive Dean Barton said that the course is a culmination of experiences. A major project, research-based, would be on one or more concentrations that students want to develop. Regional Campuses would like to have representation from all colleges for the presentation part of the course.

Senator Stansbury asked if it is legal to prevent someone under age 25 to enroll. Executive Dean Barton said her office discussed it with Kent State's legal counsel, and the policy is not discriminating. However, they don't have a minimum age for this program.

At this time, Provost Gaston opened the floor to debate.

Among those voicing a negative view: Dean Chowdhury said this proposal is an encroachment to his college's undergraduate 2+2 Technology program, which is accredited and doing very well. Senator Stansbury said ITEC instructors who don't have the expertise to address the content are teaching the proposed program's courses. Interim Dean Jerry D. Feezel of the College of Arts and Sciences said he didn't hear anything today about the program that could not be accomplished by the established Bachelor of General Studies. He added that his College Curriculum Committee voted 16-1 against the proposal. Senator John A. Marino, associate professor in the College of Technology, said that with both the General Studies and Technology programs being relatively new, adding a similar program would confuse students at a time when it is difficult to promote new programs.

Dean David A. England of the College of Education, Health and Human Services said that beyond the issues of the degree itself, they also need to address a new governance structure for curricular review—one that hasn't been discussed by the Faculty Senate—and two courses that set a precedent. Senator Bruce J. Gunning, professor in the College of Technology, said that although the university needs something, he didn't think this was it. He said it was too much like the Technology program. Dean Gaudino said that should this proposal pass, the Regional Campuses Curriculum Committee would be authorized to suggest curricular changes directly to the EPC; this procedure would allow the degree program to be modified and faculty hired per site with no academic department coordination. He said he wasn't sure if that was a good thing or a bad thing, but it needed more discussion.

Among those voicing an affirmative view: Om P. Ahuja, associate professor of mathematics on the Geauga Campus, said that with over half a million potential students in Northeast Ohio, Kent State should have as many degree options as possible to serve the community. He believed that enrollment in the Professional Studies program should not hurt the Technology program. Dean Wanda E. Thomas of the Trumbull Campus said that with community colleges asking the state for authorization to offer completer degrees, there might be more competition for students.

Denise A. Seachrist, dean of academic student services on the Regional Campuses, said that Professional Studies, with its strong core component, is unique from General Studies, which is highly individualized and tailored to students' interests. Dean Betsy V. Boze of the Stark Campus said she saw this program as ideal for students who have a technical background but don't want a technology degree. For the Stark Campus, which shares its location with Stark State College of Technology, she saw this program as an excellent opportunity to gain students from Stark State.

Regarding the issues raised about the Regional Campuses Curriculum Committee, Executive Dean Barton said that both the Faculty Senate and the Board of Trustees reviewed and passed a nomenclature report, which discussed the committee. Faculty Senate Chair Casper said she didn't see this proposal generating a new governance structure—the curriculum committee is an ad hoc group created to fulfill a void to review the proposal if it went further. The governance issue is really whether this degree program would be housed in an administrative unit rather than an academic one.

Dean Seachrist wanted to clarify the site-specific and degree-granting authorization. She said the Physical Therapist Assistant Technology program is an example of a program with one curriculum and more than one campus granting degrees. It is not possible to have one campus change the degree and/or program content. Undergraduate Studies Dean Gary M. Padak said that students don't care about where the program/degree is housed. As someone who advises students, he didn't see any problems of encroachment.

Gregory Andrews, dean of the Tuscarawas Campus, said that his campus offers both the General Studies and Technology programs—at one time having the largest student enrollment of all campuses in Technology—and he does not feel that the proposed program is an encroachment. Associate Professor Edward F. Villella of the College of Technology on the Salem Campus agreed with Dean Andrews about there being no problem of encroachment.

Provost Gaston concluded the debate portion and proceeded to a vote by show of hands.
In favor: 7
Against: 21
The motion failed.

Provost Gaston then called upon Honors College Dean Andrews, as chair of the University Requirements Curriculum Committee, to introduce items 3 to 5. **Action Item 3: Revision and status confirmation of the following Liberal Education Requirements (LER) courses: ENG 21011 College Writing II, which requests prerequisite change to accommodate ENG 11011 or 11002; JUS 26704 Law and Society, which requests name change to Issues in Law and Society; PHY 13001 General College Physics I, PHY 13011 College Physics I and PHY 24001 Astronomy, which request change in mathematics prerequisite; PSYC 11762 General Psychology, PSYC 20651 Child Psychology and PSYC 21211 Psychology of Adjustment, which request change in description; GEOG 21062 Physical Geography, which requests LER status (basic sciences category) and change in description and credit-by-exam rule; GEOG 32061 Cultural Geography, which requests LER status (social sciences category), and changes to number title, description and credit-by-exam rule (new number and title are GEOG 22061 Human Geography); CS 10051 Introduction to Computer Science, which requests reinstated LER status (mathematics and critical reasoning category) and changes in description and activity type.** Dean Andrews moved for approval, which was second by Senator Thomas Janson, professor in the School of Music.

With no questions or debate, the motion went to a vote and passed unanimously.

Action Item 4: Establishment of diversity status for existing course ENG 21003 Introduction to LGBT Literature of the United States (domestic diversity). Dean Andrews said the URCC agreed that the course was a good addition to the diversity array and moved for approval, which was seconded by Professor Zapytowski. With no questions or debate, the motion went to a vote and passed unanimously.

Provost Gaston called for a five-minute recess. At 4:40 p.m., the meeting resumed.

Action Item 5: Revision and status confirmation of the writing-intensive courses ENG 31006 World Englishes and JUS 36703 Juvenile Delinquency, which request change in prerequisite. Dean Andrews said there were a few new changes to the courses' prerequisites not listed in the proposals [the changes are available for review in the Office of Curriculum Services]. He moved for approval, which was seconded by Interim Dean Feezel.

With no questions or debate, the motion passed unanimously.

Provost Gaston asked Dean Steven Fong of the College of Architecture and Environmental Design to introduce **Action Item 6: Establishment of an Architectural Studies [ARCS] major within the Bachelor of Arts [BA] degree program. Proposal includes establishment of eight ARCH courses for the program. Total credit hours to degree completion are 125.** Dean Fong described the program as a systematic introduction to architecture. Currently, there are three paths for students nationwide to achieve licensure: a five-year baccalaureate program, which Kent State offered until recently; a bachelor's/ master's program (4+2 years); and a first professional master's program, where student earn a non-professional undergraduate degree before enrolling into a three-year professional program. The latter path is gaining popularity. Dean Fong said the proposed program would be a seamless fit with a first professional master's program, and would address the need for skills in literacy, public relations and public processes. He then moved for adoption of the program, which was seconded by Dean Chowdhury.

Provost Gaston opened the floor for questions. Interim Dean Feezel asked and received assurance that electives in the program would allow for possibility of a minor, specifically the Urban Planning and Studies minor. Faculty Senate Chair Casper noted an error in the proposal regarding resources of a faculty coordinator [page 8, paragraph 7, line 4: "9 credit hour or 50 percent release time"]. The correct credit hours are 12. Executive Dean Barton asked if there was an external assessment of need for this program. Dean Fong said none had been done.

During the debate segment, Interim Dean Feezel said he supported the program; however, one new course [ARCH 30022 Urban Design and Urban Writing] needed to be reviewed further for encroachment issues by the Department of Geography. He requested to table that course. Provost Gaston approved an informal amendment to withdraw ARCH 30022 from the agenda.

Executive Dean Barton spoke against the proposal saying there had been no external analysis of demand, as required by the Ohio Board of Regents. She said that if it is important for associate and bachelor's degree programs to perform that analysis, it is even more important for a master's program to do it.

The motion went to a vote and passed.

Provost Gaston called Interim Dean Feezel to introduce items 7 to 9. **Action Item 7: Establishment of a Geographic Information Science [GIS] minor. Total credit hours to minor completion are 22.** Interim Dean Feezel said that geographic information science is a direction that geography has moved toward in the past few years, and asked his college's Assistant Dean Mary Ann Haley to explain further. She said that geographic information science is a growing aspect in geography with employers asking for students in this field. Courses are already established, and the minor is appropriate for students in other majors. Interim Dean Feezel made a motion for approval of the program, which was seconded by Professor Zapytowski.

With the floor opened for questions and debate, Senator Stansbury asked and received confirmation that the minor's name had not been brought to the School of Library and Information Science for encroachment. Senator Stansbury then said she could not approve the proposal, and thought this may have been a great opportunity to collaborate with her school. Dean Fong said that geographic information sciences, as in GIS mapping, is a very common term today in the same sense as information architecture. GIS mapping has become a basic tool for researchers in urban planning, and anything that identifies expertise in that area is something that his college would support. Steven N. Rugare, marketing associate for the Urban Design Center, agreed with Dean Fong and said Internet search tool Google uses GIS mapping. He predicted that everyone would use it in the next five years.

The motion went to a vote and passed.

Action Item 8: Revision of the Physics [PHY] major within the Bachelor of Arts [BA] and Bachelor of Science [BS] degree programs. Changes for the BA include adding PHY 12000, 36002, MATH 32051, 32052; removing PHY 45301, MATH 21001, 22005, 32044; and revising electives. Changes for the BS include revising core and option requirements and changing the name of the General Physics [FAB] option to Research [FAE] option. Total credit hours to degree completion increase, from 52-55 for the BA, and 85-88 for the BS. Interim Dean Feezel said the proposal is a result of a complete overhaul of the undergraduate physics program. He moved for approval, which was second by Acting Dean Finotello.

Faculty Senate Chair Casper asked why the proposal was considered an action item. Interim Dean Feezel replied that the revisions were substantial. Associate Dean Gayle L. Ormiston added that there were changes to the concentrations and overall credit hours.

The motion passed unanimously.

Action Item 9: Establishment of a combined BA/MPA degree program, which will allow students to apply 30 of their accumulated graduate hours toward the completion of the undergraduate degree requirements as well. Current university practice is to apply maximum 12 credit hours. Interim Dean Feezel said that members of his College Curriculum Committee expressed concern about the number of hours; however, the general sentiment was that the increase did make sense, and they approved the motion, 12-4. He then made a motion for adoption, which was seconded by Dean Padak.

During the question segment, Dean Andrews asked, if approved, when they would know the initiative is a success, and why did they choose that undergraduate program. Associate Professor Thomas A. Yantek in the Department of Political Science said the department would need four to five years to assess its success. He considered the public policy concentration within the BA in Political Science a good fit with the Master of Public Administration, helping to increase the notion of a government for the public good.

Faculty Senate Chair Casper asked if there had been any discussion by faculty or other groups regarding the credit issue at the graduate level. Acting Dean Finotello replied that he had had conversations with the Ohio Board of Regents and with Associate Professor Yantek. The prospect of applying 30 graduate hours to an undergraduate degree is fiscally bad—Kent State would loose state subsidy at both the undergraduate and graduate levels. Although he applauded the creativity of the proposal, he expressed concern that students in the combined program could make the jump from sophomore level to second-year graduate. There followed a discussion about whether having undergraduate students in graduate courses would denigrate the level of knowledge offered in these courses. Associate Professor Yantek disagreed, saying it would be a small group of strong undergraduate students in these graduate courses, and there would be no change to the courses' content and admission standards. Another discussion followed, regarding applicable and total credits for the program, leading to the stated possibility of students receiving both bachelor's and master's degrees in as little as four-and-a-half years. Associate Professor Yantek countered that although fiscal implications are a shift to lower subsidy, he saw higher enrollment and retention.

Dean Andrews reminded members that they were not voting on university policy, but on a trial run of one combined degree program with more applicable credits. Faculty Senate Casper said she would feel more comfortable if the proposal had been reviewed from a general policy perspective before being presented at the EPC. It opens the door for similar proposals, and there is no mechanism in place to look at it from a university point of view. By approving this, she said, "we're putting the cart in front of the horse."

Provost Gaston concluded the debate portion and proceeded to a vote by show of hands:
In favor: 9
Against: 18
The motion failed.

Provost Gaston called upon Dean Gaudino to introduce **Action Item 10: Establishment of five options to the Reporting/Editing [BAA] concentration of the Journalism and Mass Communication [JMC] major within the Master of Arts [MA] degree program. The five options are Broadcast [BBA], Convergence [BCA] Journalism Educators [BDA], Magazine [BEA] and Newspaper [BFA]. Total credit hours to program completion are unchanged.** Dean Gaudino said the revisions better align the degree sequence with the industry and with coursework and degrees that students are coming to Kent State to pursue. He then moved to adopt the proposal, which was seconded by Dean George E. Stevens of the College of Business Administration. With no questions or debate, the motion passed unanimously.

Provost Gaston asked Dean Laura Cox Dzurec of the College of Nursing to introduce the next three items. **Action Item 11: Establishment of Pediatric Nurse Practitioner [HAA] and Pediatric Clinical Nurse Specialist [HBA] concentrations within the Master of Nursing [MSN NURS] degree program. Proposal also includes establishment of NURS 61021, 61022, 61023, 61024 as requirements. Total credit hours to concentration completion are 39 for Pediatric Nurse Practitioner and 37 for Pediatric Clinical Nurse Specialist.** Dean Dzurec made a motion for approval, which was seconded by Professor Zapytowski. There were no questions; during debate, Acting Dean Finotello said he needed more time to review the proposal, as the new concentrations may need state approval.

The motion passed unanimously.

Action Item 12: Establishment of Family Nurse Practitioner [IAA] concentrations within the Master of Nursing [MSN NURS] degree program. Proposal also includes establishment of NURS 61021 and 61022 as requirements. Total credit hours to concentration completion are 52. Dzurec explained that family nurse practitioners are in demand nationwide because they can work in any region and deliver care "from cradle to grave." She moved to approve the motion, which was seconded by Professor Margaret A. (Peggy) Doheny of the College of Nursing.

Interim Dean Feezel asked about the credit difference between the Family Nurse Practitioner and the Pediatric Nurse Practitioner concentrations. Lecturer Scott W. Fleming in the College of Nursing replied that the Family Nurse Practitioner concentration comprise both the adult and pediatric curriculum, hence more credits.

With no debate, the motion went to a vote and passed unanimously.

Action Item 13: Establishment of a combined Bachelor of Science in Nursing [BSN] / Master of Nursing [MSN] degree program. Dean Dzurec made a motion for approval and said the proposal was a result of a severe shortage of master's degree recipients and, therefore, shortage of nursing faculty. Dean Chowdhury seconded the motion.

Interim Dean Feezel asked for the number of credit hours that can be double counted, and Acting Dean Finotello asked for the GPA requirements. Associate Professor Susan H. Taft of the College of Nursing said nine credit hours can be applied to both degrees, and the program follows university requirements and are fairly high, as detailed in the proposal.

With no debate, the motion went to a vote and passed unanimously.

Provost Gaston called upon Dean Chowdhury to introduce the next three items. **Action Item 14: Establishment of a Construction Management [CAA] concentration in the Technology [TECH] major within the Bachelor of Science [BS] degree program. Proposal includes establishment of 10 courses (TECH 21071, 22200, 31023, 31043, 31044, 32105, 41040, 41041, 42105, 42107) as requirements. Total credit hours to degree completion are 124.** He moved for approval, seconded by Senator Gunning, and introduced Instructor Joseph Karpinsky to answer questions.

Dean Andrews questioned the nature of a relationship between the program and the College of Architecture and Environmental Studies. Instructor Karpinsky said they met with that college to be assured of no encroachment, which Dean Fong confirmed. Dean Fong added that he saw potential for students going between the two colleges. His college had looked at mounting a similar program, but decided it was not in the position to adopt at this time. If, and when, the college did develop a program, it would use what the College of Technology has already established. Dean Gaudino asked if the new courses required more faculty members. After some discussion, the new courses were determined to have been special topics courses taught for several years.

Executive Dean Barton asked upon what analysis did they base anticipated enrollment of 60 students in the first year [proposal: page 2, paragraph 2, line 2]. Dean Chowdhury said it was from an assessment that Research, Planning and Institutional Effectiveness did on incoming students. Associate Provost Davis countered that the revenue projection done by RPIE was based upon a conservative enrollment projection of 20 students, not 60. She then asked about the proposed use of a laboratory currently used by the School of Art [proposal: page 3, line 11], and said there had not yet been a review of that resource. Provost Gaston said the motion could pass without that issue being recognized as a commitment at this time.

Following the question and debate, the motion went to a vote and passed.

Action Item 15: Establishment of a 2+2 Computer Technology [AFA] option in the Technology [TECH] major within the Bachelor of Science [BS] degree program. Total credit hours to degree completion are 121. Dean Chowdhury explained that courses for this option are already established. He moved for approval, which was second by Senator Marino. With no questions or debate, the motion passed unanimously.

Action Item 16: Establishment of a Computer Design and Animation [CDA] minor. Total credit hours to minor completion are 24. Dean Chowdhury said his college currently offers the discipline as a concentration and saw the minor as attractive for students in architecture, art and business, and as an opportunity for students wanting animation experience without switching majors. His motion for approval was seconded by Associate Professor Fitzsimmons.

The floor opened for questions. Interim Dean Feezel asked if the college checked with the Department of Computer Science regarding encroachment. Academic Program Director Kamal F. Bichara of the College of Technology on the Tuscarawas Campus replied that an e-mail inquiry was sent to the KASADA listserv; however, they did not receive any responses. He noted that the courses required for the minor are part of the established concentration. Senator Stansbury asked about encroachment issues with the School of Visual and Communication Design. Academic Program Director Bichara replied that the two serve different purposes and visions; they can exist separately.

During the debate segment, Senator Stansbury said the proposal did not exhibit due diligence and could have been an opportunity for the College of Technology to work with the School of Visual and Communication Design. Dean Gaudino said the potential for such a minor exists in the school or in the established Design minor. He argued that sending a note over the KASADA listserv is not the same thing as contacting the school's curriculum committee. Although he wasn't sure of encroachment, he considered it a clear violation of the curriculum process. Dean Fong said computation is pervasive throughout disciplines, and this program could reside in many units at Kent State.

Upon the conclusion of the debate, the motion was voted upon and failed.

Provost Gaston asked Executive Dean Barton to introduce **Action Item 18: Establishment of three concentrations in the Horticulture [HORT] major within the Associate of Applied Science [AAS] degree program. They are Urban Forestry [AAA], Landscape Design [BAA] and Turfgrass Management [CAA]. Other revisions are adding seven new HORT courses, removing BMRT 11006 and revising HORT16001 and 26020. Total credits to degree completion increase, from 66 to 69.** She explained that a new director was hired to update the program and moved for approval, which was approved by Dean Stevens. One question was asked concerning encroachment with biological sciences; Interim Dean Feezel assured that the department was in full agreement with the program's revisions.

With no more questions or debate, the motion went to a vote and passed unanimously.

Provost Gaston asked the members if they wished to request a motion to elevate any of the information or lesser items to be debated as an action item. There were no requests. Dean Gaudino made a request to schedule time for discussion of the proposed changes to the structure of the EPC. Acting Dean Finotello requested a motion to adjourn. Provost Gaston adjourned the meeting at 6:10 p.m.

Respectfully submitted,

Therese E. Tillett

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

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall 2007

DATE OF PREPARATION: 10/6/2006

Purpose of Proposal: New Program

Department: REGIONAL CAMPUSES

Requested Effective Term: 2007F

SIS Code or Brief ID of Program Affected by Action (e.g. A BS CHEM, WMST MNR, DTP CERT, etc.): BPS Bachelor of Professional Studies

Description of Proposal (please use upper case):

A COMPLETION DEGREE DESIGNED FOR ADULTS WHO ARE PLACE-BOUND AND WHO HAVE COMPLETE SOME COLLEGE COURSWORK, BUT HAVE NO DEGREE OR HAVE AN ASSOCIATE DEGREE THAT DOES NOT ARTICULATE WITH EXISTING BACCALAUREATE DEGREE PROGRAMS. DEGREE IS DESIGNED TO AUGMENT SKILLS WITH EMPLOYER-IDENTIFIED CORE COMPETENCIES NEEDED TO FUNCTION EFFECTIVELY AT THE PROFESSIONAL LEVEL IN THE WORKPLACE.

Describe Impact on Other Programs:

NO DISCERNABLE IMPACT ON OTHER PROGRAMS

Units Consulted (See guidelines for Instructions):

REGIONAL CAMPUS DEANS AND FACULTY, KENT CAMPUS DEANS, CHAIRS, DIRECTORS AND COMMUNITY.

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Signatures on reverse.
_____/_____/_____

College/School Dean: _____
_____/_____/_____

Vice Provost for Regional Campuses: Shirley J. Barton
10 / 13 / 06

Provost: _____
_____/_____/_____

Please print before leaving pag

Main Menu

BPS NEW PROGRAM
CAMPUS DEAN APPROVAL

Mrs. Susan Stocker, Dean, Ashtabula Campus	10/09/06 Date
Dr. Jeffrey Nolte, Dean, East Liverpool & Salem Campuses	10/9/06 Date
Dr. David Mohan, Dean, Geauga Campus	10/09/06 Date
Dr. Betsy Boze, Dean, Stark Campus	10/09/06 Date
Dr. Wanda Thomas, Dean, Trumbull Campus	10/13/06 Date
Dr. Gregg Andrews, Dean, Tuscarawas Campus	10/11/06 Date

CELEBRATE CENTENNIAL
KENT STATE
UNIVERSITY
1910·2010

Regional Campuses

Interdepartmental Correspondence

TO:: Educational Policies Council

FROM: Shirley J. Barton, Executive Dean, Regional Campuses S.B.

DATE: November 8, 2006

SUBJECT: Proposed Bachelor of Professional Studies

The proposal for the Bachelor of Professional Studies was heard at the October EPC meeting and after much discussion it was not passed. After reviewing the concerns expressed at that meeting with the Regional Campuses Faculty Advisory Council, the BPS Curriculum Committee, and the college and campus deans, we bring it forward now to share the following additional information at the November 20, 2006, EPC meeting:

- A summary of concerns/issues raised and respective responses is provided as an overview.
- The Proposal has been revised in certain sections in response to issues raised and suggestions made and to clarify and amplify other informational elements.
- Additional information about the content of the cornerstone/capstone courses, ITEC 37100 and ITEC 47100 is provided.

Since some of the EPC members at the October meeting were not able to access many of the documents for the agenda items, we are enclosing again for distribution the original supporting documents as well.

RECEIVED
NOV 13 2006
CURRICULUM SERVICES
PROVOST OFFICE

BACHELOR OF PROFESSIONAL STUDIES

Issues Update

At the initial EPC discussion of the Bachelor of Professional Studies proposal, three main issues of concern were introduced. In an effort to address these issues and to make appropriate changes, the Regional Campuses Ad Hoc Curriculum Committee and administrators have met with a number of individuals and groups. As a result of their counsel and suggestions, the following points are offered for your consideration.

Concern I

Two new courses have been developed for the BPS by the College of Education, Health, and Human Services. The ownership of these courses is in question, and the implementation of them is not clear.

Response

The intent of the BPS Ad Hoc Curriculum Committee was to have all professional studies courses composed of approved courses currently existing in the colleges of Kent State University. However, the Ohio Board of Regents requested that both a "Cornerstone" and a "Capstone" course be developed for the proposed BPS. Because of the pedagogical nature of these courses and the required e-portfolio, they were developed by the Instructional Technology (ITEC) department in the College of Education, Health and Human Services. The Department prepared all materials and submitted the courses for review by the college and EPC. With approval by EPC, the courses become part of the EHHS College; however, the use of a professional studies course designation for these courses has been suggested, and that possibility may be pursued later. The integration of the courses with the competencies will be the responsibility of an assigned BPS Coordinator and other faculty who teach the professional studies core courses.

The question was asked at EPC as to why The School of Library and Information Sciences was not considered to develop these courses, since information literacy is an integral part of that unit. The answer is that SLIS' program is a graduate program, and the BPS courses involve only the introductory and fundamental aspects of information literacy.

Concern II

The BPS is not needed because a BGS program and a BT 2+2 program exist. Either of these can meet the needs of the targeted populace. Furthermore, the BPS encroaches on these existing degrees.

Response

The BPS is distinctly different from both the BGS and the BT 2+2, and it will serve a unique group of adult students not served by either of these programs. Actually, when the Provost and Deans proposed a completion degree for adults during their retreat two years ago, both the BGS and BT 2+2 were viable programs. The implication then was, and the actuality now is, that there is a select population for whom neither the BGS nor BT 2+2 is the answer.

> The BPS is multidisciplinary and multi-college in nature. The outcomes of the program are clearly defined and the curriculum is designed to assure that specific measurable goals are achieved. Students may articulate to the program an entire associate degree program or develop a concentration. The professional studies core curriculum involves required courses from many colleges. These courses center on the development of competencies identified by employers as needed in workers they will hire for a future in which the only constant is change. Learning is outcomes-based, and portfolio development will provide measurement of the degree to which the outcomes are achieved.
>
> At present, the BGS is a varied individualized curriculum that is derived from the expressed need of an individual student and developed by him/her in cooperation with an advisor. In essence, the degree is created with each new enrollee. Rarely do two students in the BGS program pursue the same curriculum, and the outcomes of the course of study will differ with each student. There is no standard measure, save letter grades in courses, by which the student's particular achievement is validated.
>
> The BT 2+2 is designed primarily to permit a student to complete upper division technology courses. It is discipline specific, and therefore more narrow in scope than the BPS. It serves students who have completed an associate's degree in a technology field who want to pursue further study in a technology specialty.
>
> Regarding encroachment, we make the argument that none exists since no one particular discipline is involved in the BPS. In general, encroachment implies disciplinary redundancy. Although Dean Chowdhury has offered several times to house the BPS in the College of Technology, accepting his kind offer would negate the unique multidisciplinary advantage that is integral to the program.

And with a potential student body for all three of the programs of over a half-million adults with some college and no degree in this part of Ohio, a fear of competition among the programs seems unfounded.

Concern III

Since the BPS will not "belong" to a traditional college, its oversight by the Regional Campuses establishes a new way of handling academic programs.

Response

The concern itself suggests a misunderstanding of what is common practice in the University. Since the establishment of the regional campuses (over 40 years ago for the first) the right to grant degrees and oversee programs has been their prerogative. The Ohio Board of Regents grants site-specific authority to each regional campus to grant associate degrees and follows that policy for nontraditional degrees like the BPS. For example, the Board of Regents has approved degree oversight for Ohio University's adult completion degree in each regional campus in its system. Thus, **degree granting authority for the BPS will rest with each one of the seven regional campuses.**

Through the Provost, the Regional Campuses Office of Academic Affairs currently facilitates the academic work of the campuses and offers logistical support to all of them. Dealing with the BPS will be no different: the program will be offered by the seven regional campuses, each of which will grant the degree. Support, as necessary, will be offered by the Regional Campus Office staff. Responsibility for the academic content and approval of faculty to teach courses will continue to be with those academic departments/schools whose courses are included in the BPS curriculum.

Because of its multi-discipline, multi-college nature, the BPS is best maintained by the multi-discipline/multi-college nature of the faculty in the Regional Campuses who will be teaching the core of professional studies courses at all seven campuses. Operationally, these faculty will have curricular responsibilities for the degree and will be responsible, along with a BPS Coordinator, for ensuring the integration of the curriculum, making changes as necessary to keep its cutting edge currency, and assessing and evaluating its success. The faculty will meet for system-wide curriculum purposes, at which time consensus building for recommendations will take place before they are sent forward to the Educational Policies Council, after administrative review by the Regional Campuses Office of Academic Affairs. This process will be easily facilitated since a similar practice is already in place for Regional Campuses' associate degree programs and their faculty.

Curricular Committee – Attachment I

BACHELOR OF PROFESSIONAL STUDIES
PROPOSAL SUMMARY
(Revised for November 20, 20006 EPC Meeting)

TITLE

Bachelor of Professional Studies

SUBJECT SPECIFICATIONS

The Regional Campuses seek approval for a degree completion program, the Bachelor of Professional Studies (major code _____, pre-major code _____) with a major that features competencies validated by employers and which targets place-bound, time-bound students, primarily adults, who have successfully completed some college coursework or who have completed an associate degree. The intent is to offer the degree at each of the seven Regional Campuses.

BACKGROUND INFORMATION

Description of action, intended effect. The Regional Campuses are proposing this new degree to meet the higher education needs of adults, the fastest growing audience for higher education in our state and who represent a significant segment of Northeast Ohio's population, including the counties served by the Regional Campuses. Data from the recent census indicates that in the twelve counties served by the Regional Campuses there are over a half million adults aged 25+ who have completed some college work but have no degree. Further details regarding the needs of adult learners and the demand for this program can be found in the attached copy of the Program Development Plan (Attachment A) for this degree which was sent to the Ohio Board of Regents in November, 2005.

Conformity with Mission/Rationale. The proposed degree is fully in line with the mission of the Regional Campuses which is to meet the higher education needs of the communities they serve, including offering nontraditional baccalaureate degrees such as the Bachelor of Radiologic and Imaging Sciences which has been at the Salem Campus for several years. A few years ago Ohio University's Bachelor of Technical and Applied Studies, which is similar to the proposed Bachelor of Professional Studies, was approved. As of Fall semester, 2006, this degree is offered at Lorain Community College's University Center. The offering of the BPS degree also meets the objectives of the University's strategic plan: *encourage innovation in learning; focus on those we serve; engage with the world beyond our campuses; and build and sustain relationships that foster success.*

The purpose of the degree is to better accommodate an underserved, untapped external population and to serve as a retention tool for our own students/graduates. To accomplish those ends, in addition to attracting adult students who have attended other institutions, this degree

targets three categories of internal student markets: our own associate degree graduates of specified programs, former students, and current students. The reasons why these markets need to be addressed are as follows:

1. The Regional Campuses have a long history of providing programs that lead to associate degrees in many fields. In recent years, several Colleges have extended their baccalaureate degrees to the Regional Campuses, thereby providing full articulation opportunities for some of our place-bound, time-bound associate degree graduates. However, several associate degree programs still have no baccalaureate degree at the Regional Campuses to which they can fully articulate: (Horticulture Technology, Human Services Technology, Legal Assisting Technology, Occupational Therapy Assistant Technology, Physical Therapist Assistant Technology, ATS—Emergency Medical Services Technology, Veterinary Technology (effective Fall 2006).
2. In addition, several associate degree programs have selective admissions: Early Childhood Education, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, Radiologic Technology, Veterinary Technology (effective Fall 2006). Because of limited spaces available and the keen competition in most of these programs, many students with very good academic records are not admitted. As a result, those students who are not admitted to or who do not persist in these programs need a baccalaureate program to which they can apply the many credit hours they have accumulated while trying to meet the selective criteria or to progress in the program.
3. Another targeted group is the Regional Campus students who are Exploratory majors or who are enrolled but have not declared a major (None). According to data provided by the Office of Resource Planning and Institutional Effectiveness, the total of Regional Campus students 25+ years of age in these two categories in the Fall of 2005 was 1,003. By the 15th day of the Spring semester of 2006, 996 students remained in these categories. Clearly, these students could also benefit by having the Bachelor of Professional Studies as an option for their major.

Curriculum Rationale. Adult student and employer focus groups were conducted by the Office of Corporate and Community Services of the Stark Campus to provide direction for the development of this degree. The resulting information about competencies valued by employers, reinforced by research of pertinent literature, and about program delivery preferences of adult students helped shape this degree. A survey of 70 employers in the service areas of our Regional Campuses, conducted by the office of Research Planning and Institutional Effectiveness (RPIE), further validated the list of competencies. (Attachment B) As a result, the curriculum of the Bachelor of Professional Studies was developed in response to employers who have asked for a program that accommodates varied educational backgrounds, develops competencies that are needed for success in a variety of work settings, and offers major courses through attractive schedules (e.g., accelerated/weekend programming) and instructional modes (e.g., distance learning options) for time- and place-bound adults. Another important consideration is our recognition that if we are to remain the higher education leader in northeast Ohio, we must be more effective in providing quality programs that meet the needs of a changing market place.

In addition, the accommodation of accumulated earned credit and the articulation of most associate degree credits make the Bachelor of Professional Studies a retention tool that will help students avoid the "stop out" and "drop out" phenomenon that takes place when adults are unable to accomplish their goals within traditional programs.

Once the curriculum competencies were validated by employers, the next step was to link appropriate existing courses with those competencies. A competency/course matrix is provided in Attachment C. Only two new courses, which were suggested in feedback from the Ohio Board of Regents, a cornerstone and a capstone course, were developed for this degree. Because of the pedagogical nature of these courses, they were developed by the Instructional Technology (ITEC) department in the College of Education, Health and Human Services. However, the use of a professional studies course designator for these courses has been suggested and may be pursued later. The integration of these courses with the competencies will be the responsibility of the BPS Coordinator and other faculty who teach the professional studies core courses.

The cornerstone course serves to introduce students to researching and studying the competencies by engaging them in the development of their information literacy skills. It also helps them learn how to collect, create, develop, and maintain artifacts for competencies gained in each of the Professional Studies courses for an e-portfolio that will culminate and be evaluated in the capstone course in preparation for use in a job search or career development. The capstone course also focuses on the culminating synthesis of the targeted competencies as well as a major research project focused on selected competencies and a presentation/discussion of results.

Of the remaining 11 courses in the Professional Studies' 39 hour core, only three courses (CACM 32020, COMM 35600, HED 46052) are not currently taught at one or more regional campuses.

Curriculum Effects. This proposed degree will also expand enrollment in the LER courses, in associate degree courses, and in specific courses from a broad range of departments and colleges that make up the Professional Studies core. Chairs/directors of the departments of the courses used in the Professional Studies core were consulted individually about the use of the course(s) for the identified competency and are supportive of their courses being used in this degree. Documentation for these consultations is provided in Attachment D.

As a result of consultations with academic units, some questions were asked about two existing degrees, and we address them by providing the following rationale.

Although the Bachelor of General Studies permits students, including adults, to design their own individualized degree, this program does not: (1) provide for articulation of all or most of the credits earned in a completed associate degree, (2) offer a prescribed employer-validated, competency-based curriculum in courses in the major, (3) deliver courses in the major via accelerated scheduling options and in alternative instructional modes. The Bachelor of Professional Studies is designed to achieve all of these unique expectations/needs of adult students.

The Bachelor of Science in Technology degree successfully articulates the credits earned in most of the associate degrees in its College. However, it is not a good fit for associate degrees in other fields of study (horticulture, human services, allied health, etc.) and frequently does not appeal to associate degree graduates in other fields. The Bachelor of Professional Studies offers a non-technology option to those students.

It should be noted that when the college and campus deans in November, 2004, unanimously recommended that an adult completion degree be developed, both the BGS and the BS in Technology already existed. Thus, it is surprising to hear concerns about competition from these degrees' units now.

Also, the nontraditional, broad-based multidisciplinary nature of this new degree's curriculum discourages encroachment on existing traditional baccalaureate degrees. Although some students do opt to change their majors for a variety of reasons, associate degree graduates in the Regional Campuses tend to continue with their associate degree discipline into the baccalaureate degree. This point is illustrated by students in the College of Technology in that data supplied by RPIE indicates that graduates of the College's associate degrees in computer technology and the engineering technology programs tend to continue in their respective disciplines by enrolling in the Bachelor of Science in Technology. However, those with associate degrees in Accounting and Business Management Technology who continue into a bachelor's degree tend to do so via the Bachelor of Business Administration degree, which again demonstrates students' commitment to their original chosen discipline.

Effect on faculty/staff. The intent is to offer the degree at all seven regional campuses. By using current full-time and some department-approved part-time faculty to teach courses in the curricular framework, we will be able to stay within the budgetary considerations as they have been proposed in the 2006 Regional Campuses' priorities presentations. Increased enrollments due to this degree will be absorbed mainly through existing courses at the Regional Campuses. However, it is expected that over time the degree will have some impact on faculty needs, and each campus will need to assess independently the courses for which additional faculty are needed. In addition, we anticipate asking the Faculty Professional Development Center to offer workshops to train regional campus faculty in specific areas to qualify them to teach the cornerstone and capstone courses.

After appropriate orientation and training, student services (admission, advising, etc.) for this degree will be provided at the local campuses just as students in other Regional Campus degrees are served. However, we do anticipate the need for a faculty member to be given release time as the BPS Coordinator for coordination of the degree across the Regional Campuses system. Any other immediate fiscal impact of the program on staff is negligible. In time, as enrollment grows, there may be a need for additional services and expanded oversight functions. Increased tuition and subsidy as a result of program enrollment should more than cover these budget demands for any additional faculty and staff.

Regional Campus libraries will assess the needs of their respective campus collection as well as that of the University-wide collection to determine if additional materials may be needed to

support any of the Bachelor of Professional Studies core courses that are new to Regional Campuses.

Degree Authority/Oversight. Degree granting authority for the BPS will rest with each one of the seven regional campuses. The Ohio Board of Regents grants site-specific authority to each regional campus to grant associate degrees and follows that policy for nontraditional degrees like the BPS.

Responsibility for the academic content and approval of faculty to teach courses will continue to be with those academic departments/schools whose courses are included in the BPS curriculum.

It is proposed that each regional campus will have oversight responsibility for this degree. University Policy 3342-2-07-D-5 states that certain academic units such as the graduate council, honors college, and school of library science "**. . . and the regional campus councils shall function in a fashion parallel to the college curriculum committees.**" After consultation with their respective Faculty Councils, the Regional Campuses Faculty Advisory Council, composed of the faculty chairs of the seven Regional Campuses, acted according to this policy by appointing an ad hoc Curriculum Committee, comprised of one representative from each Regional Campus, to develop the Bachelor of Professional Studies curriculum. The members of the Committee have provided regular feedback to their respective Faculty Councils and the RCFAC throughout the development of the curriculum for this new degree.

The faculty leadership of the Regional Campuses believes that the Regional Campuses faculty should continue their oversight of this degree because they are primary stakeholders in the degree and are committed to its success and its competency- and outcomes-based curriculum. The BPS is a multi-discipline, multi-college degree and is best maintained by the multi-discipline/multi-college nature of the faculty in the Regional Campuses who will be teaching the core of professional studies courses at all seven campuses. Operationally, regional campus faculty who teach the Professional Studies core courses at each regional campus will have curricular responsibilities for the degree and will be responsible, along with the BPS Coordinator, for ensuring the integration of the curriculum. These faculty will then meet for system-wide curriculum purposes at which time consensus building for recommendations will take place before they are sent forward to the Educational Policies Council after administrative review by the Regional Campuses Office of Academic Affairs. This process will be easily facilitated since a similar practice is already in place for Regional Campuses' associate degree programs and their faculty.

In addition, the BPS is a multi-discipline, multi-college degree and is best maintained by the multi-discipline/multi-college nature of the faculty in the Regional Campuses Curriculum Committee because they are strong stakeholders in the degree and are committed to its success and its competency-based curriculum. Also, there is a concern that if the program were to be placed in one of the University's traditional colleges, it would over time lose its unique multi-disciplinary/multi-college and competency-based focus.

The degree oversight for Ohio University's adult completion degree referred to earlier, as approved by the Ohio Board of Regents, is with each regional campus. The Board of Regents supports the same oversight being instituted for the BPS at Kent State.

The Regional Campuses Academic Affairs Office would serve the Regional Campus system's needs by providing administrative support to the Regional Campuses for the BPS just as they do for other Regional Campus degrees by providing annual requirement sheets, advising materials, brochures, graduation clearance, curriculum proposal review, and other coordination activities.

ALTERNATIVES AND CONSEQUENCES

An alternative to establishing the BPS program is to do nothing to respond to the market pressures for such a nontraditional degree. This would give an even greater advantage to our local competitors and others in the state who are moving into our territory to establish similar programs for our adult population. If that occurs, we would fail in our mission to meet the needs of our constituencies.

Another alternative is to delay the start of the BPS program. This would give up our chance to be "first to market" in many counties and to pioneer an innovative approach to educating adults. If we don't act now, the Regional Campuses will lose more of their local market and will compromise their ability to meet the needs of their local communities.

Another alternative is to try to meet the needs of time- and place-bound adult students with existing degrees like the Bachelor of General Studies and the Bachelor of Science in Technology. Although effective for their intended audiences, as pointed out earlier in this document neither of these programs meets all the needs of the internal and external markets targeted by the BPS degree.

SPECIFIC RECOMMENDATION

The Educational Policy Council is asked to approve the establishment of a Bachelor of Professional Studies degree, granted by the Regional Campuses, to meet the needs of northeast Ohio's adult population who seek education that accommodates their time, place, and quality demands.

ACTIONS

ACTIONS REQUIRED:	DATE FOR ACCOMPLISHMENT:
EPC Review and Approval	November 20, 2006
Faculty Senate Review and Affirmation	December 4, 2006
Kent State University Board of Trustees	January 31, 2007
Submit to Ohio Board of Regents	February, 2007

Attachments: A, Plan to Develop A Proposal
B, RPIE Survey of Employers
C, Competency/Course Matrix
D, Consultations with Chairs/Directors

CATALOG COPY

BACHELOR OF PROFESSIONAL STUDIES

The Bachelor of Professional Studies is an adult completion degree offered through the Regional Campuses. It is designed to accommodate varied educational backgrounds, develop competencies needed for success in a variety of work settings, and offer major courses in schedules attractive to time- and place-bound adults.

This degree provides a blended, breadth of learning experience quite different from the traditional degree which provides depth within a discipline. ***Students who desire a major with depth in a specific discipline should consider a traditional degree.***

The Bachelor of Professional Studies requires a prescribed core of competency-based professional studies courses which bridge multiple disciplines in multiple colleges of learning. The competencies provided by this degree are ***civic engagement, computer literacy, critical thinking, diversity/internationalization, ethics, information literacy, leadership, oral and written communication, self-management, and statistical and algebraic thinking.*** Students are prepared to pursue the major courses by a cornerstone course which provides an overview of the competencies and equips students to establish an electronic portfolio to collect artifacts of their competency learning. A capstone course features a synthesizing of competencies studied, a research project, and finalization of the electronic portfolio for job search and career development purposes.

To receive a Bachelor of Professional Studies, a student must satisfy the 36-hour Liberal Education Requirements as indicated in this Catalog, the Diversity Requirements, and a minimum of 39 upper-division (junior- and senior-level) credit hours. The cumulative grade point average must be at least a 2.00 for all coursework taken at Kent State University and a grade of C (2.00) or better in each course completed in the Pre-Professional and Professional sections.

All baccalaureate students at Kent State University must complete a writing-intensive course in their major. For professional studies majors, COMM 35864, Organizational Communication, is the course designed to meet the Writing-Intensive Course Requirement.

NOTE: The AACSB accreditation standards prohibit non-business majors from taking more than 25 percent of their degree requirements in business courses. Therefore, no more than 32 semester credit hours in business courses may be counted toward stated degree requirements.

This program is available at all seven Regional Campuses: Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, and Tuscarawas.

I. US 10001, University Orientation **1**
II. Composition **6**
ENG 11011, College Writing I 3
ENG 21011, College Writing II 3
III. Math and Critical Reasoning **3-4**
Select one from MATH 11010, 11011, or 12001 3
IV. Humanities and Fine Arts **9**
Select 9 hours from the Liberal Education Requirements 9
V. Social Sciences **6**
PSYC 11762, General Psychology 3
SOC 12050, Introduction to Sociology 3
VI. Basic Sciences **6-7**
(must include lab requirement)
Select 6 hours from Liberal Education Requirements 6-7
VII. Additional Liberal Education Requirements **6**
COMM 15000, Introduction to Human Communication 3
PHIL 21001, Introduction to Ethics 3
VIII. Courses from the major in an Associate Degree program or a Concentration (selected in consultation with an advisor) **34**
IX-A. Pre-Professional Studies **12**
COMT 12000, Personal Productivity Software 3
Choose one of the following 3
BMRT 11000, Introduction to Business (3)
BUS 10123, Exploring Business (3)
Choose one of the following 3
COMT 11000, Introduction to Computer Systems (3)
M&IS 24053, Introduction to Computer Applications (3)
Choose one of the following 3
BMRT 11009, Introduction to Management Technology (3)
M&IS 24163, Principles of Management (3)
IX-B. Professional Studies Courses **39**
ITEC 37100, Introduction to Professional Studies 3
CACM 32020, Strategic Planning 3
COMM 35600, Communication in Teams 3
COMM 35852, Intercultural Communication 3
COMM 35864, Organizational Communication 3
ENG 30063, Business and Professional Writing 3
HED 46052, Stress: Recognition and Management 2
M&IS 34165, Dynamics of Leadership 3
MATH 30011, Basic Probability and Statistics 3
PSYC 31773, Industrial Psychology 3
SOC 32570, Inequality in Societies 3
TECH 36401, Applications of Tech. Management Software 3
ITEC 47100, Professional Studies Capstone 4

TOTAL 122-124

KENT STATE UNIVERSITY
REGIONAL CAMPUSES

Curricular Committee Attachment II
Program Requirement Sheet

Student Name: _____
Campus: _____

Bachelor of Professional Studies
2007-2008

LIBERAL EDUCATION REQUIREMENTS
(selected in consultation with an advisor)

1. US 10001 University Orientation 1 _____

2. Composition (6 hours)
   ENG 11011 College Writing I 3 _____
   ENG 21011 College Writing II 3 _____

3. Math and critical reasoning (3 hours) 3-4
   Select one from MATH 11010, 11011, OR 12001
   ____ ____ _____ ___ _____

4. Humanities and Fine Arts (9 hours)
   Select 9 hours from LER list;
   ____ ____ _____ ___ _____
   ____ ____ _____ ___ _____
   ____ ____ _____ ___ _____

5. Social Sciences (6 hours)
   PSYC 11762 General Psychology 3 _____
   SOC 12050 Intro. to Sociology 3 _____

6. Basic Sciences (6-7 hours; at least one laboratory course must be selected)
   Select 6-7 hours from LER list
   ____ ____ _____ ___ _____
   ____ ____ _____ ___ _____

7. Additional LERs (6 hours)
   COMM 15000 Intro. to Human Comm. 3 _____
   PHIL 21001 Intro. to Ethics 3 _____

Total LER Hours **37-39**

NOTES:

*Concentration as defined by the undergraduate catalog is a major area of study within the bachelor degree program usually encompassing several allied disciplines.

**A minimum of 51 semester hours of pre-professional and professional studies courses is required.

A minimum of 122 semester hours is required for graduation.

A cumulative grade point average of 2.00 is required for graduation.

A grade of C (2.00) or better in each course taken in the Professional Studies major (9A and 9B) is required for graduation.

☐ Domestic Diversity: _____

☐ Global Diversity: _____

☐ Writing Intensive: _____

8. Courses from the major in an Associate Degree program or a Concentration* (selected in consultation with an advisor)

Dept.	Course Number	Title	Credit Hours	Sem/ Yr Comp.	Grd. 0-4	Qlty. Pts.
			34			

9A. Pre-professional Studies Courses

COMT	12000	Personal Prod. Sftwr.	3			
Choose one of the following:			3			
BMRT	11000	Intro. to Business (3)				
BUS	10123	Exploring Business (3)				
Choose one of the following:			3			
COMT	11000	Intro. to Comp. Sys. (3)				
M&IS	24053	Intro. to Comp. App. (3)				
Choose one of the following:			3			
BMRT	11009	Intro. to Mgmt. Tech. (3)				
M&IS	24163	Principles of Mgmt. (3)				
			12			

9B. Professional Studies Courses

Dept.	Course Number	Title	Credit Hours	Sem/ Yr Comp.	Grd. 0-4	Qlty. Pts.
ITEC	37100	Intro. to Prof. Studies	3			
CACM	32020	Strategic Planning	3			
COMM	35600	Comm. In Teams	3			
COMM	35852	Intercultural Comm.	3			
COMM	35864	Organization. Comm.	3			
ENG	30063	Bus. & Prof. Writing	3			
HED	46052	Stress: Recog./Mgmt.	2			
M&IS	34165	Dynamics of Leadership	3			
MATH	30011	Basic Prob. & Stats.	3			
PSYC	31773	Industrial Psychology	3			
SOC	32570	Inequality in Societies	3			
TECH	36401	Applications of Tech. Management Software	3			
ITEC	47100	Prof. Studies Capstone	4			
			39			

Total Professional Studies Hours **51**** **GPA** ____

TOTAL REQUIREMENTS **122-124**

_____ _____
Student Signature Date

_____ _____
Adviser Signature Date

Issued by the Office of the Executive Dean, Regional Campuses

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 9/19/2006

Purpose of Proposal	New Course
Subject Area	ITEC
Course Number	37100
Course Title	Introduction to Professional Studies
Minimum Credit	3 Maximum Credit 3

Selected items are new

◉ Subject Area		◉	Activity Type
◉ Crs Number		◉	Cross-Listed/Slash
◉ Title		◉	Grade Rule
◉ Title Abbreviatio		◉	Credit By Exam
◉ Prerequisite	If applicable	○	Course Fee
◉ Credit Hours	If applicable	○	LER Status (G)
◉ Description	If applicable	○	WIC (W)
◉ CIP/HEGIS	If applicable	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

This course is part of a new Bachelor of Professional Studies program to be offered by the Regional Campuses. There are no negative impacts on any other programs, policies, or procedures.

Units Consulted (See guidelines for Instructions)

Regional Campuses

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean Arwilda Hamilton
09 / 20 / 06

College/School Dean Joanne Arhar
10 / 16 / 06

Vice Provost for Regional Campuses _____
___/___/___

Provost _____
___/___/___

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Main Menu

Basic Data Sheet - Page 1

Preparation Date 9/19/2006 4:42:44 PM **Requested Effective Year** 2007F

Course Title Introduction to Professional Studies

Subject Area ITEC **Course Numbe** 37100 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Intro Prof Studies **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LLB

Grade Rule U/~~P~~S

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level

CIP Code

Prerequisite (limit text to two lines)

~~Pre-Professional Studies Courses (12 hours)~~
COMT 12000; BMAT 11000; BUS 10123; COMT 11000 or MAIS 24053; BMAT 11009 or MAIS 24163.

Catalog Description (limit text to five lines)

The BPS cornerstone course provides an introduction to electronic portfolios, information literacy and BPS competencies via lectures, discussions, modeling, lab experiences, collaborative activities and the completion of a comprehensive project.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations

Electronic communication, initial electronic portfolio content, descriptions of competencies, investigative plan

Next Page

Basic Data Sheet - Page 2

Subject Area ITEC **Course Number** 37100

Instructor(s) Contributing to preparation Dr. Cindy Kovalik, Dr. Stephen Arnold

Instructor(s) Expected to teach this course ITEC and approved Regional Campus faculty

Content Outline

Total Hours ~~45~~ 60

Develop understanding of core competencies of the Bachelor of Professional Studies program 9 hrs
Develop knowledge of and skills in information literacy standards 18 hrs
Develop knowledge of computer software and design principles to develop electronic portfolio ~~18~~ 30 hrs
Demonstrate effective communication skills 3 hrs
TOTAL Hours ~~45~~ 100 hrs

Textbooks(s) used in this course

Goad, T. W. (2002). Information literacy and workplace performance. Westport, CT: Green Wood Publishing Group. ISBN: 1567204546

or instructor selected

Chair, Director, School Dean or Campus Dean

Main Menu

Proposal Summary

Proposal to establish a new course, ITEC 37100, Introduction to Professional Studies

Subject Specification:
This proposal intends to establish a new course, ITEC 37100, Introduction to Professional Studies, a required course in the new Bachelor of Professional Studies (BPS) program at the Regional Campuses.

Background Information:
ITEC 37100 has been developed at the request of the Executive Dean of the Regional Campuses as part of the new Bachelor of Professional Studies. ITEC 37100 focuses on information literacy skills (one of the ten core competencies in the BPS program), designing and developing an electronic portfolio, and having students learn basic information about the core competencies prior to taking associated course work in the nine other competency areas. This course, in conjunction with ITEC 47100, fulfills the coursework requirements for the core competency in information literacy.

Alternatives and Consequences:
Without this course, the BPS will lack the unity and cohesiveness that it is trying to achieve.

Specific Recommendation and Justification:
ITEC 37100, Introduction to Professional Studies is approved as a course in the BPS program at the Regional Campuses.

Timetable and Actions Required:
The BPS is scheduled to begin by Fall, 2007, thus this course need to be approved for inclusion in this program.

Transmittal Memo

A new course, ITEC 37100, Introduction to Professional Studies, has been developed at the request of the Executive Dean of the Regional Campuses, as part of a new baccalaureate program to be offered at the regional campuses. The new baccalaureate program is called the Bachelor of Professional Studies (BPS). The regional campuses have designed this program to meet the needs of local businesses and students. The BPS program focuses on ten core competencies that have been deemed necessary in today's knowledge-based workplace. These ten competencies were confirmed as key competencies by representative businesses located near the regional campuses through research conducted by Dr. Bruce Barrett, of the Office of Research, Planning, & Institutional Effectiveness.

Students admitted to the BPS program, must have a minimum of 30 successfully completed credit hours and a minimum 2.0 cumulative grade point average.

ITEC 37100 focuses on information literacy skills (one of the ten core competencies in the BPS program), designing and developing an electronic portfolio, and having students learn basic information about the core competencies prior to them taking associated course work in the nine other competency areas. This course, in conjunction with ITEC 47100, fulfill the coursework requirements for the core competency in information literacy.

Since ITEC 37100 will only be offered on the regional campuses, and it is a requirement for the BPS program, there is no effect on current ITEC course offerings.

ITEC or approved Regional Campus faculty need to teach this course.

There is no anticipated effect on other academic units.

Establish New Course: ITEC 37100, Introduction to Professional Studies

Data Sheet Information

Preparation date:	July, 2006
Requested Effective Year:	2007 Fall
Course Title:	Introduction to Professional Studies
Department:	Instructional Technology – ITEC
Course Number:	37100
Slash Course:	blank
Course Title Abbreviation:	Intro Prof Studies
KSU Type:	
Minimum credit	3
Maximum credit	3
Credit Connector	
Grade Rule	yes
Credit by Exam	no
Activity Type	
Course Fee	
OBR Program Code	undergraduate
OBR Course Level	undergraduate
OBR Department	undergraduate
CIP Code	
Prerequisite	Admission into Bachelor of Professional Studies program
Catalog Description	The BPS cornerstone course provides an introduction to electronic portfolios, information literacy, and BPS competencies via lectures, discussions, modeling, lab experiences, collaborative activities, and the completion of a comprehensive project.
Writing Expectations	Electronic communication, initial electronic portfolio content, descriptions of competencies, investigative plan
Instructor(s) expected to teach this course	ITEC and approved Regional Campus faculty
Instructor(s) contributing to preparation	Dr. Cindy Kovalik Dr. Stephen Arnold

Content Outline	
	Develop understanding of core competencies of the Bachelor of Professional Studies program — 9 hrs
	Develop knowledge of and skills in information literacy standards — 18 hrs
	Develop knowledge of computer software and design principles to develop electronic portfolio — 15 hrs
	Demonstrate effective communication skills — 3 hrs
	TOTAL Hours — 60 hrs
Textbook(s) used in this course	Goad, T. W. (2002). *Information literacy and workplace performance*. Westport, CT: Green Wood Publishing Group. ISBN: 1567204546 or instructor selected

ITEC 37100

Introduction to Professional Studies

Proposed weekly topics

Week	Topic	Topic detail
Week 1	Portfolio setup/design	• Electronic versus traditional portfolios • Purpose • Initiate and begin development
Week 2	Portfolio setup/design	• Design guidelines • Web editors
Week 3	Portfolio setup/design	• Web editors • FTP process • Print/digital images manipulation
Week 4	Portfolio thinking	• Portfolio strategies
Week 5	Information literacy	• General introduction to the five standards • Place the standards in the context of the course • Class discussion on the process of identifying how one knows how to o recognize when information is needed o develop a statement or hypothesis and related questions o find general information on the topic o refine or modify questions to make them manageable o determine key concepts and terms • Presentation on types and formats of sources of information to include o organization and access of information (e.g., library classification systems, indexes, tables of content, subject matter disciplines) o differences between formats (e.g., databases, websites, audio/visual media, books, multimedia) o purposes of differentt ypes of resources (e.g., popular press, scholarly journals, historical works, current information, primary versus secondary sources, ways to use information, proliferation of information) o using raw data from primary sources o where information is located (e.g., libraries, Internet, uses of interlibrary loan, where and how to obtain images, videos, audio o multiple languages o time commitment necessary to obtain needed

		information • Introduce assignment: Investigative plan Suggested activities and materials: 1. Walk through a specific scenario with students when discussing identifying an information need 2. Bring to class a variety of different types of information sources (books, journals, videos, pre-selected Internet sites) to provide examples for students 3. Culminate this topic with a discussion on feasibility. Possible questions to pose to students: There are so many possible sources of information, how do you make decisions on how much effort to expend to obtain the information you need? When do you know when to stop seeking information? What is realistic in terms of a particular place of employment?
Week 6	Information literacy	• Discussion on investigative methods and retrieval systems o Include methods such as ▪ Laboratory experiments ▪ Simulations ▪ Fieldwork ▪ Interviews o Benefits and drawbacks for different investigative methods o Explain organization of information retrieval systems (what's included, limitations) • Provide strategies for accessing and retrieving information o Research plan o Keywords, synonyms, related terms o Discipline-related vocabulary o Boolean operators, truncation, proximity, indexes o Commonalities of retrieval systems o Library organization o Institutional assistance (librarians, interlibrary loan, delivery services, research offices, professional organizations, experts) o Use of surveys, letters, interviews to retrieve primary information • Discuss need for revisions • Discuss strategies for managing information and sources including o How to get the information you need (e.g., copy/paste functions, photocopier, scanner, laboratory instruments) o Systems for organizing and storing the

		information o Formats for citation purposes (e.g., APA, MLA) Suggested activities and materials: 1. Place the information in the context of the investigative plan assignment 2. Have students complete parts of an investigative plan as the topics are discussed (can be small group activity) 3. Have students offer strategies that have been successful for them in accessing information 4. Do a vocabulary activity to show how a strong vocabulary can assist in identifying keywords/search terms
Week 7	Information literacy	• Provide students with methods and strategies for critically evaluating information and information sources o Ways to summarize and restate information (can include reading strategies) o Properly record quotations o Triangulation of data and information including ▪ Reliability ▪ Validity ▪ Accuracy ▪ Authority ▪ Timeliness ▪ Point of view (possible bias) o Ways to identify prejudice, deception, manipulation of data o Understanding the context within which information was created and interpreted o Strategies for understanding interrelationships among concepts o Ways to identify supporting evidence o Ways to hypothesize to next level (What's next? What's possible?) o Ways to analyze data with technology including ▪ Spreadsheets ▪ Databases ▪ Audio/video o Provide students with strategies to help them determine if the information satisfies the original information need ▪ Finding contradictions ▪ Drawing conclusions ▪ Testing initial theories/hypotheses ▪ Limitations of information ▪ Identifying supporting evidence Suggested activities and materials: 1. Provide handouts on various reading strategies

		(available from the Internet) 2. Provide triangulation exercise where information from two or more sources contradicts and students need to resolve the contradiction (can be small group activity) 3. Have students construct a concept map on a concept related to their profession to explore terminology/vocabulary 4. Have students participate in online discussions to decide if information provided on a topic satisfies an information need
Week 8	Information literacy	• Using the investigative plan as the context, provide students with strategies for completing the plan as it relates to the investigation of the core competencies o Organizational options o Use of prior knowledge and experiences o Manipulation of digital text, images, and data • Provide resources related to ethical, legal, and economic issues including o Privacy o Security o Free versus fee-based information o Censorship o Freedom of speech o Intellectual property o Copyright o Fair use of copyrighted material • Provide guidance on institutional policies o Netiquette o ID access o Integrity of resources o Plagiarism o Human subjects research • Documentation styles to cite sources Suggested activities and materials 1. Have students begin development of their investigative plan (can be small group activity or individual activity)
Week 9	Midterm Organization Research	• Research models • Interview process • Integrating information literacy and competency alignment • Presenting findings (portfolio and orally)
Week 10	Core Competencies	• Provide overview of the core competencies of critical thinking, ethics, and communication • Allow students to work on their investigative

		plan related to these competencies
Week 11	Core Competencies	• Provide overview of the core competencies of statistical and algebraic thinking, diversity, and computer literacy • Allow students to work on their investigative plan related to these competencies
Week 12	Core Competencies	• Provide overview of the core competencies of civic engagement, self-management, and leadership • Allow students to work on their investigative plan related to these competencies
Week 13	Student presentations	
Week 14	Students presentations	
Week 15	Portfolio review Looking ahead: BPS Capstone course	
Week 16	Final examination	

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F
DATE OF PREPARATION: 9/19/2006

Purpose of Proposal: New Course
Subject Area: ITEC
Course Number: 47100
Course Title: Professional Studies Capstone
Minimum Credit: 4 Maximum Credit: 4

Selected items are new

⦿ Subject Area		⦿	Activity Type
⦿ Crs Number		⦿	Cross-Listed/Slash
⦿ Title		⦿	Grade Rule
⦿ Title Abbreviatio		⦿	Credit By Exam
⦿ Prerequisite	If applicable	○	Course Fee
⦿ Credit Hours	If applicable	○	LER Status (G)
⦿ Description	If applicable	○	WIC (W)
⦿ CIP/HEGIS	If applicable	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: This course is part of the new Bachelors of Professional Studies to be offered by the Regional Campuses. There are no negative effects on other programs, policies, or procedures.

Units Consulted (See guidelines for Instructions): Regional Campuses

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Aurelia Hamilton
9 / 20 / 06

College/School Dean: Joanne Arbon
10 / 16 / 06

Vice Provost for Regional Campuses: _____
___ / ___ / ___

Provost: _____
___ / ___ / ___

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Main Menu

Basic Data Sheet - Page 1

Preparation Date 9/19/2006 4:33:06 PM **Requested Effective Year** 2007F

Course Title Professional Studies Capstone

Subject Area ITEC **Course Numbe** 47100 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev Prof Studies Capstone **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 4 **Maximum Credit** 4

Credit By Exam CBE-N **Activity Type** LLB

Grade Rule UP/S

Following three fields completed by the Provost's Office

OBR Program Code

OBR Course Level

CIP Code

Prerequisite (limit text to two lines)

ITEC 37100; Completion of at least 27 hours of Professional Studies courses; remaining Professional Studies courses may be taken as co-requisites.
Professional studies major and Senior Standing.

Catalog Description (limit text to five lines)

Culminating course for the Bachelor of Professional Studies program. Finalize professional electronic portfolio. Conduct research-based study using Information Literacy knowledge and skills.

For course revision, enter previous course title, number and credit.

Previous Course Title

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations

Finalize artifacts for inclusion in electronic portfolio, prepare research report/case study.

Next Page

Basic Data Sheet - Page 2

Subject Area ITEC **Course Number** 47100

Instructor(s) Contributing to preparation Dr. Cindy Kovalik, Dr. Stephen Arnold

Instructor(s) Expected to teach this course ITEC and approved Regional Campus faculty

Content Outline

Total Hours ~~60~~ 75

Finalize electronic portfolio ~~16 hrs~~ 15 hrs
Conduct research-based study ~~20 hrs~~ 30 hrs
Prepare research report ~~18 hrs~~ 15 hrs
Participate in classroom colloquium ~~6 hrs~~ 15 hrs
TOTAL Hours ~~60~~ 75 hrs

Textbooks(s) used in this course

Selected by instructor

Aurilda Hamilton

Chair, Director, School Dean or Campus Dean

Main Menu

Transmittal Memo

A new course, ITEC 47100, Professional Studies Capstone , has been developed at the request of the Executive Dean of the Regional Campuses, as part of a new baccalaureate program to be offered at the regional campuses. The new baccalaureate program is called the Bachelor of Professional Studies (BPS). The regional campuses have designed this program to meet the needs of local businesses and students. The BPS program focuses on ten core competencies that have been deemed necessary in today's knowledge-based workplace. These ten competencies were confirmed as key competencies by representative businesses located near the regional campuses through research conducted by Dr. Bruce Barrett, of the Office of Research, Planning, & Institutional Effectiveness.

Students admitted to the BPS program, must have a minimum of 30 successfully completed credit hours and a minimum 2.0 cumulative grade point average.

ITEC 47100 requires that students complete a substantial research project that integrates and builds connections to the knowledge and skills they have acquired throughout the BPS program. In addition, students will revisit the electronic portfolio that was begun in ITEC 37100, and prepare a professional electronic portfolio for their transition to employment. Students gain experience in professional presentation and peer review by participating in a colloquium.

Since ITEC 47100 will only be offered on the regional campuses, and it is a requirement for the BPS program, there is no effect on current ITEC course offerings.

ITEC or approved Regional Campus faculty need to teach this course.

There is no anticipated effect on other academic units.

Proposal Summary

Proposal to establish a new course, ITEC 47100, Professional Studies Capstone

Subject Specification:
This proposal intends to establish a new course, ITEC 47100, Professional Studies Capstone a required course in the new Bachelor of Professional Studies (BPS) program at the regional campuses.

Background and Information:
A new course, ITEC 47100, Professional Studies Capstone is proposed at the request of the Executive Dean of the Regional Campuses, as part of a new baccalaureate program to be offered at the regional campuses. The new baccalaureate program is called the Bachelor of Professional Studies (BPS). The regional campuses have designed this program to meet the needs of local businesses and students. The BPS program focuses on ten core competencies that have been deemed necessary in today's knowledge-based workplace. These ten competencies were confirmed as key competencies by representative businesses located near the regional campuses through research conducted by Dr. Bruce Barrett, of the Office of Research, Planning, & Institutional Effectiveness.

Students admitted to the BPS program, must have a minimum of 30 successfully completed credit hours and a minimum 2.0 cumulative grade point average.

ITEC 47100 requires that students complete a research project that integrates and builds connections to the knowledge and skills they have acquired throughout the BPS program. In addition, students will revisit the electronic portfolio that was begun in ITEC 37100, and prepare a professional electronic portfolio for their transition to employment. Students gain experience in professional presentation and peer review by participating in a colloquium.

Alternatives and Consequences:
Since the BPS program is new, there are no alternative courses that can fill the needs of the program. ITEC 47100 is targeted specifically for the BPS program, serving as the capstone course and providing pivotal skills students need as they transition to the workplace. Without this course, the BPS program will lack the unity and cohesiveness that the program is trying to achieve.

Specific Recommendation and Justification:
This proposal recommends that ITEC 47100, Professional Studies Capstone be approved as part of the new Bachelor of Professional Studies program on the campuses of Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, and Tuscarawas.

Timetable and Actions Required:
The BPS program is scheduled to begin by the Fall Semester, 2007, therefore, ITEC 47100 needs to be approved during the 2006 academic year.

Establish New Course: ITEC 47100, Professional Studies Capstone

Data Sheet Information

Preparation date:	July, 2006
Requested Effective Year:	2007 Fall
Course Title:	Professional Studies Capstone
Department:	Instructional Technology – ITEC
Course Number:	47100
Slash Course:	
Course Title Abbreviation:	Prof Studies Capstone
KSU Type:	
Minimum credit	4
Maximum credit	4
Credit Connector	
Grade Rule	yes
Credit by Exam	no
Activity Type	
Course Fee	
OBR Program Code	undergraduate
OBR Course Level	undergraduate
OBR Department	undergraduate
CIP Code	
Prerequisite	ITEC 37100
Catalog Description	Culminating course for the Bachelor of Professional Studies program. Finalize professional electronic portfolio. Conduct research-based study using Information Literacy knowledge and skills.
Writing Expectations	Finalize artifacts for inclusion in electronic portfolio, prepare research report/case study.
Instructor(s) expected to teach this course	ITEC and approved Regional Campus faculty
Instructor(s) contributing to preparation	Dr. Cindy Kovalik Dr. Stephen Arnold

Content Outline	Finalize electronic portfolio	15 hrs
	Conduct research-based study	30 hrs
	Prepare research report	15 hrs
	Participate in classroom colloquium	15 hrs
	TOTAL Hours	75 hrs
Textbook(s) used in this course	Selected by instructor	

Weekly Schedule

Schedule (*assignments/due dates subject to change)		
Week	**Topic**	**Assignment**
Week 1	Course Introduction Expectations Portfolio Review	
Week 2	Portfolio and BPS core competency review	
Week 3	Information literacy review Research designs	
Week 4	Portfolio work session	
Week 5	Portfolio work session	
Week 6	Discussion on Research projects	
Week 7	Research project work session	Research Plan
Week 8	Research project work session	
Week 9	Midterm – research status check with one-on-one consultation with instructor	
Week 10	Research project work session	
Week 11	Research project work session	
Week 12	Research project work session	
Week 13	Classroom colloquium	Electronic Portfolio Research project/report
Week 14	Classroom colloquium	Electronic Portfolio Research project/report
Week 15	Exit interviews	
Week 16	Final Examination	

Transmittal Memo Attachment 1

BPS Proposal

BPS CHRONOLOGY OF DEVELOPMENT

DATE	ACTION TAKEN
November 2004	Provost and VP for Regional Development hold retreat with College/RC Deans. One outcome: pursue an adult completion degree
December 10, 2004	BIS degree discussed at RCFAC
January 2005	Provost Gaston asked Dr. Horvath to lead development of the BIS degree
February 11, 2005	BIS degree discussed at RCFAC
April 8, 2005	Dr. Horvath gave update of BIS degree to RCFAC
June 18, 2005	RC deans respond to status report of BIS Committee, indicating its direction does not meet RC needs
June 29, 2005	Provost met with Dr. Barton; he requests that she lead the development of an adult completion degree for RCs
July 6, 2005	Provost and VP Book met with BIS Committee. Outcome: Committee will pursue assigned initiative; RC Baccalaureate degree completion program for adults to be addressed by Executive Dean Barton
July 14, 2005	Parameters for new BIS adult completion degree discussed with RC deans and Dr. Book
July 19, 2005	Drs. Barton, Dorsey, and Seachrist develop outline for PDP for BIS degree
July 20, 2005	Dr. Barton had phone conversation with Jane Fullerton, OBR ,about new degree concept
August 12, 2005	Dr. Barton met with BIS Committee to update them on the concept and progress of the RC adult completion degree
August 18, 2005	Dr. Barton met with Dorsey, David, Lane, Lindsay, Seachrist to discuss degree development, planning for focus groups
August 18, 2005	First draft of PDP discussed with RC deans, Provost Gaston and Dr. Book; feedback incorporated into Draft 2
August 22, 2005	BIS Committee, Provost, Dr. Book, and Dr. Barton met to review Committee's Report
August 26, 2005	Draft 2 shared with RCFAC. Requested names of RC faculty to help develop curriculum

August 30, 2005	Dr. Barton met with K. Baxter and staff, Lindsay, Dorsey, David to discuss parameters for focus groups
September 8, 2005	Dr. Seachrist met with Linda Williams, A&S, for clarification of any curricular concerns
September 9, 2005	Draft 2 revisited with RCFAC. Again requested names of RC faculty to develop curriculum
September 9, 2005	Dr. Seachrist met with Laura Davis and Gayle Ormiston for additional information from the November Retreat
September 15, 2005	Draft 2 shared with AAC for discussion
September 15, 2005	Draft 2 shared with RC Deans for further discussion
October 14, 2005	BIS discussed at RCFAC meeting with Provost Gaston and Dr. Book
October 17, 2005	Drs. Barton and Seachrist met w/Tom Dowd, Chair of Faculty Senate, regarding Faculty Senate need for information
October 20, 2005	AAC discussion of new RC degree and revision of BGS
November 1, 2005	Report on Focus Groups received
November 9, 2005	Drs. Barton and Seachrist met w/Faculty Senate Executive Committee to discuss Draft 4 which has name change to Bachelor of Professional Studies
November 15, 2005	Provost sent PDP for the BPS degree to OBR w/cover memo
November 18, 2005	Dr. Barton gave BPS degree update to RCFAC
December 9, 2005	Dr. Barton delivered charge to RC Curriculum Committee
January 16, 2006	Received email from OBR staff member providing feedback on PDP for BPS degree
January 20, 2006	RC Curriculum Committee Meeting
January 23, 2006	Dr. Barton, et al meeting w/Bruce Barrett to request employer survey for RC Curriculum Committee
February 7, 2006	RPIE mailed BPS Competency evaluation surveys to employers
February 8, 2006	Dr. Barton met with Dr. Dowd, Senate Chair, about the progress of the BPS Curriculum Committee
February 10, 2006	Dr. Barton gave BPS degree update to RCFAC
February 10, 2006	RC Curriculum Committee Meeting
February 17, 2006	RC Curriculum Committee Meeting
February 24, 2006	RC Curriculum Committee Meeting
March 3, 2006	RC Curriculum Committee meets with Dr. Barton
March 8, 2006	RC Deans provide feedback on BPS draft requirement sheet, etc.
March 9, 2006	Drs. Barton and Seachrist met with Chair of Faculty Senate
March 10, 2006	RCFAC, RC Curriculum Cmte, and RC Faculty Senators met with Drs. Barton and Seachrist to discuss BPS
March 10, 2006	Dr. Seachrist sends informational emails regarding BPS curriculum to: Don Bubenzer, Ron Corthell, Janis Crowther, David Dalton, John Logue, Felix Offodile, David Odell-Scott, Richard Serpe, Andrew Tonge, Will Ward and Stan Wearden

March 10, 2006	Dr. Seachrist receives favorable responses from Richard Serpe, David Dalton and Will Ward
March 13, 2006	Dr. Seachrist receives positive response from David Odell-Scott
March 13, 2006	Dr. Barton reports to Faculty Senate on BPS
March 14, 2006	Dr. Barton meets with A&A Deans for update on BPS
March 14, 2006	Dr. Seachrist receives positive response from Ron Corthell
March 15, 2006	Dr. Seachrist receives positive response from John Logue
March 17, 2006	Dr. Seachrist sends informational BPS email to Pat Coy, CACM coordinator
March 17, 2006	RC Curriculum Committee Meeting
March 20, 2006	Dr. Seachrist receives positive response from Don Bubenzer and Felix Offodile
March 22, 2006	BPS Curriculum discussed at AAC w/College and Campus Deans
April 6, 2006	Dr. Seachrist met with Patrick Coy and Jennifer Maxwell to discuss BPS Curriculum
April 7, 2006	Dr. Barton gave BPS degree update to RCFAC
April 7, 2006	RC Curriculum Committee Meeting
April 11, 2006	Dr. Barton sent informational BPS email to Awilda Hamilton, EHHS
April 17, 2006	Dr. Seachrist met with Stan Wearden to discuss BPS Curriculum
April 21, 2006	Drs. Barton and Seachrist meet with School of Technology Curriculum Committee to discuss BPS Curriculum
April 21, 2006	RC Curriculum Committee Meeting
April 26, 2006	Dr. Barton met with Awilda Hamilton and Chip Ingram to request ITEC develop two courses for the BPS
April 28, 2006	BPS presentation by Drs. Barton and Seachrist to College of Business Administrative Council
May 15, 2006	Dr. Barton gave BPS degree update to RCFAC
July 28, 2006	Dr. Seachrist met with Andrew Tonge, Mathematics, to discuss BPS Curriculum
September 14, 2006	BPS Discussion at AAC Meeting
September 15, 2006	Dr. Barton consulted with College of EHHS Curriculum Committee about BPS Curriculum
September 15, 2006	RC Curriculum Committee Meeting
September 19, 2006	Dr. Barton consulted with Jerry Feezel, A&S, about BPS curriculum
September 21, 2006	Dr. Barton consulted with Jim Gaudino, Communication & Info., about BPS curriculum
September 21, 2006	Dr. Barton consulted with George Stevens, College of Business, about BPS curriculum
September 21, 2006	Dr. Barton consulted with Raj Chowdhury, College of Technology, about BPS curriculum
September 22, 2006	Dr. Barton consulted with Larry Andrews, Honors, about BPS curriculum.

September 22, 2006	Dr. Barton consulted with Gary Padak, Undergraduate Studies, about BPS curriculum.
September 25, 2006	Dr. Barton consulted with Dean Dorsey, Continuing Studies, about BPS curriculum
September 26, 2006	Dr. Barton consulted with Dean Fong, Architecture, about BPS curriculum
September 27, 2006	Dr. Barton consulted with Dean Dzurec, Nursing, about BPS curriculum
September 27, 2006	Dr. Barton consulted with Tim Chandler, College of the Arts, about BPS curriculum
October 2, 2006	Dr. Barton consulted with the College of Business Curriculum Committee about BPS curriculum
October 5, 2006	Dr. Barton consulted with the College of Arts & Sciences Curriculum Committee about BPS curriculum
October 6, 2006	RC Curriculum Committee Meeting
October 11, 2006	Dr. Barton answered questions on the BPS curriculum from Trumbull Faculty Council via polycom
October 16, 2006	Dr. Barton consulted with Dan Finotello, RAGS, about BPS curriculum

10/10/06 PM 2:58 RCAD

KENT STATE
UNIVERSITY
ASHTABULA

October 5, 2006

Dr. Shirley Barton
Executive Dean for Regional Campuses
Kent State University
Lincoln Bldg.
Kent, OH 44242

Dear Dr. Barton,

We are writing to offer the Ashtabula Campus' support for the proposed Bachelor of Professional Studies (BPS). The Ashtabula Campus Faculty Council voted unanimously to support this degree program at their meeting on May 1, 2006. The latest draft of the BPS was shared with the Ashtabula Campus faculty recently and we received no negative feedback. In fact, the Ashtabula faculty continues to express their desire to see this degree program implemented.

Ashtabula City Manager, Anthony Cantagallo, recently reported there are 2,286 residents in Ashtabula City with some college but no degree. This is just the audience the BPS was intended for. We can only assume there are even greater numbers of Ashtabula county residents with some college but no degree. The BPS not only meets the needs of our place-bound/time-bound students, it also meets the needs of local employers.

We are confident this new degree will not in any way detract from our enrollments in the Bachelors of General Studies and the Bachelors of Science in Technology. Our Director of Enrollment Management, Kelly Sanford, supports this initiative as well. In her experience advising students, Kelly is well aware that for some students neither the non-traditional nature of the BGS nor the technical focus of the BST meet their needs. The BPS degree fills this gap.

Due to a medical leave, Marna Drum will not be able to continue as a member of the BPS curriculum committee. On Monday, October 2, the Ashtabula Campus Faculty Council elected Eric Brewer as our new representative.

We want to take this opportunity to recognize your leadership in developing this very timely and relevant degree program. If we can be of any further assistance, please contact us.

Sincerely,

Edward J. Murray and
Faculty Council Chair

Susan J. Stocker
Dean

EJM/SJS/sw

c. Eric Brewer
Marna Drum

3300 Lake Road West • Ashtabula, Ohio 44004
Phone: 440-964-3322 • Fax: 440-964-4269 • www.ashtabula.kent.edu

10/10/06 PM 4:16 RCA

KENT STATE UNIVERSITY
Geauga Campus

TO: **Dr. Shirley Barton, Executive Dean, Regional Campuses**

FROM: **Dr. David Mohan, Dean, Geauga Campus and Twinsburg Center**

DATE: **October 5, 2006**

SUBJECT: **Bachelor of Professional Studies (BPS)**

The faculty of the Geauga Campus and Twinsburg Center voted nine yes, one abstain, in support of the BPS degree being offered at Kent State University. Faculty endorsement of this new degree is due to the significant opportunity it would afford thousands of returning adult students who seek to complete a four year degree. Additionally, the Geauga Campus Advisory Board also endorses the establishment of the BPS. Economic growth was cited by key Board members in their strong support of this new degree. It is their belief that a more highly educated workforce is essential to sustain and expand industrial and business opportunities in our regional service area.

Recent data indicates that 90% of students who have attended the Geauga Campus maintain their residency within the State of Ohio. A significant number of students who attend the Geauga Campus and Twinsburg Center receive an associate degree and retain an interest in securing a bachelor's degree during their working career. To accommodate this growing number of students who require an entry point for further academic possibilities, the BPS provides a unique opportunity to maximize previous courses completed by applying them towards a four year degree.

Another important factor in support of the BPS is the realty that over 50% of students attending the Geauga Campus and Twinsburg Center work full time while attending classes. It is essential to provide educational opportunities close to their places of employment and residences. By providing the BPS at each of Kent's eight campus locations, plus the Twinsburg Center, students can work, return to classes, and complete a bachelor's degree to help them advance in their careers.

In summary, continuing students' academic success and furthering the state-wide initiative of economic growth are both achievable through providing new degree configurations such as Kent's proposed BPS. The long-standing commitment of higher education in Ohio to provide local access to university degree options has never been more necessary than it is today. The growing number of place and time-bound students seeking supportive avenues for career enhancement through university degree attainment is equally compelling. It is for these several reasons the Geauga Campus and Twinsburg Center faculty, staff and Advisory Board members support the adoption of the BPS degree.

KENT STATE.
UNIVERSITY
SALEM

October 9, 2006

Dr. Shirley J. Barton
Executive Dean for Regional Campuses
211 Lincoln Building
P.O. Box 5190
Kent, OH 44242-0001

Dear Dr. Barton:

I am pleased to write this letter of support in favor of the Bachelor of Professional Studies degree for the Kent State Regional Campuses. Please know that the Salem and East Liverpool Faculty Councils voted unanimously in support of this proposal.

In short, this degree will create new pathways for returning adult students with college credits to finish a bachelor's degree.

Currently, there is no mechanism within the University to accommodate this large student population. Ironically, area competition has figured this out and they are offering similar programs in our service area. To me, this is unacceptable.

I strongly encourage you to support this degree.

Sincerely,

Jeffrey L. Nolte
Dean

JLN/pg

2491 State Route 45 South • Salem, Ohio 44460
Phone: 330-332-0361 • Fax: 330-332-9256 • http://www.salem.kent.edu

KENT STATE

TRUMBULL

Memorandum

TO: Dr. Shirley Barton
Executive Dean

FROM: Wanda Thomas Wanda Thomas
Dean, Trumbull Campus

DATE: September 29, 2006

SUBJECT: Bachelor of Professional Studies degree

On September 26, 2006 the Trumbull Campus Faculty Council discussed the Bachelor of Professional Studies degree. The Council did not vote in favor of this degree. Both positive and negative comments were made about this degree. The negative concerns related to the impact on the College of Technology and the precedence that this degree would create since it would be housed in the regional campuses. Positive comments were about the need for such a degree and its impact on increasing enrollment of adult students. There were no issues with the curriculum.

I support the offering of this degree, since it addresses the need for increased access to higher education for the citizens of our region. Currently the Ohio Workforce Education and Training Council is working on recommendations that are to address ways to align Ohio's system of adult workforce education. Completer degrees have received much attention. In fact community colleges are asking for the authority to offer such degrees. Failure of universities to address this need may result in legislative action permitting these bachelor degrees to be offered by Ohio community and technical colleges. Our failure to act will further the belief that Ohio's state universities are not responsive to the needs of adults.

Addressing the lack of educational participation and success among adult learners is critical to Ohio's future economic growth and the well being of its citizens. Ohio's Department of Labor projections indicate that by 2010 employment requiring an associate's degree is expected to grow by 32 percent and those requiring a bachelor's degree will grow by 21 percent. For Ohio to compete in an economy based on knowledge and technology, increasing Ohioans over the age of 25 in the completion of associate and bachelor degrees is crucial. Yet a small percentage of the 1.5 million adults are returning to school. This has resulted in Ohio having an unemployment rate above the national average, new industries not selecting Ohio as a place to do business, and wages and income are falling for the working adults in Ohio. A step to increasing adult degree attainment is the Bachelor of Professional Studies, as well as, our Associate of Technical Studies, Bachelor of General Studies and Bachelor of Technology.

Some Trumbull faculty and others within the university have expressed concern over the encroachment of this degree on existing degrees. All degrees in some respects compete with all other degrees. It will be important to articulate the differences of this degree with other degrees. Proper advising and target marketing should help students to make the appropriate choice. Institutions who have this degree have not found that enrollments in other degrees have declined. I am confident that KSU also will find this to be true.

I strongly recommend that we approve this degree and continue to address the issues not related to the curriculum. The quality of the curriculum and the excellence of our faculty will provide the adults in northeast Ohio with an outstanding educational experience and greatly improve their competitiveness in this global society.

KENT STATE
UNIVERSITY
TUSCARAWAS

Office of the Dean

New Philadelphia, OH 44663

330-339-3391, Ext. 47423
330-339-5022 FAX

Date: October10, 2006

To: Dr. Shirley Barton

From: Dr. Gregg L. Andrews

Subject: ***Bachelor of Professional Studies Degree***

I am writing in response to your request of September 28, 2006 regarding the need for the approval of the Bachelor of Professional Studies Degree in the area served by the Regional Campuses, and specifically, by Kent State Tuscarawas.

As you are aware, there is a significant population in Northeast Ohio of individuals who have "some college, no degree." Further, of the 90,000 plus residents in Tuscarawas County over 9,000 have "some college, no degree" and over 61,000 are "age 25 plus." Clearly, there is a need for a degree program designed for adult students in our local area.

In recent years, we have seen increased recruitment and marketing activities from Malone College and Walsh University regarding their adult degree completion programs in our area. Ashland University has been offering undergraduate and graduate business classes, but not entire degree programs, in Tuscarawas County for the past several years.

I, therefore, personally support the development and approval of the BPS degree. Further, on September 11, 2006, the Kent State Tuscarawas Faculty Council voted unanimously to support the BPS Degree, as well.

GLA/cb

TO: Dr. Paul Gaston, Provost
Dr. Shirley Barton, Executive Dean for Regional Campuses
EPC and Faculty Senate

October 17, 2006

FROM: Betsy Boze, Dean, Stark Campus

SUBJECT: Bachelor of Professional Studies Degree

The proposed Bachelor of Professional Studies degree serves a unique and unmet need in Northeast Ohio. Because of the thousands of students that have coursework but not completed a baccalaureate degree, it is important to offer this to our region.

This degree does not conflict with other Kent degree offerings. For the Stark Campus, I envision clearly defined tracks allowing students to matriculate into the pathway that fits their personal and professional goals.

As the number of high school graduates will decline in Ohio in the near future, the adult student is important for the growth of Kent State Stark. Since the Stark Campus does not offer technical courses, we envision offering this degree primarily as an evening program to working adults that are graduates of our co-located campus, Stark State College of Technology.

Memorandum

Kent State University
Regional Campuses Curriculum Committee

To: Dr. Shirley Barton, Executive Dean for Regional Campuses

From: Regional Campuses Curriculum Committee (members below)[1]

Dr. Om Ahuja, Department of Mathematical Sciences, Geauga Campus
Mr. Eric Brewer, School of Music, Ashtabula Campus
Prof. Peter Dorff, College of Technology, Stark Campus
Ms. Marna Drum, Department of Justice Studies, Ashtabula Campus
Dr. Larry Froehlich, Teaching, Leadership, & Curriculum, Trumbull Campus
Dr. Joyce Heise, College of Nursing, East Liverpool Campus
Dr. John Jewell, Department of English, Tuscarawas Campus
Dr. Edward Villella, College of Technology, Salem Campus

Date: September 29, 2006

Subject: Bachelor of Professional Studies

In December of 2005, the Regional Campuses Curriculum Committee was charged with investigating an interdisciplinary bachelor's degree program to address the needs of the over 600,000 former college students in Northeast Ohio who have only an associate degree or, in even more instances, some college but no degree at all. These students represent an underserved population of time- and place-bound adults whose interests and workplace demands require innovative degree programs beyond those currently available to them.

The Committee took its initial direction from a focus group of employers in the counties served by our seven Regional Campuses, and that experience resulted in a list of the workplace competencies deemed most important by those employers. These findings were then compared to those gleaned from a focus group of adult students from the same counties. Still later, an RPIE survey of employers and an extensive review of the available literature on workplace competencies

[1] Dr. Joseph Altobelli, Department of Mathematical Sciences, Trumbull Campus, was a member of the Regional Campuses Curriculum Committee from December 9, 2005 to May 15, 2006.

corroborated what the Committee had learned from the two focus groups. The result is a degree program that meets not only the demands of employers but also the needs of adult students in our service area.

From the outset, the term *multi-disciplinary* directed the Committee's efforts. For instance, the Committee members themselves represent seven departments, four colleges, and seven campuses across the University. Further, the Committee sought, at every step, the advice and counsel of colleagues across the disciplines, and their work has therefore been acknowledged and supported by letters from all seven Regional Campus deans and an overwhelming majority of the Regional Campus faculty councils. Such interdisciplinary discussions are of course facile on the regional campuses, where members of diverse disciplines exist side by side in faculty offices and serve regularly on multi-disciplinary committees. For these same reasons, the Committee believes that curricular oversight for the degree needs to rest in the Regional Campuses, where the degree's cross-disciplinary foundation is a natural fit and where the Curriculum Committee can ensure, well into the future, the degree's original purpose.

As a result of this extensive interaction, the professional and pre-professional requirements of the degree program include courses from thirteen different existing departments and encompass skills and competencies from disciplines as diverse as Mathematics, Business, English, Instructional Technology, and Communication Studies. This breadth of knowledge, the Committee feels, is necessary to meet the expectations of a broad range of manufacturing and service-sector employers in Northeast Ohio.

After this long and arduous process, the Committee feels that this program is now ready for the University's curricular review process. We therefore submit this work to you, Dr. Barton, and ask that you initiate its passage through the several administrative procedures mandated by the Policy Register. The Committee believes that this will be a rigorous, respected degree that will ultimately benefit all constituencies—students, employers, and the University.

enclosures: Attachment I - Degree Proposal, Bachelor of Professional Studies
Attachment II - Requirement Sheet, Bachelor of Professional Studies
Attachment III - Catalog Copy, Bachelor of Professional Studies
Attachment IV - Advising Sheet, Bachelor of Professional Studies
Attachment V - Letters of Consultation, Regional Campus Faculty Chairs

Proposal Summary Attachment A

KENT STATE UNIVERSITY
REGIONAL CAMPUSES

BACHELOR OF PROFESSIONAL STUDIES
PROGRAM DEVELOPMENT PLAN

Designation, Rationale, Purpose, and Centrality to the University Mission

A. Designation. Kent State University is proposing a new degree program, the Bachelor of Professional Studies, a nontraditional degree to meet the higher education needs of adults, 25 years of age and older who are place-bound and who have completed some college coursework but have no degree or have an associate degree that does not articulate with a traditional baccalaureate degree. This degree will not duplicate any existing degree offered at the University or any nearby public institution in Northeast Ohio.

B. Rationale. Ohio's Commission on Higher Education & the Economy (CHEE) report[1] emphasizes the need for Ohio's citizens to attain baccalaureate degrees and to be proficient workers as business and industry seek to thrive in a knowledge-based economy. Seiber[2] writes that "Employers need self-motivated employees who can transition quickly, work well in temporary teams, constantly learn new technology and new skills, strive for continuous improvement, and succeed at reaching team-set goals." Based on data from the recent census, the 25+ age group in the twelve counties served by the Kent State University Regional Campuses numbers over a half million adults. This adult market is the fastest growing audience for higher education in our state. As reported at a College Board Conference in 1999[3], data from the National Center for Educational Statistics projected that 16 million students would be attending colleges and universities in 2010, over half of whom would be adults. The typical adult student goes to college in addition to doing other things—working full- or part-time, caring for children and/or other dependents. Because of external obligations, adult students are more likely to be responsive to the employment outcomes of college than are most other students. For them, going to college is more frequently a matter of economic need. Staying in college is both a function of their commitment and the perceived utility of their education for future employment and enhancement of their career options. Our data show that students who complete our Regional Campuses associate degrees, or "stop out," do not continue their education at other institutions[4]. Thus, we have a responsibility to provide these place-bound adults with an alternative baccalaureate pathway to achieve their educational goals. This new degree might better meet the needs of the 715 adult regional campus students (age 25+) who had not declared a major in Fall 2004 or the 650 still without a major in Spring 2005.[5]

C. Purpose Although over 40 percent of the students enrolled in the Kent State University Regional Campuses are age 21 or older, we know that we are not reaching the populations of (1) adult students who need a nontraditional degree with greater flexibility in delivery modes and accelerated course scheduling and (2) working adults whose organizations need a cohort of employees to complete a bachelor's degree with the flexibility to include an element of coursework that is tailored to the special needs of that cohort. We believe it is critical to offer a baccalaureate program that is *tailored* to the specific needs of adults with limited college experience, one that is nontraditional but prepares each

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[1] Building on Knowledge, Investing in People: Higher Education and the Future of Ohio's Economy, http://www.chee.ohio.gov.
[2] Sieber, Al, "Adult Students Need Resilient, Emotionally Intelligent Colleges", http://www.adultstudent.com/eds/articles/usinggei.html).
[3] Aslanian, Carol B. "College Students 2000: The Impact of Adult and Non-traditional Students on American Campuses," Conference, Washington, DC, December 6-7, 1999.
[4] Kent State University, "Mobility of Regional Campus Students" Office of Research, Planning, and Institutional Effectiveness, December 14, 2004.
[5] Kent State University, "15th Day Statistics" Office of Research, Planning, and Institutional Effectiveness, 2004-2005.

learner to work effectively in today's knowledge-based economy. The Bachelor of Professional Studies degree will be designed to accomplish that goal.

D. Mission. The Kent State University Regional Campuses are strategically located throughout northeast Ohio with a history of providing strong academic programs to place-bound students, and the System is in a distinctive position to meet the learning needs of the targeted adult population. This proposal aligns with the University's definition of an adult student as one who is 25 years old or older. Further, the degree we propose is fully in line with –in fact is central to– the University's current mission and the objectives of its strategic plan: *encourage innovation in learning; focus on those we serve; engage with the world beyond our campuses; and build and foster relationships that lead to success.*[6]

Curriculum Description

Research has shown that adult learners prosper under a system that provides flexibility, one that assures them choices. It is also important to adult students that the competencies gained in higher education align with those sought by employers. It is envisioned that students will select one of two pathways of study within the Bachelor of Professional Studies. One avenue will be a structured "major" that blends multiple disciplines but offers choices within some categories of the required coursework. The other pathway will be similar to the first except within the "major" will be an individualized concentration, self-designed by the learner in cooperation with an academic advisor, which is incorporated to assure that the student can achieve specified career goals that do not align with traditional baccalaureate degrees. Because adults are highly motivated, focused, and goal oriented, this ability to make choices is critically important. Whether a student wants to advance a career, earn a higher salary, or achieve personal goals, the Bachelor of Professional Studies curriculum will provide the opportunity for success. In addition, the individualized segment of the major will also benefit organizations who can design a concentration specific to the needs of a cohort of its student employees. The content of these two majors within the degree is still under development. A focus group of employers in the Regional Campuses' service areas is planned, in addition to a focus group of adult students. This input will help us complete the curriculum and better define and link the goals of students with the expectations of employers. In addition, we will seek input from the students regarding delivery preferences such as accelerated courses, online courses, etc.

Administrative Arrangements

Administratively, the Bachelor of Professional Studies degree is the responsibility of the University Provost, as are all of Kent State's academic programs. In order to serve all seven Regional Campuses, the program will be housed in the Regional Campuses Office of Academic Affairs (RCOAA). This arrangement is similar to that recently established for Ohio University's Bachelor of Technical and Applied Studies Degree. A recent restructuring of the Regional Campuses that partners the RCOAA with an Office of Regional Development (incorporating the College of Continuing Studies) makes this positioning a decided advantage for the program. Also, the Regional Campuses have a long history of working with adult students, and already have in place faculty and other resources (facilities, advising staff, tutoring, and other academic supports) available to assure the success of the program. Additionally, the Regional Campuses currently offer an Associate of Technical Studies degree that is an individualized approach to an associate degree. Thus, these campuses have years of experience in dealing with the individualized process and structure that will be incorporated in one of the majors of the Bachelor of Professional Studies. Finally, offering this degree through the Kent State University Regional Campuses fits within the OBR policy that has expanded the role of regional campuses in delivering baccalaureate degrees[7].

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[6] Kent State University Mission Statement and Strategic Plan, http://www.kent.edu/Administration/strateg_init/MissionStatement.cfm and http://www.kent.edu/Administration/strateg_init/StrategicPlan.cfm.

[7] OBR policy expanding role of RC baccalaureate degrees

Evidence of Need

The CHEE Report[1] emphasizes that compared to Ohio only 11 states have a smaller percentage of their populations who have earned baccalaureate degrees than does Ohio. Recommendation #2 of the Report is, "Increase the number and proportion of Ohioans who participate and succeed in higher education." It suggests that Ohio's future requires strategic investments that enhance colleges' and universities' capacity to educate more Ohioans, with enrollments up 30% by the year 2015.

Currently there is no other baccalaureate degree offered in the state that is like the Bachelor of Professional Studies. Although Malone College in Canton offers a Bachelor of Accelerated Studies[8], the focus of that program is business and, therefore, is much more limited in scope than is this proposal. The Malone program is also not affordable for most adult learners.

In discussing attrition of college students, Tinto[9] relates the mismatch or lack of fit between the needs, interests, and preferences of the individual and those of the institution. He says that withdrawal mirrors the person's decision that further attendance would not be in his/her own best interests. Designing the Bachelor of Professional Studies degree is KSU's deliberate attempt to reach these kinds of students and, as a result, turn "dropouts" into "stopouts" and ultimately degree completers.

Adults require alternative learning approaches and delivery systems if they are to succeed in the educational arena. A study conducted at Kent State University in 2000[10] emphasizes that at the time they enroll in courses, adult learners differ significantly from their younger counterparts. Myriad examples of these differences can be found in the literature centering on adult education. The degree program proposed here takes into account such influences as the "stop out" phenomenon, the need for flexibility and choices, and the support mechanisms that are necessary for persons who have multiple life roles.

Prospective Enrollment

Census data from the twelve counties served by the Kent State University campuses[11] show that 528,222 adults, 25 years of age and older who have some college credits but no degree, live in the area. This number is over 20% of the area's population. Our intent is to market the degree to these people as a "complete to compete" initiative. There is great potential for anticipated long-term enrollment in this degree. For the short-term it is realistic to project that even if each campus' target enrollment the first year was only 12 students, enrollment system-wide would be 84 students, which is well worth the effort of developing this new degree.

The Regional Campuses are already serving a number of adults with current programs. Data from Kent State's Office of Research, Planning and Institutional Effectiveness[12] indicate that of the 12,392 undergraduate students who were enrolled at Kent State University Regional Campuses in Fall 2004, 42 percent were age 25 and older – the average age of Freshmen was 23.3; Sophomores 26.9; Juniors 28.9; and Seniors 30.7.

Special Enrollment Efforts

In the twelve-county area that the Regional Campuses serve, large numbers of adults lack the educational preparation they need to compete in the new knowledge-based economy. Among these are women and minorities. Although we have a history of meeting the needs of women students--in Fall of 2004 the percentage of women to men students enrolled in Kent State University Regional Campuses was 64% to 36%--we will want

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[8] Malone College Bachelor of Accelerated Studies, http://www.mcmp@malone.edu.
[9] Tinto, Vincent, Leaving College: Rethinking the Causes and Cures of Student Attrition, The University of Chicago Press, Chicago, 2nd edition, 1993.
[10] McCullough, Gloria, et al, "Adult Learner Initiative at Kent State University", August 16, 2000.
[11] http://www.2005 DemographicsNow.com.
[12] Kent State University, FactBook, Office of Research, Planning, and Institutional Effectiveness. 2004-2005.

to continue to target women for the Bachelor of Professional Studies program. Also, we are committed to enhancing the educational opportunities and meeting the needs of minorities within our services area. Using the minority recruiters who are in place at each campus, we will focus on bringing in minority students who appear to be part of a population that would benefit from a different programming approach. The Diversity Committees of faculty, staff, and community members that exist at the campuses will be able to provide additional support for these efforts.

It is important to note that the Bachelor of Professional Studies is intended to appeal to nontraditional students. Although we do not want to detract from those programs with seamless articulation in a bachelor's degree in the primary discipline for which the associate degree prepared the student, the Bachelor of Professional Studies will accommodate those adult students with associate degrees who desire a change in discipline focus or employment direction or find no other bachelor's degree of interest. Since numerous research studies confirm that the greatest number of students drop out of college after the Freshman Year, we will require that students have accumulated a minimum of 30 semester hours of credit from a regionally-accredited institution with a 2.0 GPA to gain admission to the Bachelor of Professional Studies; and we will limit admissions to those who are age 25 or older. Students who do not meet these standards will be encouraged to take the needed course work to gain the hours and/or the GPA required. These admission standards were determined after extensive discussion among several advisory groups; they are also validated by two similar degrees offered by George Mason University in Virginia and the Bachelor of Science in Professional Studies offered by Widener University, all of which were identified in our research.

Faculty

We recognize that the establishment of a new degree program will have some impact on faculty needs. Therefore we anticipate that using current full-time faculty and perhaps some part-time faculty to teach the Bachelor of Professional Studies degree curriculum will meet our needs for at least the first three years. However, as enrollment in the Bachelor of Professional Studies over time impacts general enrollments, each campus will need to independently assess any additional faculty needs.

Need for Additional Facilities and Staff – Plan for Meeting Need

The current facilities at each of the campuses are adequate, and technology upgrades to support distance learning initiatives are ongoing. It may be necessary to consider delivery of the program at community-based sites. Because the Regional Campuses have a strong network of community partners, we expect that developing such sites will receive strong support . The student services staff at the Regional Campuses is adequate and experienced in meeting the needs of adult students. We anticipate the need to develop a comprehensive marketing plan for the program. Through the Vice President for Regional Development, we have access to skilled marketing staff who can develop such a plan. We receive support from the Kent State University Communication and Marketing unit, as well.

Projected Costs and Income

We do not anticipate that the costs of developing and implementing the Bachelor of Professional Studies will increase the normal projected budgets of the campuses and University. Our extensive libraries, computer resources, physical structures, and human resources will be sufficient to begin this program. In the future, there may be some additional central administrative support needed. However, overall, we anticipate that the projected income from tuition and SSI should support all costs.

Consultants and Advisory Committees for Development

In November 2004, Kent State's College and Regional Campus Deans took part in a retreat that was chaired by the Provost and Vice President for Regional Development. One outcome of the deliberations and discussions at the retreat was the need for a degree that targeted an adult audience. An Advisory Committee was created in

which all Colleges and Regional Campuses were represented. The Committee has worked through the Spring and Summer of 2005 to provide advice for the proposal that is now submitted. Consultative data was provided by Eduventures, Inc., which reported on research with adult learners in Northeast Ohio. Also, recent needs assessments of the Columbiana, and Trumbull Counties communities that were conducted by the Stark Campus Office of Corporate and Community Services yielded rich data to support the Bachelor of Professional Studies initiative[13]. The Kent State report discussed earlier[10] focused on an adult learner initiative that bridged the University's strategic plans of 2000 and 2004; this report provided essential data for understanding the needs of adult learners at Kent State. Furthermore, we plan to conduct two focus groups as previously described in this proposal's curriculum section.

Closing

If Ohio is to improve the baccalaureate degree attainment profile of its citizens and to provide the educated workforce needed by business and industry in this state, those of us in higher education must develop alternative nontraditional bachelor degrees that are a better match for the needs of place-bound adult learners as well as our employers. In the last five years, Mississippi has increased its enrollment of nontraditional students by 17.8 percent through creative programming especially for adults. We believe that the proposed Bachelor of Professional Studies is our first step in making something similar occur in Ohio by our becoming a better matchmaker in meeting the needs of experienced adult students and employers.

[13] Office of Corporate and Community Services, Kent State University Stark Campus. "Needs Analyses Conducted for Kent State University: Columbiana County Campuses, January 2003; and Trumbull Campus, September 2004

Proposal Summary Attachment B
BPS Proposal

EMPLOYER VALIDATION OF COMPETENCIES

BACHELOR OF PROFESSIONAL STUDIES DEGREE

Bruce Barrett, Ph.D.
Research, Planning and Institutional Effectiveness

March, 2006

Study of potential employers of BPS program graduates
Basic descriptive statistics for numerically coded items (Q1 - Q17)
Competencies are listed in descending order of importance to employers
(Scale: 1 = "Mandatory," 2 = "Useful," 3 = "Not that important," 4 = "Unimportant")

Run 03.08.06

NOTE: Ties are listed in alphabetical order, by the name of the competence

Descriptive Statistics

	N	Minimum	Maximum	Mean	Rank
Q2 Importance of oral communication to the curriculum	36	1.00	2.00	1.0556	1st
Q8 Importance of judgement and decision-making to the curriculum	36	1.00	2.00	1.0833	2nd
Q1 Importance of written communication to the curriculuim	36	1.00	2.00	1.1111	3rd (Tie)
Q11 Importance of ethics to the curriculum	36	1.00	2.00	1.1111	3rd (Tie)
Q3 Importance of listening to the curriculum	36	1.00	2.00	1.1389	5th (Tie)
Q16 Importance of interpersonal skills to the curriculum	36	1.00	2.00	1.1389	5th (Tie)
Q4 Importance of critical thinking to the curriculum	36	1.00	2.00	1.1667	7th
Q12 Importance of computer skills to the curriculum	36	1.00	2.00	1.2222	8th
Q9 Importance of professionalism to the curriculum	36	1.00	2.00	1.2500	9th
Q6 Importance of numerical understanding to the curriculum	36	1.00	3.00	1.4167	10th
Q17 Importance of anticipating and managing change to the curriculum	36	1.00	3.00	1.4722	11th
Q5 Importance of understanding and applying external knowledge to the curriculum	36	1.00	3.00	1.5278	12th
Q15 Importance of team building to the curriculum	36	1.00	3.00	1.5556	13th
Q14 Importance of leadership to the curriculum	36	1.00	3.00	1.6111	14th
Q7 Importance of creativity to the curriculum	36	1.00	3.00	1.7222	15th
Q13 Importance of basic economic knowledge to the curriculum	36	1.00	3.00	1.8056	16th
Q10 Importance of civic engagement and responsibility to the curriculum	36	1.00	3.00	1.8611	17th
Valid N (listwise)	36				

Study of potential employers of BPS program graduates:
Summary table for item frequencies that reflect "competencies"

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
Mandatory	32	34	31	30	19	22	11	33	27	7	32	28	10	16	18	31	20
Useful	4	2	5	6	15	13	24	3	9	27	4	8	23	18	16	5	15
Not that Important	0	0	0	0	2	1	1	0	0	2	0	0	3	2	2	0	1
Unimportant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table run 03.08.06

Study of potential employers of BPS program graduates
Frequency tables for all survey items

Run 03.08.06

NOTE 1: Seventy-one (71) employers were surveyed; thirty-six employers responded as of 3.08.06, a response rate of 51%.

NOTE 2: "Frequencies" and all other data on the following tables represent information from employers who responded to the survey.

NOTE 3: Each table illustrating employer contact information is independent of the others, and data on each of these tables is arranged alphabetically.

NOTE 4: "Missing system" = individuals who responded to the survey but did not respond to an individual item on the survey.

NOTE 5: To interpret response percentages of tables including non-respondents, use the "percent" column. To interpret response percentages for tables excluding item non-respondents, use the "valid percent" column.

NOTE 6: For many of the "yes/no" items at the end of the survey, some respondents wrote in the word, "perhaps," which was not an option choice on the printed survey.

Campus "area" in which the organization is located

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ashtabula	3	8.3	8.3	8.3
	East Liverpool	7	19.4	19.4	27.8
	Geauga	5	13.9	13.9	41.7
	Salem	5	13.9	13.9	55.6
	Stark	5	13.9	13.9	69.4
	Trumbull	4	11.1	11.1	80.6
	TU	7	19.4	19.4	100.0
	Total	36	100.0	100.0	

Title of person completing the survey

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	27.8	27.8	27.8
	Asst. HR Manager	1	2.8	2.8	30.6
	CEO	2	5.6	5.6	36.1
	COO	1	2.8	2.8	38.9
	Dir of Career Enhancement	1	2.8	2.8	41.7
	Director	2	5.6	5.6	47.2
	Director, Executive & Mgmt HR	1	2.8	2.8	50.0
	Exec. Assistant & HR	1	2.8	2.8	52.8
	HR Director	3	8.3	8.3	61.1
	Human Resources	3	8.3	8.3	69.4
	Human Resources Department	1	2.8	2.8	72.2
	Plant Manager	1	2.8	2.8	75.0
	President	3	8.3	8.3	83.3
	President & CEO	1	2.8	2.8	86.1
	President & COO	1	2.8	2.8	88.9
	Principal	1	2.8	2.8	91.7
	Secretary/Treasurer	1	2.8	2.8	94.4
	Sr. Vice President	1	2.8	2.8	97.2
	Training	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Organizational affiliation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ARE, Inc.	1	2.8	2.8	2.8
	Ashtabula County Dept. of Job & Family Services	1	2.8	2.8	5.6
	Ashtabula County Mental Health Board	1	2.8	2.8	8.3
	Aultman Hospital	1	2.8	2.8	11.1
	Calcutta Health Care	1	2.8	2.8	13.9
	Chardon Rubber	1	2.8	2.8	16.7
	Coastal Pet Products	1	2.8	2.8	19.4
	Columbiana County Jobs and Family Services	1	2.8	2.8	22.2
	Columbiana County Onestop	1	2.8	2.8	25.0
	Community Action Agency	1	2.8	2.8	27.8
	Community Action Agency of Columbiana County	1	2.8	2.8	30.6
	Dover Chemical Corporation	1	2.8	2.8	33.3
	E.J. Rossi and Company	1	2.8	2.8	36.1
	East Liverpool City Hospital	1	2.8	2.8	38.9
	East Liverpool Convalescent Center	1	2.8	2.8	41.7
	First National Bank of Dennison	1	2.8	2.8	44.4
	First Place Bank	1	2.8	2.8	47.2
	Gold Key Processing	1	2.8	2.8	50.0
	Greater Warren Community Federal Credit Union	1	2.8	2.8	52.8
	Gregory Industries	1	2.8	2.8	55.6
	Hill International	1	2.8	2.8	58.3
	Holander House, Ltd.	1	2.8	2.8	61.1
	March Industries, Inc.	1	2.8	2.8	63.9
	Marlite	1	2.8	2.8	66.7
	Progressive Foam Technologies	1	2.8	2.8	69.4
	R&J Cylinder and Machine, Inc.	1	2.8	2.8	72.2
	Sajar Plastics, Inc.	1	2.8	2.8	75.0
	Salem Community Hospital	1	2.8	2.8	77.8
	Shepherd of the Valley Lutheran Retirement Svcs	1	2.8	2.8	80.6
	SOS, Inc.	1	2.8	2.8	83.3
	The Frank Agency	1	2.8	2.8	86.1
	Thomas Steel Strip Corp	1	2.8	2.8	88.9
	Tusco Display	1	2.8	2.8	91.7
	Von Roll/WTI	1	2.8	2.8	94.4
	Westfield Group	1	2.8	2.8	97.2
	Young & Merrill Insurance	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

City in which the organization is located

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Alliance	1	2.8	2.8	2.8
	Ashtabula	3	8.3	8.3	11.1
	Austintown	1	2.8	2.8	13.9
	Beach City	1	2.8	2.8	16.7
	Boardman	1	2.8	2.8	19.4
	Canton	2	5.6	5.6	25.0
	Chardon	2	5.6	5.6	30.6
	Dennison	1	2.8	2.8	33.3
	Dover	3	8.3	8.3	41.7
	E. Liverpool	1	2.8	2.8	44.4
	East Liverpool	4	11.1	11.1	55.6
	Gnadenhutten	1	2.8	2.8	58.3
	Lisbon	3	8.3	8.3	66.7
	Massillon	1	2.8	2.8	69.4
	Middlefield	3	8.3	8.3	77.8
	New Philadelphia	1	2.8	2.8	80.6
	Salem	3	8.3	8.3	88.9
	Warren	2	5.6	5.6	94.4
	Westfield Center	1	2.8	2.8	97.2
	Youngstown	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Q1 Importance of written communication to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	32	88.9	88.9	88.9
	Useful	4	11.1	11.1	100.0
	Total	36	100.0	100.0	

Q2 Importance of oral communication to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	34	94.4	94.4	94.4
	Useful	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

Q3 Importance of listening to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	31	86.1	86.1	86.1
	Useful	5	13.9	13.9	100.0
	Total	36	100.0	100.0	

Q4 Importance of critical thinking to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	30	83.3	83.3	83.3
	Useful	6	16.7	16.7	100.0
	Total	36	100.0	100.0	

Q5 Importance of understanding and applying external knowledge to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	19	52.8	52.8	52.8
	Useful	15	41.7	41.7	94.4
	Not that important	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

Q6 Importance of numerical understanding to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	22	61.1	61.1	61.1
	Useful	13	36.1	36.1	97.2
	Not that important	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Q7 Importance of creativity to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	11	30.6	30.6	30.6
	Useful	24	66.7	66.7	97.2
	Not that important	1	2.8	2.8	100.0
	Total	36	100.0	100:0	

Q8 Importance of judgement and decision-making to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	33	91.7	91.7	91.7
	Useful	3	8.3	8.3	100.0
	Total	36	100.0	100.0	

Q9 Importance of professionalism to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	27	75.0	75.0	75.0
	Useful	9	25.0	25.0	100.0
	Total	36	100.0	100.0	

Q10 Importance of civic engagement and responsibility to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	7	19.4	19.4	19.4
	Useful	27	75.0	75.0	94.4
	Not that important	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

Q11 Importance of ethics to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	32	88.9	88.9	88.9
	Useful	4	11.1	11.1	100.0
	Total	36	100.0	100.0	

Q12 Importance of computer skills to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	28	77.8	77.8	77.8
	Useful	8	22.2	22.2	100.0
	Total	36	100.0	100.0	

Q13 Importance of basic economic knowledge to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	10	27.8	27.8	27.8
	Useful	23	63.9	63.9	91.7
	Not that important	3	8.3	8.3	100.0
	Total	36	100.0	100.0	

Q14 Importance of leadership to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	16	44.4	44.4	44.4
	Useful	18	50.0	50.0	94.4
	Not that important	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

Q15 Importance of team building to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	18	50.0	50.0	50.0
	Useful	16	44.4	44.4	94.4
	Not that important	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

Q16 Importance of interpersonal skills to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	31	86.1	86.1	86.1
	Useful	5	13.9	13.9	100.0
	Total	36	100.0	100.0	

Q17 Importance of anticipating and managing change to the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory, a must have	20	55.6	55.6	55.6
	Useful	15	41.7	41.7	97.2
	Not that important	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Q18 Would you be supportive of/recommend a degree program with a curric. that develops above competencies in grads?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Perhaps	1	2.8	2.8	2.8
	Yes	35	97.2	97.2	100.0
	Total	36	100.0	100.0	

Q19 Would you hire a person who posessed the above competencies, if you were in a position to do so?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	2.8	2.8	2.8
	Perhaps	1	2.8	2.8	5.6
	Yes	34	94.4	94.4	100.0
	Total	36	100.0	100.0	

Q20 If you would not hire someone with these compentencies, why not?

		Frequency
Valid		32
	I'd rather see these students directed toward a specific skilled degree, not a general degree. It's a tough job market, they need real skills or knowledge in a specific area of expertise.	1
	Keep in mind that for us these are basic skills we require. We also need people with a strong insurance background.	1
	Most of my staff must be licensed or certified as health professionals.	1
	No requirements generally for the background - very broad.	1
	Total	36

Q21 Are there key competencies missing from the above list?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	22.2	22.2	22.2
	No	21	58.3	58.3	80.6
	Yes	7	19.4	19.4	100.0
	Total	36	100.0	100.0	

Q22 If there are key competencies missing, what are the missing competencies?

		Frequency
Valid		27
	Although it is partially addressed elsewhere a component of "problem-solving" would be beneficial.	1
	Insurance	1
	Lean on six-sigma discipline understanding & aptitude	1
	More details would add clarity	1
	on "global thinking" - the ability to see the whole picture, rather than just one piece of it.	1
	Only because I need health professionals predominately, so I encourage nursing.	1
	Teamwork: the ability to participate as an effective team member.	1
	Work ethic is still "number 1"	1
	Work ethic, drive for results, decision-making	1
	Total	36

Q23 Would you encourage your current employees to seek this degree?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	2.8	2.8	2.8
	No	6	16.7	16.7	19.4
	Perhaps	2	5.6	5.6	25.0
	Yes	27	75.0	75.0	100.0
	Total	36	100.0	100.0	

Q24 Would your organization be willing to provide support for employees willing to earn this degree?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	2.8	2.8	2.8
	No	6	16.7	16.7	19.4
	Perhaps	5	13.9	13.9	33.3
	Yes	24	66.7	66.7	100.0
	Total	36	100.0	100.0	

Q25 Would it increase the likelihood of promotion for an employee at your organization to have earned this degree?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	2.8	2.8	2.8
	No	5	13.9	13.9	16.7
	Perhaps	8	22.2	22.2	38.9
	Yes	22	61.1	61.1	100.0
	Total	36	100.0	100.0	

Q26 Would your organization see an advantage to having some or all of the courses in this degree offered on-site?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	2.8	2.8	2.8
	No	23	63.9	63.9	66.7
	Perhaps	2	5.6	5.6	72.2
	Yes	10	27.8	27.8	100.0
	Total	36	100.0	100.0	

Q27 Would you be willing to be contacted by Kent State to provide more guidance as we finalize the Bachelor of Professional Studies degree program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	5.6	5.6	5.6
	No	9	25.0	25.0	30.6
	Perhaps	1	2.8	2.8	33.3
	Yes	24	66.7	66.7	100.0
	Total	36	100.0	100.0	

Q28 Which of these best describes your organization?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Administrative/administrative support services	1	2.8	2.9	2.9
	Finance/insurance	7	19.4	20.0	22.9
	Health care/medical/social assistance	12	33.3	34.3	57.1
	Manufacturing	12	33.3	34.3	91.4
	Professional, scientific, or technical services	2	5.6	5.7	97.1
	Retail trades	1	2.8	2.9	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

(Any "unsolicited" comments from anywhere on the survey)

		Frequency
Valid		26
	"I personally had an Associate Degree of Arts in general studies from Thiel College that didn't have a lot of value. I pursued a specific degree in HR Mgt at the bachelor's level."	1
	"If a student enters college w/out critical thinking skills, I'm not convinced you can teach them this in 4 years. I hope I'm wrong. Good writing skills are a must. Unfortunately we have hired 4 year degree teachers who graduated from local universities only to find out after they were hired that good writing, spelling, and grammar skills are lacking."	1
	("Ethics" was rated as mandatory with three checks added. She notes she already provides tuition support for nursing students who are her employees.)	1
	(comment by the "critical thinking" item: "very important!) (Comment by the 'Ethics' item: "Another very important")	1
	(For Q23: "Mine already posess most of these skills.") (For Q24: "Not applicable.")	1
	(For Q24: "Unknown..Board decision.") (For Q25: "Doubtful under current table of reorganization and budget restraints.")	1
	(For Qs 13 & 14: "Can be taught.") (For Q23: "probably-it would depend on length of the program and other considerations.") "	1
	(Professionalism was marked with a check-plus and an exclamation point.)	1
	(Re: increase likelihood of promotion) "It would depend upon the position."	1
	1.(related to 'anticipating&managing change') flexibility 2.(related to 'encourage your employees to seek this degree:) more likely to encourage a more traditional degree until this one becomes more established. 3.(related to 'likelihood of promotion:') yes, versus no degree 4. (related to 'on-site:') Tusc campus is very convenient and better equipped.	1
	Total	36

The above table shows unsolicited comments made by respondents at various points in the survey. Text enclosed in quotation marks were the exact words of the respondent. Text enlosed in parentheses introduce those responses and give their locations.

KENT STATE UNIVERSITY
SURVEY OF EMPLOYERS RE: NEW BACHELOR of PROFESSIONAL STUDIES DEGREE

Following is a list of competencies which are key to the curriculum of the new Bachelor of Professional Studies Degree Program. Please use the scale to the right of each item to indicate the degree of importance you would place on each competency. In other words, how critical would it be for a "typical new employee" in your organization to possess each of these competencies? Place an "X" or a check over the circle representing your selection.

	Mandatory, a "must have"	Useful	Not that important	Unimportant
Written communication: the ability to express thoughts and ideas clearly and concisely, in written form.	O	O	O	O
Oral communication: the ability to express thoughts and ideas clearly and concisely when speaking to others or when speaking publicly.	O	O	O	O
Listening: the ability to listen to others, following their train of thought and focusing on salient points.	O	O	O	O
Critical thinking: the ability to identify and to analyze the main points of ideas or propositions; the ability to identify and explain the idea supported by the strongest collection of evidence.	O	O	O	O
Understanding and applying external knowledge/ research: the ability to identify, read, understand, and use knowledge gained from others/gained from research.	O	O	O	O
Numerical understanding: the ability to understand and to apply numerical concepts/data.	O	O	O	O
Creativity: the ability to use prior knowledge and/or experience in new ways.	O	O	O	O
Judgment and decision making: to use resources and to integrate knowledge and experience to arrive at appropriate conclusions; to plan appropriate action based on integrated knowledge.	O	O	O	O
Professionalism: knowledge and understanding of how to conduct oneself as a "real-world" professional.	O	O	O	O
Civic engagement and responsibility: to understand and to value individual differences; to assume appropriate social responsibilities based on this understanding.	O	O	O	O

	Mandatory, a "must have"	Useful	Not that important	Unimportant
Ethics: to make ethical judgments and decisions, and to act in an ethical manner.	O	O	O	O
Computer skills: general knowledge and experience working with computers, and knowledge of commonly used software.	O	O	O	O
Basic Economic Knowledge: for example, general knowledge about finances, budgets, cash flow, balance sheets,	O	O	O	O
Leadership: the ability to understand and to motivate others; the ability to bring individuals together for common purpose; the ability to create environments in which individuals work to achieve goals; the ability to negotiate solutions among colleagues.	O	O	O	O
Team building: the ability to use leadership skills to bring individuals together for defined purposes.	O	O	O	O
Interpersonal skills: the ability to communicate and work effectively with others.	O	O	O	O
Anticipating and managing change: the ability to use prior knowledge and/or experience to anticipate change; to understand implications of change; and, to respond by changing oneself or surroundings.	O	O	O	O

Would you be supportive of/recommend a degree program with a curriculum that develops the above competencies in its graduates? O Yes O No

Would you hire a person who possessed the above competencies, if you were in a position to do so? O Yes O No

If you responded "No," please tell us why you would not hire such a person. _____

_____

Are there key competencies missing from the above list? O Yes O No

If you responded "Yes," please tell us what key competencies should have been included: _____

_____

Would you encourage your current employees to seek this degree? O Yes O No

Would your organization be willing to provide support (e.g., tuition reimbursement, release time, etc.) for employees wishing to earn this degree?	O Yes	O No
Would it increase the likelihood of promotion for an employee at your organization to have earned this degree?	O Yes	O No
Would your organization see an advantage to having some or all of the courses in this degree offered on-site?	O Yes	O No
Would you be willing to be contacted by Kent State to provide more guidance as we finalize the Bachelor of Professional Studies Degree Program?	O Yes	O No

Please place a check to the left of the heading below that **best describes** the type of organization where you work. Select **only one** choice.

___ Accommodations/food service
___ Administrative/Administrative support services
___ Agriculture/mining
___ Arts/entertainment/recreation
___ Construction
___ Education
___ Finance/insurance
___ Health care/medical/social assistance
___ Information
___ Manufacturing
___ Professional, scientific, or technical services
___ Real estate
___ Retail trades
___ Transportation/warehousing
___ Utilities
___ Wholesale trades

THANK YOU for completing this questionnaire. Please return it in the enclosed postage-paid envelope. If you have any questions about any aspect of this project, please contact:

Dr. Shirley J. Barton
Executive Dean for Regional Campuses
Kent State University
Lincoln Building
Kent, OH 44242-0001 Phone: 330-672-2286

Proposal Summary Attachment C
Bachelor of Professional Studies - Competencies

Competencies	Course Title	Course Description
Critical Thinking	CACM 32020 Strategic Planning (Professional Studies Course)	32020 Strategic Planning (3) Course provides training in strategic planning, including assessing the current environment, developing goals and objectives, and establishing a timeline for action. Prerequisite: Junior standing or permission.
Ethics	PHIL 21001 Introduction to Ethics (Additional LER)	21001 Introduction to Ethics (3) This course considers what constitutes ethics, not just which specific acts or act-kinds are ethical, using at least three primary philosophic sources from varied ethical traditions. Prerequisite: None. **This course may be used to satisfy the LERs and the university Diversity Requirement.**
Communication	COMM 15000 Introduction to Human Communication (Additional LER)	15000 Introduction to Human Communication (3) An inquiry into the nature and function of human communication in interpersonal, group and public contexts. Prerequisite: None. **This course may be used to satisfy the LERs.**
	COMM 35600 Communication in Teams (Professional Studies Course)	35600 Communication in Teams (3) Examines communication processes and research related to teambuilding, decision-making, task groups, and leadership within the organizational context. Prerequisite: COMM major or permission.
	COMM 35852 Intercultural Comm. (Professional Studies Course)	35852 Intercultural Communication (3) Theory and application of communication between people of different cultures and different national systems. Prerequisite: None. **This course may be used to satisfy the university Diversity Requirement.**
	COMM 35864 Organizational Comm. (Professional Studies Course)	35864 Organizational Communication (3) Application of communication theory to organizational settings. Exploration of communication structures, processes and methods in organizations. Prerequisite: COMM major or permission. **This course may be used to satisfy the Writing-Intensive Course Requirement with approval of major department.**
	ENG 11011 College Writing I (Composition LER)	11011 The study and practice of academic writing, including an introduction to rhetorical principles, the writing process, critical reading, research and technology. Prerequisite: appropriate placement test score. **This course may be used to satisfy the liberal education requirements (LER).**
	ENG 21011 College Writing II (Composition LER)	21011 Continuation of college writing instruction with emphasis on research and inquiry, culminating in a lengthy written and/or multi-media project. Prerequisite: ENG 11002/11011, minimum of 28 credit hours or departmental permission. **This course may be used to satisfy the liberal education requirements (LER).**
	ENG 30063 Business and Professional Writing (Professional Studies Course)	30063 Business and Professional Writing (3) Analysis of how textual genre function in business and professional settings. Students will gain extensive individual and collaborative practice writing in these genres. Prerequisite: ENG 21011 with a minimum of C (2.0) grade, junior standing or permission.

Proposal Summary Attachment C
Bachelor of Professional Studies - Competencies

Competencies	Course Title	Course Description
Statistical & Algebraic Thinking	MATH 11010 Algebra for Calculus (Math and critical reasoning LER)	11010 Algebra for Calculus (3) Study of elementary functions and graphs, including polynomial, exponential, and logarithmic functions; complex numbers; binomial theorem. Prerequisite: A grade of C (2.0) or better in MATH 10036 or appropriate placement test score and no credit for MATH 11011 or MATH 12001. **This course may be used to satisfy the LERs.**
	MATH 11011 College Algebra (Math and critical reasoning LER)	11011 College Algebra (4) Level of difficulty between that of MATH 10005 and 12001. Includes factoring, equations, inequalities, functions, graphs, exponential and logarithmic functions. Prerequisites: appropriate placement scores or minimum C grade MAT 10005 or 10035; no credit for MATH 11010 or 12001. **This course may be used to satisfy the LERs.**
	MATH 12001 Algebra and Trigonometry (Math and critical reasoning LER)	12001 Algebra and Trigonometry (4) Includes topics covered in MATH 11011 and 11022. Prerequisites: Appropriate placement test score and no credit for MATH 11010, 11011 or 11022. **This course may be used to satisfy the LERs.**
	MATH 30011 Basic Probability and Statistics (Professional Studies Course)	30011 Basic Probability and Statistics (3) Analysis and representation of data. Controlled experiments and observations. Measurement errors. Correlation and regression. Sampling. Probability models and tests of models. Inference. Prerequisite: Grade of C or better in MATH 11010, 11011 or 12001.
Diversity/ Internationalism	COMM 35852 Intercultural Comm. (Professional Studies Course)	35852 Intercultural Communication (3) Theory and application of communication between people of different cultures and different national systems. Prerequisite: None. **This course may be used to satisfy the university Diversity Requirement**
	SOC 12050 Introduction to Sociology (Social Science LER)	12050 Introduction to Sociology (3) Scientific approach to understanding social interaction, institutions and organization. Prerequisite: None. **This course may be used to satisfy the LERs and the university Diversity Requirement.**
	SOC 32570 Inequality in Societies (Professional Studies Course)	32570 Inequality in Societies (3) Sociological analysis of stratification and inequality in societies, and the social structures that produce and maintain them. Particular emphasis on the intersections of race, class, and gender in American society. Prerequisite: SOC 12050 and junior standing or permission. **This course may be used to satisfy the university Diversity Requirement.**
Computer Literacy	COMT 11000 Introduction to Computer Systems (Pre-Professional Studies)	11000 Introduction to Computer Systems (3) Laboratory course covering basics of computer systems, including hardware, personal productivity software internet usage and file management. Prerequisite: None.
	M&IS 24053 Introduction to Computer Applications (Pre-Professional Studies)	24053 Introduction to Computer Applications (3) Develop competency in the operation of contemporary software and hardware applications. To develop an appreciation for the contribution of computers, software and the Internet to society. Prerequisite: None.

Proposal Summary Attachment C
Bachelor of Professional Studies - Competencies

Competencies	Course Title	Course Description
	COMT 12000 Personal Productivity Software (Pre-Professional Studies)	12000 Personal Productivity Software (3) Lab-oriented course covering concepts and integration of computer applications. Emphasis on software suites, specifically word processing, electronic spreadsheets, database and presentation applications. Prerequisite: COMT 11000 or equivalent knowledge.
	TECH 36401 Applications of Technology Management Software (Professional Studies Course)	36401 Applications of Technology Management Software (3) Combination of computer and business applications for managing technology within an organization. Focus is on using emerging computer software programs for the enhancement of decision making. Course is 2 hours lecture, 1 hour lab. Prerequisite: BMRT 11000, COMT 12000, MATH 11011 or fulltime applied-business faculty permission.
Civic Engagement	SOC 12050 Introduction to Sociology (Social Science LER)	12050 Introduction to Sociology (3) Scientific approach to understanding social interaction, institutions and organization. Prerequisite: None. **This course may be used to satisfy the LERs and the university Diversity Requirement.**
	SOC 32570 Inequality in Societies (Professional Studies Course)	32570 Inequality in Societies (3) Sociological analysis of stratification and inequality in societies, and the social structures that produce and maintain them. Particular emphasis on the intersections of race, class, and gender in American society. Prerequisite: SOC 12050 and junior standing or permission. **This course may be used to satisfy the university Diversity Requirement.**
Self-management	HED 46052 Stress: Recognition and Management (Professional Studies Course)	46052 Stress: Recognition and Management (2) An examination of stress, its role as a predisposing factor for various illnesses and diseases, types of stressors, the body's reaction to stress, and techniques for recognizing, preventing and reducing stress. Prerequisite: None.
Leadership	BMRT 11000 Introduction to Business (Pre-Professional Studies)	11000 Introduction to Business (3) Overview of social, economic and consumer environments as related to large and small business. Emphasis is on production, marketing, finance, management and human resources. Prerequisites: US 10006 and ENG 10000, or equivalent.
	BUS 10123 Exploring Business (Pre-Professional Studies)	10123 Exploring Business (3) An introduction to the basic areas of business with an integrated perspective on how the various areas work together. Technological competencies and communicative skills will be developed. Team building opportunities will be announced. This course is open to any major. Prerequisite: Course should be taken sometime during the first 30 semester hours.
	BMRT 11009 Introduction to Management Technology (Pre-Professional Studies)	11009 Introduction to Management Technology (3) Study of planning, organizing, directing/ leadership, controlling, staffing, decision making and communication theories, and management applications of human and material resources and methods. Prerequisite: BMRT 11000 or permission of full-time BMRT faculty.

Proposal Summary Attachment C
Bachelor of Professional Studies - Competencies

Competencies	Course Title	Course Description
	M&IS 24163 Principles of Management (Pre-Professional Studies)	24163 Principles of Management (3) Introductory course in management and organizational design. The leading contributions in the area are reviewed and practical implications are developed. Prerequisite: Minimum sophomore standing.
	M&IS 34165 Dynamics of Leadership (Professional Studies Course)	34165 Dynamics of Leadership (3) Contemporary theories of management and leadership; practical application cases; personal assessment and opportunities to develop individual and group leadership. Prerequisite: M&IS 24163; see note 1. NOTE 1: Registration in any 30000 or 40000-level management and information systems course is restricted to the following groups: 1. Officially declared advanced business administration majors. 2. Officially declared nonbusiness majors with a minimum 60 semester hours completed and a minimum 2.00 cumulative GPA. Registration priority is extended to those majors that specifically require 30000 and 40000-level management and information systems courses. 3. Officially declared premajor (with a minimum 60 semester hours completed and a minimum 2.50 cumulative GPA) registering for advanced business courses.
	PSYC 11762 General Psychology (Social Science LER)	11762 General Psychology (3) Introduction to the behavioral science approach to an understanding of human performance and potentials. Prerequisite: None. **This course may be used to satisfy the LERs.**
	PSYC 31773 Industrial Psychology (Professional Studies Course)	31773 Industrial Psychology (3) A descriptive survey course directing attention to the application of principles, facts and methods of the science of human behavior to people at work. Prerequisite: PSYC 11762.
Information Literacy	ITEC 37100 Introduction to Professional Studies (Professional Studies Course Cornerstone)	37100 Introduction to Professional Studies (3) Introduction to Professional Studies. Introduction to Information Literacy. Learn electronic portfolio design. Understand all competencies
	ITEC 47100 Professional Studies Capstone (Professional Studies Course)	47100 Professional Studies Capstone (4) Finalize electronic portfolio. In-depth research-based study. Synthesis of all Competencies.

Proposal Summary Attachment D

Bachelor of Professional Studies
Dr. Seachrist's Discussions with Chairs and Directors

3/10/06
Seachrist informational e-mails to:

Don Bubenzer, Adult Counseling, Health & Voed
Ron Corthell, English
Janis Crowther, Psychology
David Dalton, College of Education, Health & Human Services
John Logue, Political Science
Felix Offodile, Management & Information Systems
David Odell-Scott, Philosophy
Richard Serpe, Sociology
Andrew Tonge, Mathematical Sciences
Will Ward, Applied Business Technologies
Stan Wearden, Communication Studies

3/10/06
Positive e-mail response from Richard Serpe:

Denise,
Thanks for the detailed description of the current status of the Bachelor of Professional Studies. I am supportive of the degree and the inclusion of the two sociology courses listed below. I would be willing to discuss the inclusion of other courses within the sociology curriculum that I believe might be of value to this degree.
Thanks,
Richard

Positive e-mail response from David Dalton:

Hi Denise:
Delighted to talk with you, the Committee, etc.
Can IS help with some online development? Sounds like the kind of program that could have significant online components. I'll wear any and all hats to help...
David W. Dalton

Positive e-mail response from Will Ward:

Hi Denise
I would gladly meet with you regarding this. My schedule next week is very tight though. I could meet with you in the afternoon of March 20 (noon or so) or March 22 (3 :00.)

To be honest I personally think this is an excellent idea and should move forward. I had input on the courses selected from applied business and technology and think it makes good sense.

The one major concern that I have is that we need non-encroachment letters from the College of Business. Also we do not want to lose the great relationship we have with them and or the opportunity to offer the BBA in the Regional Campuses.

Thanks
Will

3/13/06
Positive e-mail response from David Odell-Scott:

Dear Denise,
I find the proposal for a Bachelor of Professional Studies for those adult, place bound students an interesting educational option. From what you have said, I am pleased that the program's Regional Campuses Curriculum Committee rightfully assesses that Introduction to Ethics is an important course to be included, and add my support to its inclusion. I would also suggest we begin a conversation regarding "Principles of Thinking" which is a critical thinking course which is concerned with the development of practically reasoning skills rather than with formal reasoning (as in Introduction to Formal Logic).

If you can find time in your busy schedule, I would be interested in hearing more about the developing program. But at this point, please note my support for the concept, and my interest in philosophy course work being included where it will be most useful for the further educational development of students.

My regards, David

3/14/06
Positive e-mail response from Ron Corthell:

Dear Denise:

I have reviewed this proposal with our Undergraduate Studies Coordinator and Regional Campus Coordinator. The Advanced Business Writing course is approved for inclusion in the new major.

Sincerely,
Ron

3/15/06
Positive e-mail response from John Logue:

Denise -

This looks fine to me. However, Pat Coy is the CACM coordinator & I am forwarding this to him for his approval as well.

Best regards,
John

3/17/06
Seachrist informational e-mail to Patrick Coy, Center for Applied Conflict Management

3/20/06
Positive e-mail response from Don Bubenzer:

Denise
If the question is about the inclusion of the HED 46052 course Stress: Recognition and Management in the proposed Bachelor of Professional Studies curriculum, I have no objection.

Thanks, Don

Positive e-mail response from Felix Offodile:

Hi Denise,

Sorry that I could not get back to you before now. I did read your note last Monday or so but was so engrossed with reading of the candidate files that I could not get back to you.

I agree that the population you are targeting for the new degree program do need it and support your efforts. Since this is the first time I am seeing something on paper about the program, I would like an opportunity to share it with some other persons in the college. I do not foresee any problems though and this, I hope, will just be a matter of protocol. I will get back to you as soon as I have circulated the idea.

Thanks for the opportunity to review your ideas.

Felix.

4/6/06
Positive meeting with Seachrist, Patrick Coy and Jennifer Maxwell

4/8/06
Positive e-mail from Patrick Coy to Dennis Carey:

Hi Denny,

CACM was approached by Denise Seachrist, interim dean for Regional Campuses, who is chairing a committee of faculty from the RCs who are proposing a new bachelor's degree to be offered at RCs called "Professional Studies." Apparently much of the course content will be offered in "alternative delivery" formats, including online.

They propose to include the CACM course, Strategic Planning, as a required course in their "Critical Thinking" track.

We expressed three sets of concerns:
-about its fit as part of a critical thinking track
-about the fact that our small faculty can't staff such an initiative
-and about maintaining quality control over any courses offered under the CACM name.

We did say, however, that we would, of course, be comfortable with you teaching such a course under the CACM name, and that we would be happy to contact you to see if this was something that you may be interested in pursuing.

I am copying Denise Seachrist on this email so that she might follow-up, or so that you might contact her if you so desire.

Thanks, Denny.
best, -pat

4/17/06
Positive meeting with Seachrist and Stan Wearden

4/28/06
Positive meeting with Barton, Seachrist, and the Administrative Officers of the College of Business

Attendees to be:
Dick Brown, Accounting
Rick Kolbe, Marketing
Dick Kent, Economics
Mark Holder, Finance
Felix Offodile, Management & Information Systems
George Stevens, Dean
Larry Marks, Associate Dean
Don Williams, Associate Dean
Elizabeth Sinclair-Colando, Assistant Dean

7/28/06
Positive meeting with Seachrist and Andrew Tonge

10/16/06
Positive e-mail from Andrew Tonge

Denise,

This is to record that we met on July 28, 2006, and discussed the proposed PBS program. We made sure that the mathematics component was up to date and consistent with the needs of the program. I support the setting up of this degree.

Andrew Tonge,
Chair, Mathematical Sciences.

Curricular Committee Attachment IV
ADVISING GUIDELINES
Bachelor of Professional Studies

The Bachelor of Professional Studies program is a completion degree for adults who either have successfully completed a minimum of 30 semester hours of college credit or who have completed an associate degree. The purpose of this degree is to augment developed discipline- or technical-based skills with the competencies needed to work effectively at the professional level in the work place. The curriculum of the Professional Studies courses encompasses the following core competencies: Civic Engagement, Computer Literacy, Critical Thinking, Diversity/Internationalism, Ethics, Information Literacy, Leadership, Oral and Written Communication, Self-management, and Statistical & Algebraic Thinking. These are the employer-identified professional competencies adults need to function effectively in today's knowledge-based workplace.

Admission
Students who wish to be admitted to the BPS major must have a minimum of 30 successfully completed semester credit hours and a minimum 2.0 cumulative GPA. Transfer credits may be accepted. Students with fewer than 30 semester hours may be admitted as Pre-BPS majors. All course work transferred into this program must come from a regionally accredited institution.

Advising
Because Professional Studies courses are likely to be accessed by a variety of scheduling formats and delivery modalities, students are required to complete sections 1-9a of the Bachelor of Professional Studies Requirement Sheet before beginning the BPS major courses. Students who have not already completed an associate degree program must meet with an advisor to develop a concentration of courses within a particular discipline or program area, which may include minors, to satisfy the requirements outlined in Section 8 of the Program Requirement Sheet.

Professional Studies Courses (9A and 9B)
All the professional studies courses (9A and 9B) are required, but the following fulfill diversity and writing intensive university requirements:

Domestic Diversity	SOC	32570	Inequality in Societies
Global Diversity	COMM	35852	Intercultural Communication
Writing Intensive	COMM	35864	Organizational Communication

ITEC 37100 Introduction to Professional Studies: all courses in sections 1-9A must be successfully completed prior to enrolling in this course.
ITEC 47100 Professional Studies Capstone must be taken after the completion of most or all of the Professional Studies Courses (9B).

Residence Requirements
Residence refers to completion at Kent State University of the minimum of 30 credit hours required for the awarding of an academic degree by Kent State University. In this context, residence requirements do not refer to whether students live on campus.

NOTE: The AACSB accreditation standards prohibit nonbusiness majors from taking more than 25 percent of their degree requirements in business courses. Therefore, no more than 32 semester credit hours in business courses may be counted toward stated degree requirements.

Graduation
To receive a Bachelor of Professional Studies, a student must have a cumulative GPA of at least a 2.00 for all courses taken at Kent State University and a grade of C (2.00) or better in each course taken in the Professional Studies major (9A and 9B).

Curricular Committee Attachment V-a

KENT STATE UNIVERSITY
ASHTABULA

10/10/06 PM 2:58 RCAD

October 5, 2006

Dr. Shirley Barton
Executive Dean for Regional Campuses
Kent State University
Lincoln Bldg.
Kent, OH 44242

Dear Dr. Barton,

We are writing to offer the Ashtabula Campus' support for the proposed Bachelor of Professional Studies (BPS). The Ashtabula Campus Faculty Council voted unanimously to support this degree program at their meeting on May 1, 2006. The latest draft of the BPS was shared with the Ashtabula Campus faculty recently and we received no negative feedback. In fact, the Ashtabula faculty continues to express their desire to see this degree program implemented.

Ashtabula City Manager, Anthony Cantagallo, recently reported there are 2,286 residents in Ashtabula City with some college but no degree. This is just the audience the BPS was intended for. We can only assume there are even greater numbers of Ashtabula county residents with some college but no degree. The BPS not only meets the needs of our place-bound/time-bound students, it also meets the needs of local employers.

We are confident this new degree will not in any way detract from our enrollments in the Bachelors of General Studies and the Bachelors of Science in Technology. Our Director of Enrollment Management, Kelly Sanford, supports this initiative as well. In her experience advising students, Kelly is well aware that for some students neither the non-traditional nature of the BGS nor the technical focus of the BST meet their needs. The BPS degree fills this gap.

Due to a medical leave, Marna Drum will not be able to continue as a member of the BPS curriculum committee. On Monday, October 2, the Ashtabula Campus Faculty Council elected Eric Brewer as our new representative.

We want to take this opportunity to recognize your leadership in developing this very timely and relevant degree program. If we can be of any further assistance, please contact us.

Sincerely,

Edward J. Murray and
Faculty Council Chair

Susan J. Stocker
Dean

EJM/SJS/sw

c. Eric Brewer
Marna Drum

3300 Lake Road West • Ashtabula, Ohio 44004
Phone: 440-964-3322 • Fax: 440-964-4269 • www.ashtabula.kent.edu

INTERCAMPUS CORRESPONDENCE

Date: October 9, 2006

To: Dr. Shirley J. Barton
Executive Dean for Regional Campuses

From: Dr. Jay M. Jahangiri,
Professor of Mathematical Sciences

Re: Geauga Vote on BPS

The BPS program has been discussed with the Geauga campus faculty during the Dean-Faculty meeting as well as the full text of the detailed BPS program contents being sent to all faculty members by electronic mail.
The faculty overwhelmingly (8 Yes and 1 Abstain) supported the program.
A summary of the faculty feedback and suggestions are as follows:

1. Statistics from either psychology [PSYC 21621, quantitative methods] or business statistics should replace MATH 30011.
2. SOC 32570 should be replaced with PSCY 41532, SOCIAL PSYCHOLOGY.

September 20, 2006

To: Shirley Barton
Executive Dean for Regional Campuses

From: Jayne Moneysmith
Stark Campus Faculty Council Chair

Subject: Faculty Council Support for the BPS Degree

On Friday, September 15, the Faculty Council of the Stark Campus discussed in detail the proposed Bachelor of Professional Studies degree. We believe that the degree has the potential to meet the needs of an important segment of the population in NE Ohio, and therefore support its further development.

09/28/06 PM 2:33 RCADI

KENT STATE
UNIVERSITY
EAST LIVERPOOL

Monday, September 25, 2006

Dear Dr. Barton:

It is my pleasure to inform you that the faculty of East Liverpool Campus unanimously supported the proposal for the BPS Program at the Faculty Council Meeting today. The faculty asked that I send their commendations to the BPS curriculum committee for their fine work in the development of the program.

Sincerely,

Joyce Heise

Dr. Joyce Heise, RN, MSN, Ed.D
Associate Professor of Nursing
Chair, East Liverpool Faculty Council

cc: Dr. Jeffery Nolte, Dean East Liverpool Campus
Dr. Richard Wiscott, Assistant Dean East Liverpool Campus

400 East Fourth Street • East Liverpool, Ohio 43920
Phone: (330) 385-3805 • Fax: (330) 385-6348 • http://www.kenteliv.kent.edu

Tish Soper
<Soper@salem.kent.edu>

09/21/2006 08:14 PM

Please respond to
Soper@salem.kent.edu

To sbarton@kent.edu
cc
bcc
Subject BPS degree

Dr. Barton:

The Salem Faculty Council reviewed the proposal for the Bachelor of Professional Studies degree. I am pleased to inform you that this degree proposal is supported by the vast majority of the faculty.

Sincerely,

Tish Soper,
Salem Faculty Council

Metrechia (Tish) Soper
Assistant Professor, Accounting Technology
Kent State University - Salem Campus
2491 State Route 45
Salem, Ohio 44460
(330) 332-0361 EXT 74175
FAX (330) 337-4122

Sent via the WebMail system at mail.salem.kent.edu

09/20/06 PM 2:15 RCAD

On September 11, 2006, the Faculty Council of the Tuscarawas Campus of Kent State University unanimously--and enthusiastically--approved the proposed Bachelor of Professional Studies degree.

Daniel J. Fuller

Daniel J. Fuller
Associate professor of English and Chair of the Faculty

September 25, 2006

Dear Dr. Barton:

Trumbull Faculty Council met on Wednesday, September 20, 2006 and discussed the most recent draft of the proposal for a new Bachelor of Professional Studies degree. The motion to support this proposal was made and the vote was taken. There was 1 Yes, 20 opposed and 1 abstentions. The motion failed. Below is the summary of the faculty's comments and concerns.

Supportive comments:

1) It is important to provide as many options and opportunities as possible for our students. The degree provides one more option for students
2) The BPS degree is distinctly different from the Bachelor's of Technology and the Bachelor's of General Studies because the BPS provides a specific list of courses that must be taken. It better serves a portion of our adult population.
3) A faculty member commented that he is currently teaching courses with students who would benefit from this degree.
4) A faculty member has had prior experience at another university with a similar degree completion program that has good enrollment and is used as a stepping stone to some graduate programs.
5) Trumbull Campus has low enrollment of adult students. It is believed that the BPS program will provide a good opportunity to attract/retain adult students and help the enrollment.
6) The current proposal was more precise and focused than any previous version. The new proposal contained specific course breakdowns.

Concerns:

1) * Possible encroachment on the College of Technology. Would this degree target the same audience as might otherwise seek the Bachelor's in Technology?
   * One ramification for the regional campuses might be that the degree sets up a conflict between the regional campuses housing this degree and the College of Technology.
2) Implications for the organizational structure of Kent State. If the Regional Campuses acts like a college in overseeing and granting the BPS, how might this move affect the relations between the University at large and Regional Campuses? How might it affect the relationship between the Regional Campuses office and its various regional campus sites?
3) * Perception that the degree might look like a second-class diploma. Do "completer" degrees have the same cachet as discipline-specific degrees?
   * There was some concern about the implications of a "second class product" that was housed primarily in the regional campuses.
4) Ability of the Trumbull Campus to offer and coordinate all of the required courses. Many of the courses would not be offered on Trumbull campus.
5) Size of the survey pool of potential employers (36 out of 70 responded). Only 4 respondents came from Trumbull County.

6) We already have 2 programs for adult students, Bachelor's of General Studies and Bachelor's of Technology. A better needs assessment should be done in this community. Some foresaw problems with advising in this program.

If you have any questions, please feel free to contact with me. Thank you!

Sincerely yours,

Min He, Ph.D
Chair of Faculty Council
Kent State University Trumbull Campus

Program Development Plan for
Bachelor of Business Administration in Entrepreneurship
College of Business Administration
Kent State University

The College of Business Administration respectfully requests the opportunity to introduce a Bachelor of Business Administration in Entrepreneurship. The mission of this program is to fully prepare undergraduate students with the academic background and experiential opportunities to achieve success as an entrepreneur, a small business owner or an entrepreneurial business professional in an existing organization.

Background

Entrepreneurship is a discipline enjoying unprecedented growth nationally. According to a 2002 study by the Ewing Marion Kauffman Foundation, 70% of high school students plan to eventually start their own business. The number of entrepreneurship programs has grown from virtually none 20 years ago to over 825 today. (Kauffman Foundation) Many of the colleges and universities in Ohio have some form of entrepreneurship program. They range from offering one or two courses to a minor in entrepreneurship and business plan competitions. Only the University of Dayton and University of Cincinnati offer a major in entrepreneurship. Kent State University has an opportunity to differentiate itself from the other schools with an entrepreneurship major to enhance its existing inter-disciplinary program. The chart below summarizes the current entrepreneurship offerings in Ohio.

University	Center	Undergrad Curriculum	Experiential Learning	Student Organization
Akron	Yes	Minor and Certificate	Yes	Yes
Baldwin Wallace	Yes	Minor	Yes	Yes
Bowling Green	Yes	Minor	Yes	Yes
Case Western	Yes	Minor/Sequence	Yes	No
Cincinnati	Yes	Major/Concentration	Yes	Yes
Cleveland State	No	1-2 courses	No	Yes
Dayton	Yes	Major and minor	Several	Yes
John Carroll	Yes	Concentration	Yes	Yes
Kent State	Yes	Minor	Yes	Yes
Miami	Yes	Minor	Yes	Yes
Ohio State	Yes	Minor	Yes	Yes
Ohio U	No	Sales program	Yes	No

Youngstown	Yes	Certificate	No	No

The College of Business Administration, through the guidance and support of its Business Advisory Council, identified entrepreneurship as one of its Centers of Excellence. A comprehensive entrepreneurship program, including a well-designed and implemented curriculum, is paramount to the mission of the college.

Relationship to KSU Mission

A focus on entrepreneurship is also consistent with Kent State University's mission to reach out and interact with relevant communities in the region. We will create business growth in Northeast Ohio by being the leading public university in entrepreneurial education and innovation. We will be recognized by various stakeholders for our inter-disciplinary activities, sustained collaborative relationships with other organizations and entrepreneurial research. These go hand in hand with the University mission.

Proposed Program

The Bachelor of Business Administration in Entrepreneurship at Kent State University will emphasize academic and experiential learning for students. In addition, our graduates will demonstrate leadership skills and creativity in problem solving and decision making.

This proposal has arisen out of conversations with faculty in the college of business, school of technology, school of fashion, liquid crystals. Furthermore we consulted with members of our business advisory committee and the National Consortium of Entrepreneurship Centers including their 2005 compendium of entrepreneurship centers.

The entrepreneurship curriculum is designed to provide students with the academic background and tools to succeed in entrepreneurial corporations, small businesses, or to create new ventures. The focus will be on recognizing market and business opportunities, learning when to seize them or take action, with limited resources, while creating value. Much of the future economic success in Northeast Ohio is dependent on the development of entrepreneurial enterprises and the establishment of the entrepreneurial spirit in the region. Regardless of a student's career path, entrepreneurial-relevant skills will help him/her be successful in new, emerging or existing ventures.

This major includes the College of Business Administration's core business requirements and 31 credit hours in the major, of which 7 hours are lower division credits. The total credit hours for the degree is 121. The coursework will begin with an introductory entrepreneurship class, lead into a two semester experience course that will involve starting and exiting from a micro-business (of the student's creation), followed by coursework in new venture creation, entrepreneurial finance, small business management, elective courses in areas of interest, and a capstone experiential course. Some of these are new courses which are in the early stages of development within the college.

Prospective Enrollment
Over a four period, we expect to enroll at least 100 students. The plan is to attract at least 20 - 50 new students per year to the Entrepreneurship major who might not otherwise have chosen to attend Kent State University. This is based on enrollments for similar programs at other universities. A demand analysis will be conducted for the final proposal.

Internal Analysis and Support
The entrepreneurship major will be administered by the College of Business Administration and follow all of the college's standards for pre-major and upper division requirements. The University has funded one full-time non-tenure track position and, beginning Fall 2007, one full-time tenure-track position dedicated to entrepreneurship. The University recently has also approved the Center for Entrepreneurship and Business Innovation. The Center has an experiential learning lab for students, offers a speaker series, and has created a living learning community for students interested in entrepreneurship. This living learning community starts with freshmen and provides increasing levels of entrepreneurial exposure and experience for the students' years at Kent State.

Over the course of the 2006-2007 Academic year, the faculty and administration will determine which of the five existing College of Business Administration departments will serve as home for the Entrepreneurship major. The Marketing Department faculty have expressed an interest in housing the major. At some point in the future there may be a need for entrepreneurship to become a separate department as the major attracts students to the degree in the numbers we anticipate. Regardless of where the major will be housed, it will work closely with the Center for Entrepreneurship and Business Innovation.

Entrepreneurship represents a major opportunity for attracting students to the College of Business Administration and Kent State University. There is strong interest in entrepreneurship among students of numerous disciplines, as evidenced by the significant growth in entrepreneurship programs across the country. (Kauffman Foundation) The entrepreneurship major is expected to bring students to Kent State who might not otherwise come. Sound recruiting and retention strategies are paramount. We need to offer programs that attract students to Kent State and help us be more competitive as we deal with a smaller population base.

Current entrepreneurship courses will be taught by faculty that have been recently approved by the University. New courses are under development which will also be taught by these faculty. We currently have one full time NTT faculty position and will have one full-time TT position in 2007. Funds are also needed to support part-time faculty to cover all areas desired to be a part of this major and we may need to hire additional faculty to handle the increased demand for core business courses needed to support the program. As the program grows, we expect that it will draw additional students to Kent State University, resulting in additional revenues. We are part of a national database (through the high school DECCA program) marketed to students interested in entrepreneurship, which should drive the growth in enrollments.

Budget

The University has committed to providing additional instructional resources should this program attain its enrollment target as detailed by the University's Strategic Enrollment Plan. This plan calls for the College to "increase enrollment over the next five years" and in doing so to "consider the development of intensive professional education programs in areas where demand exits and the college has specialized knowledge, which entrepreneurship fits." We are hopeful that it has the potential to grow to even larger numbers than predicted. If we exceed our goal of 100 students, we will need to hire a second full-time tenure track faculty member, more part-time faculty and additional faculty to handle the increased demand for core business courses needed to support the program, at an expected cost of $260,000 per year, including benefits. Should the entrepreneurship faculty grow to a size to warrant a separate department, additional funds would be needed to cover administrative salaries and benefits and general office overhead. Until this point, the additional budget needs would be limited to general office overhead for the two committed faculty members and part-time adjunct faculty to cover two to four sessions per year.

Guidelines for Provisional Curricular Approval Process

1. There should be no "fast track approvals"; all curricular changes should move through the established approval process. Specifically, the EPC and the Senate should not abandon their charter primary responsibility to review and approve curricular changes.

2. There must be a demonstrated need for a timely provisional approval. Criteria for Provisional Approval Track should include

- A demonstrated need including a clear explanation of what is to be gained by requesting provisional approval as opposed to using the normal procedures to establish new programs or change existing programs. In other words what are the strengths, weaknesses, opportunities, and/or threats associated with the program and/or failure to establish the program.
- Documentation that the proposal does not create unacceptable encroachment upon existing programs.
- Documentation that existing space, faculty, and other resources are adequate.
- A three year plan that includes a full review to start in the first year leading to the establishment of a permanent program.
- A contingency plan that protects the interests of students in the event that the program is unsuccessful and/or it is decided not to proceed to the establishment of a permanent program.

3. Regional Campus Review

- Provisional approval will be developed through the Regional Campuses Curriculum Committee.
- The Regional Campuses Curriculum Committee will work closely with the appropriate academic department in the development of a proposal for provisional approval.

4. Department Review

- The department *must* notify the Dean, Senior Vice-President for Academic Affairs and Provost, and EPC that provisional approval proposal is being developed.
- The department *must* notify the Regional Campuses of proposals that may affect Regional Campuses.
- Letters for encroachment/duplication *must* be sent at least two weeks before the proposal is sent to the next level of review.
- Issues regarding space, faculty, *library support, travel support,* and/or other resources should be clearly addressed in the proposal. Especially important is the issue of fiscal impact.
- The proposal must be approved by UGCC/GSC, department faculty, and the chair.
- The department should make certain that the proposal meets the criteria for "provisional approval" track.

5. College Review – College review should be completed within one month.

- The college should check for correct and complete information on documents.
- If there are issues of encroachment/duplication the proposal should be remove from "provisional approval" track.
- Have all concerns regarding space, faculty, fiscal impact, and/or other resources been addressed to the College's satisfaction? If not, the proposal should be removed from "provisional approval" track.
- The College should certify that the proposal qualifies for "provisional approval".
- Final approval is made by the Dean or designee.

6. Senior Vice-President for Academic Affairs and Provosts Office – The review should complete its review in *time for the next EPC meeting.*

- Staff review for complete/correct documents
- If correct/complete, add as agenda item on next EPC meeting.

7. The EPC, in consultation with the Provost, will consider the documentation collected to date, and vote on the petition/application. If the EPC votes to provisionally approve the curricular change, the change may be implemented; however, the proposed curricular change will still move through the established approval process for final approval. If the EPC rejects the petition/application for provisional approval, the proposed curricular change will move through the established approval process without prejudice.

8. The provisional approval is good for no more than 3 years. If the provisional approval is finalized, then there should be no disruption. However, if the curricular change does not weather the established approval process, or if the curricular change has not moved completely through the process, then it will be inactivated in one year, or when all students have been served by the curricular change, whichever is less.

Additional Comments about Provisional Approval:

- We expect the total time for provisional approval to take no longer than 4 months. The faculty senate should modify this document to correct unexpected problems that prevent completion of the review within this period.
- The number of curricular actions petitioned for provisional approval must be limited; this process must not supplant the established approval process. The EPC cannot be shy about rejecting all but the strongest programs with the most compelling arguments for provisional approval.
- The procedure should be reviewed and reauthorized by the Faculty Senate every five years to determine whether provisional approval has accomplished the goal of making the process flexible enough to take advantage of opportunities that may have been lost in the established approval process. The faculty senate should also consider whether the process is being overused as a way to circumvent the established review process.

Educational Policies Council (EPC) *Proposed Revisions*
May 24,, 2006

CLASSIFICATION: Faculty Senate Council

REPORTS TO: Chair of Faculty Senate and Provost

CHARGE: ~~This council shall consider curricular and other academic matters of concern to the university as a whole, and shall be the Faculty Senate body responsible for long-range planning for the university.~~ The council shall be concerned with conceptual and structural aspects of long-range planning; overall curricular planning; and library policies and facilities; and take action on the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment or discontinuance, or significant alteration of bodies or offices which are directly related to academia programs; the standards for admission and graduation of students; ~~library policies and facilities;~~ and such matters as may be referred to it by college curricular committees or Faculty Senate.

COMPOSITION: ~~As a general principle, there will be an equal number of administrative members (who will serve ex officio) and faculty (elected and appointed members) on the Council.~~ There will be twenty voting faculty representatives: There will be a faculty representative from each college curricular body and the regional campuses curriculum committee (currently nine), eight faculty senators, and four faculty non-senators. The Vice-chair of Faculty Senate will be a voting, ex officio member. The following will be the non-voting ex officio members: Provost; ~~chief academic officer~~ Executive Dean for Regional Campuses; Dean of Academic and Student Services for the Regional Campuses; Vice President for Research and Dean of Graduate Studies; Vice Provost for Diversity and Academic Initiatives; Dean of Undergraduate Studies; Dean of Architecture and Environmental Design; Dean of Arts and Sciences; Dean of Business Administration and the Graduate School of Management; Dean of the College of Communication and Information; Dean of ~~Education~~ the College and ~~the~~ Graduate School of Education, Health, and Human Services; Dean of ~~Fine and Professional~~ the College of the Arts; Dean of the Honors College; Dean of the College of Nursing; Dean of the College of Technology; and Dean of the University Libraries and Media Services. ~~There will be a faculty representative from each college curricular body (currently eight). If the number of ex officio members changes due to the creation or elimination of appropriate academic administrative positions, the number of appointed faculty members will be adjusted upward or downward accordingly~~.

MEANS OF APPOINTMENT: All faculty representatives will be ~~both~~ elected. ~~and appointed members.~~ Eight college representatives shall be elected annually by their respective curricular bodies, and one representative will be elected annually by the regional campuses curriculum committee. ~~Six~~ Eight senators from the elected representatives on Faculty Senate and ~~three~~ four non-senators shall be elected by the Faculty Senate ~~appointed by the Faculty Senate Chair-elect~~ from a slate of candidates prepared by the incoming Executive Committee with due regard for representation by the various curricular units of the University. ~~The Senate Chair-elect shall make every effort to provide continuity on the council by replacing approximately one-half of the appointed faculty members each year~~. Their terms will be staggered to provide continuity, with four senators and two non-senators elected each year by the Faculty Senate.

QUALIFICATIONS OF FACULTY MEMBERS: Faculty members of this council shall be full-time tenure-track or non-tenure track faculty with an interest in university curricular planning and development.

TERM: Those twelve members ~~appointed by the Chair-elect of~~ elected by the Faculty Senate shall serve for two years with new members beginning their term as of July 1. ~~The Chair of~~

~~Faculty Senate shall be an ex officio member.~~ College curricular body representatives shall serve for one year.

ALTERNATES: ~~Alternates will be appointed by the Faculty Senate Chair-elect to replace any appointed council member unable to attend a meeting.~~ Alternates for the twelve representatives elected by the Faculty Senate shall be listed in descending order based on votes received. The term for alternates shall be for the remainder of the elected term. Such alternates will be invited to attend council meetings as observers; however, when officially replacing an absent member, they shall be entitled to the same rights, privileges, and vote as the member.

CALL: The council convenes at least monthly on a regularly scheduled basis during the academic year and at least once during the summer, as called by its Co-chairs.

CHAIR: The council shall be co-chaired by the Vice-chair of the Faculty Senate and the Provost.

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(F) Councils, committees and commissions.

(1) Rights of the faculty senate and definitions. The rights of the faculty senate and definitions are specified in paragraph (G)(1) of rule 3342-2-05 of the Administrative Code and of this register.

(2) Educational policies council.

(a) The educational policies council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; and library policies and facilities; and take action on the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; ~~library policies and facilities~~; and such matters as may be referred to it by college curriculum committees or the faculty senate.

(b) All recommendations of the educational policies council related to long-range academic planning; ~~or~~ to the establishment, revision, or inactivation of a university policy; to the establishment, revision, or inactivation of an administrative policy, operational policy or procedure; or to changes in the administrative organization of the university directly and primarily related to academic divisions shall be submitted to the faculty senate for approval. ~~discontinuance, or major alteration of programs or bodies shall be submitted to the faculty senate for approval. Proposals for the discontinuance or major alteration of an academic program shall be preceded by a program review conducted according to established procedures.~~

(c) Business of the educational policies council which normally would not come to the faculty senate floor may, at the option of said council or at the request of the faculty senate, be brought to the faculty senate floor.

(d) All commissions appointed to consider academic planning for the university shall report to the educational policies council.

(e) The co-chairs of the educational policies council shall appoint a subcommittee whose primary concern is long-range academic planning.

(f) The educational policies council shall be co-chaired by the vice-chair of the faculty senate and the provost.
~~The chair of the educational policies council shall appoint a University Requirements Curriculum Committee which shall be concerned with the liberal education requirements, the diversity requirements, and the writing intensive requirements. This subcommittee shall report to the Educational Policies Council.~~

(g) Twelve voting members shall be elected by the faculty senate. From the elected representatives on the faculty senate, the senate shall elect eight senators and four non-senators to membership on the educational policies council from a slate prepared by the incoming executive committee with due regard for representation by curricular units of the university.

~~"Ex officio" members shall have vote and shall be the provost; the vice provost and dean for undergraduate studies; the vice president and dean for research and graduate studies; the dean of arts and sciences; the dean of business administration and the graduate school of management; the dean of education and the graduate school of education; the dean of fine and professional arts; the dean of technology; the dean of the honors college; the dean of nursing; the chief administrative officer for regional campuses; the dean of university libraries and media services; and the dean for academic and student services, regional campuses.~~

(h) The remaining voting members shall be elected by each college curriculum body and the regional campuses curriculum committee. Each of these bodies shall elect one representative to membership on the educational policies council.

~~From the elected representatives on the faculty senate, the chair-elect shall appoint five senators to membership on the educational policies council with due regard for representation by curricular units of the university.~~

(i) Non-voting ex officio members shall be the provost; the executive dean for regional campuses; the dean of academic and student services for the regional campuses; the vice president for research and dean of graduate studies; the vice provost for diversity and academic initiatives; the dean of undergraduate studies; the dean of architecture and environmental design; the dean of arts and sciences; the dean of business administration and the graduate school of management; the dean of the college of communication and information; the dean of the college and graduate school of education, health, and human services; the dean of college of the arts; the dean of the honors college; the dean of the college of nursing; the dean of the college of technology; and the dean of university libraries and media services.

~~One elected member of each college curriculum body shall be elected by these bodies to membership on the educational policies council.~~

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~~(j)~~ ~~The chair-elect shall appoint additional regular faculty to membership on the educational policies council with due regard for representation by curricular units of the university as needed so that the faculty membership equals the "ex officio" membership.~~

~~(k)~~ (j) One undergraduate student appointed by the undergraduate student senate and one graduate student appointed by the graduate student senate shall serve as observers to the educational policies council with rights of participation but without a vote.

~~(l)~~ (k) The educational policies council shall convene at least monthly on a regularly scheduled basis during the academic year and at least once during the summer, as called by its co-chairs.

~~The educational policies council shall meet at least three times during each term of the academic year.~~

~~(m)~~ (l) Minutes of the meetings of the educational policies council shall be distributed to members of the faculty senate in advance of each senate meeting. The vice-chair of the senate shall give a report summarizing educational policy council actions at each senate meeting.

(3) Regional campuses curriculum committee

(a) The regional campuses curriculum committee shall be concerned with the establishment, discontinuance, or alteration of academic programs in the regional campus system. This committee shall function in a fashion parallel to the college curriculum committees, considering curricular proposals originating from regional campus faculty, and sending proposals to the educational policy council for action.

(b) Each regional campus faculty council shall elect one representative to membership on the regional campuses curriculum committee.

(c) Each academic department housing a regional campus degree shall elect one representative to membership on the regional campuses curriculum committee.

(d) The chair of the regional campuses curriculum committee shall be elected by and from its membership. The chair shall represent the regional campuses curriculum committee on the educational policies council.

(e) The academic affairs office for the regional campus system shall provide administrative support for the regional campuses curriculum committee.

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CELEBRATE CENTENNIAL
KENT STATE UNIVERSITY
1910·2010

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Gayle L. Ormiston
Associate Provost, Faculty Affairs and Curriculum

SUBJECT: Agenda for Monday, January 29, 2007
Kent Student Center, Room 310 A-B, 3:20 p.m.

DATE: January 19, 2007

NOTE: In the event that any of the attached proposals require corrections or propose actions that have significant impact not addressed in the response memos, please bring these matters to the attention of the Office of the Provost before the meeting. If you wish to add a lesser action or information item to the agenda as an action or discussion item, please notify the Office of the Provost by Friday, January 26, to ensure the materials are available at the meeting for review.

The complete supportive paperwork for this agenda may be reviewed in the Office of the Provost or online at www.kent.edu/Administration/provost/curriculum_svcs/epc.

I. ACTION ITEMS

1. Approval of minutes of November 20, 2006
   Attachment 1

2. Revisions to the Rule for Recalculation of First-Year Grade Point Average (GPA).
   Attachment 2 ***Associate Dean LuEtt Hanson***

II. INFORMATION ITEMS

College of Nursing

1. Establishment of the Psychiatric Mental Health Adult Clinical Nurse Specialist [CN-CER8-C821] post-master's certificate. Total credit hours to certificate completion are minimum 20.
   Effective Fall 2007
   Attachment 3

2. Revision of the Family Nurse Practitioner [CN-CER8-C802] post-master's certificate. Total credit hours to certificate completion decrease, from 26 to minimum 20.
   Effective Fall 2007
   Attachment 4

II. INFORMATION ITEMS (continued)

College of Nursing (continued)

3. Revision of the Women's Health Nurse Practitioner [CN-CER8-C807] post-master's certificate. Total credit hours to certificate completion increase, from 15 to 18. Proposal includes revision of graduate-catalog copy regarding total credits required for certificates, from "12 to 15" to "15 to 20" semester hours.
   Effective Fall 2007
   Attachment 5

III. CORRECTIONS

October 23, 2006, EPC Agenda

1. The Family Nurse Practitioner certificate was revised, not established.
   The code is C802, not C821.

January 30, 2005, EPC Agenda

2. Establishment of the Web-Enabled E-Learning Knowledge Management certificate was at the post-baccalaureate level, not post-secondary level. The certificate code has changed, from C138 to C609.

SIS Database

3. The following courses did not have a grade rule in SIS. Based on documentation, they have been given a letter-grade rule.

   MFGT 23001 Computer-Aided Manufacturing (3)
   PHIL 60201 History of Philosophy (3)
   SEED 32272 Teaching of Speech (4)
   SPAN 58372 Spanish-American Novel I (3)

IV. NOTICE: BANNER CHANGES

1. All program submajor codes (for concentrations, options, emphases) have been changed, from three characters to four characters that are more readily associated with the submajor name. Attached, as **Appendix A**, is a list of all active submajors with their current SIS and future Banner codes. <u>Please note that the list comprises all submajors, not all programs; if a program is not listed, it does not have a submajor.</u>

2. In Banner, program submajors cannot be used for the sole purpose of tracking and reporting. Attached, as **Appendix B**, is a list of all active submajors that serve that function only and will not be moving to Banner.

Agenda prepared by Therese E. Tillett, Director, Curriculum Services

Course Changes

Key for course changes:

a	Title Abbreviation	F	Fee	N	Number	T	Title
C	Credit Hours	G	Grade Rule	New	New	V	Diversity
c	Course Content	H	HEGIS (CIP)	P	Prerequisite	W	Writing Intensive
D	Description	Inact	Inactivate	p	Activity Type	X	Prefix
E	Credit-by-Exam	L	LER Status	S	Slash/Cross-List		

Effective Fall 2008

EDUC 75510 Statistics I: Education and Human Services (3) to:
EDPF 75510 Statistics I: Education and Human Services (3)..... DX

HIST 31078 African-American History (3)..... Inact

HIST 31080 African-American History: Slavery to Freedom (3)..... New

HIST 31081 African-American History: Reconstruction to the Present (3)..... New

HIST 41075 War and Society in the United States: 1607-1865 (3) ..... New

HIST 41076 War and Society in the United States: 1865-Present (3)..... New

HIST 42142 Afro-Latin America (3)..... New

HIST 51075 War and Society in the United States: 1607-1865 (3) ..... New

HIST 51076 War and Society in the United States: 1865-Present (3)..... New

HIST 52142 Afro-Latin America (3)..... New

HIST 71075 War and Society in the United States: 1607-1865 (3) ..... New

HIST 71076 War and Society in the United States: 1865-Present (3)..... New

HIST 72142 Afro-Latin America (3)..... New

ALL HIGHLIGHED COURSES HAVE BEEN PULLED FROM THE AGENDA

Corrections to Course Changes Published in the November 20, 2006, EPC Agenda

EDUC 65510 Statistics I: Education and Human Services (3) to:
EDPF 65510 Statistics I: Education and Human Services (3)..... XD
(course subject, not number, changed)

EDUC 65511 Research in Educational Services (3) to:
EDPF 65511 Research in Educational Services (3) ..... XD
(course subject, not number, changed)

EDUC 65530 Foundations of Education and Human Services (3)to:
EDPF 65530 Foundations of Education and Human Services (3)..... aX
(course subject, not number, changed)

EDUC 65531 Professional Practice in a Multicultural Society (3) to:
EDPF 65531 Professional Practice in a Multicultural Society..... aX
(course subject, not number, changed)

EDUC 65532 Ethics in Education and Human Services (3) to:
EDPF 65532 Ethics in Education and Human Services (3)..... aX
(course subject, not number, changed)

EDUC 85515 Quantitative Research Designs and Application II (3) to:
EDPF 85515 Quantitative Research Designs and Application II (3) X
(course subject, not number, changed; description did not change)

EDUC 85516 Qualitative Research Design and Application for Educational Services (3) to:
EDPF 85516 Qualitative Research Design and Application for Educational Services(3) X
(course subject, not number, changed; description did not change)

EDUC 85517 Advanced Quantitative Research (3) to:
EDPF 85517 Advanced Quantitative Research (3) X
(course subject, not number, changed; description did not change)

EDUC 85518 Advanced Qualitative Research in Educational Services (3) to:
EDPF 85518 Advanced Qualitative Research in Educational Services X
(course subject, not number, changed; description did not change)

EDUC 85535 Interprofessional Studies (3) to:
EDPF 85535 Interprofessional Studies (3)..... X
(course subject, not number, changed)

SPA 70798 Research Project in Audiology (3)..... —
(grade rule did not change; course proposal was withdrawn)

Course list prepared by Lisa N.H. Delaney, Academic Program Coordinator, Curriculum Services

Appendix A: Conversion of Submajor Codes, from SIS to Banner

College	Degree Program	Submajor Name	Submajor SIS Code	Concentration Banner Code
AE	MARC-ARCH	Dual Degree MARC/MBA	AAA	DMAB
AE	MARC-ARCH	Dual Degree MARC/MUD	CAA	DMAU
AE	MARC-ARCH	Post Professional Studies	BAA	PPRS
AS	BA-GEOG	Environmental Geography	AAA	ENVG
AS	BA-GEOG	Geographic Information	CAA	GINF
AS	BA-GEOG	Social Geography	BAA	SGEG
AS	BA-PAS	African Diaspora Studies	BAA	AFDS
AS	BA-PAS	Pan-African Literature, Arts and Cultures	CAA	PAFL
AS	BA-PAS	Pan-African Studies	AAA	PAS
AS	BA-PAS	Theoretical and Applied Research In Pan-African St	DAA	TARP
AS	BA-POL	American Politics	AAA	APOL
AS	BA-POL	General	DAA	GENL
AS	BA-POL	International Relations-Comparative Politics	CAA	IRCP
AS	BA-POL	Public Policy	BAA	PPOL
AS	BS-AMTH	Applied Mathematics	AAA	AMTH
AS	BS-AMTH	Computational Mathematics	BAA	CMTH
AS	BS-AMTH	Financial Mathematics	DAA	FMTH
AS	BS-AMTH	Probability and Statistics	CAA	PSTT
AS	BS-ANTH	Archaeology	BAA	ARCL
AS	BS-ANTH	Biological Anthropology	AAA	BIOA
AS	BS-BSCI	Molecular and Cellular Biology	AAA	MCBI
AS	BS-BSCI	Organismal Biology	BAA	ORBI
AS	BS-CHEM	Biological Chemistry	BAA	BIOC
AS	BS-CHEM	Chemistry	AAA	CHEM
AS	BS-CHEM	Materials Chemistry	CAA	MCHM
AS	BS-PHY	Applied Physics	FAD	APHY
AS	BS-PHY	General Physics	FAB	GPHY
AS	BS-PHY	Phys Inter - Applied Math & Comp Science	GAD	PMCS
AS	BS-PHY	Physics	FAA	PHY
AS	BS-PHY	Physics Interdisc - Biological Sciences	GAC	PBSC
AS	BS-PHY	Physics Interdisciplinary	GAA	PHYI
AS	BS-PHY	Physics Interdisciplinary - Chemistry	GAB	PCHM
AS	BS-PHY	Physics Interdisciplinary - Mathematics	GAE	PMAT
AS	BS-PHY	Research	FAE	RESE
AS	MA-CPYC	Gerontology	AAA	GERO
AS	MA-ENG	Comparative Literature	AAA	COML
AS	MA-ENG	Concentration For Teachers	EAA	CTEA
AS	MA-ENG	Literature and Writing	FAA	LITW
AS	MA-ENG	Teaching English As a Second Language	DAA	TESL
AS	MA-EPYC	Gerontology	AAA	GERO
AS	MA-FR	Applied Linguistics and Pedagogy	BAA	APLP
AS	MA-FR	Literature	AAA	LIT
AS	MA-GER	Applied Linguistics and Pedagogy	BAA	APLP
AS	MA-GER	Literature	AAA	LIT
AS	MA-HIST	Public History	AAA	PHST

Appendix A: Conversion of Submajor Codes, from SIS to Banner

College	Degree Program	Submajor Name	Submajor SIS Code	Concentration Banner Code
AS	MA-LAT	Applied Linguistics and Pedagogy	BAA	APLP
AS	MA-LAT	Literature	AAA	LIT
AS	MA-PHIL	Culture/History	AAA	CUHS
AS	MA-PHIL	Ethics/Practice	BAA	ETHP
AS	MA-PHIL	Interpretation/Method	CAA	INTM
AS	MA-POL	American Politics and Policy	AAA	AMPP
AS	MA-POL	Justice Politics and Policy	DAA	JSPP
AS	MA-POL	Policy Administration and Analysis	CAA	PLAA
AS	MA-POL	Transnational and Comparative Politics and Policy	BAA	TCPP
AS	MA-SOC	Gerontology	AAA	GERO
AS	MA-SPAN	Applied Linguistics and Pedagogy	BAA	APLP
AS	MA-SPAN	Literature	AAA	LIT
AS	MA-TRNS	French	AAA	FR
AS	MA-TRNS	German	BAA	GER
AS	MA-TRNS	Japanese	CAA	JAPN
AS	MA-TRNS	Russian	DAA	RUSS
AS	MA-TRNS	Spanish	EAA	SPAN
AS	MPA-PADM	Health Care Management	AAA	HCM
AS	MPA-PADM	Public Management	BAA	PMNG
AS	MPA-PADM	Public Policy	CAA	PPOL
AS	MS-CMBI	Cellular Biology and Structure	AAA	CBAS
AS	MS-CMBI	Molecular Biology and Genetics	BAA	MBGN
AS	MS-CPHY	General Chemical Physics	AAA	GCP
AS	MS-CPHY	Liquid Crystal Synthesis and Molecular Design	CAA	LCMD
AS	MS-CPHY	Lyotropic Liquid Crystals and Membranes	DAA	LLCM
AS	MS-CPHY	Optoelectronics	EAA	OELC
AS	MS-CPHY	Physical Properties of Liquid Crystals	BAA	PPLQ
AS	PHD-CMBI	Cellular Biology and Structure	AAA	CBAS
AS	PHD-CMBI	Molecular Biology and Genetics	BAA	MBGN
AS	PHD-CPHY	General Chemical Physics	AAA	GCP
AS	PHD-CPHY	Liquid Crystal Synthesis and Molecular Design	CAA	LCMD
AS	PHD-CPHY	Lyotropic Liquid Crystals and Membranes	DAA	LLCM
AS	PHD-CPHY	Optoelectronics	EAA	OELC
AS	PHD-CPHY	Physical Properties of Liquid Crystals	BAA	PPLQ
AS	PHD-ENGR	Rhetoric and Composition	AAA	RCMP
AS	PHD-POL	American Politics and Policy	AAA	AMPP
AS	PHD-POL	Justice Politics and Policy	DAA	JSPP
AS	PHD-POL	Policy Administration and Analysis	CAA	PLAA
AS	PHD-POL	Transnational and Comparative Politics and Policy	BAA	TCPP
BU	MAE-ECON	Financial Economics	AAA	FECN
BU	MBA-BAD	Accounting	KAA	ACCT
BU	MBA-BAD	Dual Degree MBA/MARC	MAA	DMBA
BU	MBA-BAD	Dual Degree MBA/MSN	JAA	DMBN
BU	MBA-BAD	Dual Degree MLS/MBA	HAA	DMLB
BU	MBA-BAD	Finance	ABA	FIN

Appendix A: Conversion of Submajor Codes, from SIS to Banner

College	Degree Program	Submajor Name	Submajor SIS Code	Concentration Banner Code
BU	MBA-BAD	Human Resource Management	BCA	HRM
BU	MBA-BAD	Information Systems	CBA	INSY
BU	MBA-BAD	International Business	DBA	IBUS
BU	MBA-BAD	Marketing	EBA	MKTG
BU	MSA-ACCT	Assurance Services	AAA	ASRV
BU	MSA-ACCT	Taxation	CAA	TAXN
CA	BA-CFA	Crafts	AAA	CRFT
CA	BA-CFA	Fine Arts	BAA	ARTS
CA	BA-FD	Conceptual Design	CAA	CODE
CA	BA-FD	Technical Design and Production	BAA	TDPR
CA	BFA-ARTS	Drawing	AAA	DRWG
CA	BFA-ARTS	Painting	CAA	PNTG
CA	BFA-ARTS	Printmaking	DAA	PRMK
CA	BFA-ARTS	Sculpture	EAA	SCLP
CA	BFA-CRFT	Ceramics	AAA	CERM
CA	BFA-CRFT	Glass	DAA	GLSS
CA	BFA-CRFT	Jewelry and Metals	EAA	JMTL
CA	BFA-CRFT	Textile Arts	CAA	TXTL
CA	BFA-DANC	Dance Education	AAA	DEDU
CA	BFA-DANC	Dance Performance	BAA	DPER
CA	BFA-THEA	Design/Technology	BAA	DT
CA	BFA-THEA	Musical Theatre	CAA	MUT
CA	BFA-THEA	Musical Theatre - Dance	CAD	MUTD
CA	BFA-THEA	Musical Theatre - Music	CAC	MUTM
CA	BFA-THEA	Musical Theatre - Theatre	CAB	MUTT
CA	BM-MUED	Choral-General	AAA	CHG
CA	BM-MUED	Instrumental	BAA	ISTM
CA	BM-MUS	Composition	AAA	COMP
CA	BM-MUS	Instrumental	ABA	ISTM
CA	BM-MUS	Piano Performance	FAA	PPER
CA	BM-MUS	Theory	DAA	THRY
CA	BM-MUS	Voice Performance	GAA	VPER
CA	MA-ARTE	Non-Thesis Option	AAA	NTHS
CA	MFA-THEA	Acting	AAA	ACT
CA	MFA-THEA	Acting/Advanced Acting	ACA	ACTA
CA	MFA-THEA	Acting/Movement	ABA	ACTM
CA	MFA-THEA	Acting/Voice	ADA	ACTV
CA	MFA-THEA	Design/Technology	BAA	DT
CA	MFA-THEA	Design/Technology: Costume Design	BBA	DTCD
CA	MFA-THEA	Design/Technology: Costume Technology	BDB	DTCT
CA	MFA-THEA	Design/Technology: Lighting Design	BEA	DTLT
CA	MFA-THEA	Design/Technology: Scene Design	BCA	DTSC
CA	MFA-THEA	Design/Technology: Technical Direction	BDC	DTTD
CA	MFA-THEA	Design/Technology: Theatre Design	BDA	DTTH
CA	MM-PERF	Chamber Music	AAA	CMUS

Appendix A: Conversion of Submajor Codes, from SIS to Banner

College	Degree Program	Submajor Name	Submajor SIS Code	Concentration Banner Code
CI	BA-COMM	Applied Communication	DAA	APCO
CI	BA-COMM	Interpersonal Communication	AAA	IPCM
CI	BA-COMM	Organizational Communication	BAA	ORCM
CI	BA-COMM	Public Communication	CAA	PCMM
CI	BFA-VCD	2D Graphic Design	CAA	2DGD
CI	BFA-VCD	3D Graphic Design	DAA	3DGD
CI	BFA-VCD	Illustration	EAA	ILLS
CI	BS-ELMD	Electronic Media Management	CAA	ELMM
CI	BS-ELMD	Electronic Media Production	AAA	ELMP
CI	BS-NEWS	Broadcast Journalism	DAA	BJRN
CI	BS-NEWS	Magazine Journalism	BAA	MJRN
CI	BS-NEWS	Newspaper Journalism	CAA	NJRN
CI	BS-VCD	2D Graphic Design	CAA	2DGD
CI	BS-VCD	3D Graphic Design	DAA	3DGD
CI	BS-VCD	Illustration	EAA	ILLS
CI	BS-VJNL	Information Design	AAA	INFD
CI	BS-VJNL	Photojournalism	BAA	PHOJ
CI	MA-JMC	Media Management	AAA	MEDM
CI	MA-JMC	Public Relations	CAA	PR
CI	MA-JMC	Reporting/Editing - Broadcast	BBA	REBR
CI	MA-JMC	Reporting/Editing - Convergence	BCA	RECN
CI	MA-JMC	Reporting/Editing - Journalism	BDA	REJO
CI	MA-JMC	Reporting/Editing - Magazine	BEA	REMA
CI	MA-JMC	Reporting/Editing - Newspaper	BFA	RENE
CI	MLIS-LIS	Dual Degree MLIS/MBA	AAA	DMIB
CI	MS-IAKM	Information Architecture	CAA	INFA
CI	MS-IAKM	Information Use	BAA	INFU
CI	MS-IAKM	Knowledge Management	AAA	KNMN
CT	BS-AERN	Aeronautical Studies	DAA	AEST
CT	BS-AERN	Aeronautical Systems Engineering Technology	AAA	AESE
CT	BS-AERN	Aviation Management	CAA	AVMN
CT	BS-AERN	Flight Technology	BAA	FLGT
CT	BS-INDT	Electronics	FAA	ELEC
CT	BS-INDT	Industrial Technology 2 +2	EAA	T22
CT	BS-INDT	Management Technology	EBA	MTEC
CT	BS-INDT	Manufacturing Systems	GAA	MSYS
CT	BS-TECH	2+2	AAA	2P2
CT	BS-TECH	2+2 Computer Technology	AFA	22CT
CT	BS-TECH	Computer Design and Animation	AIA	CDA
CT	BS-TECH	Construction Management	CAA	COMA
CT	BS-TECH	Electrical/Electronics	AHA	ELEL
CT	BS-TECH	Manufacturing/Mechanical/Systems	AGA	MMSY
CT	BS-TECH	Plastics Manufacturing	AJA	PLCM
CT	BS-TECH	Technology Education Licensure	BAA	TEDL

Appendix A: Conversion of Submajor Codes, from SIS to Banner

College	Degree Program	Submajor Name	Submajor SIS Code	Concentration Banner Code
EH	BSE-FCSE	Early Childhood Education and Care	CAA	ECEC
EH	BSE-FCSE	Food Management Production and Services	BAA	FMPS
EH	BSE-FCSE	Work and Family	AAA	WFAM
EH	BSE-IBED	Business Training/Development	GAA	BTDV
EH	BSE-IBED	Postsecondary	HAA	PSND
EH	BSE-IBED	Teaching, Secretarial/Office Administration	FAA	TSOA
EH	BSE-INSP	Deaf Education	CAA	DFED
EH	BSE-INSP	Educational Interpreter	EAA	EI
EH	BSE-INSP	General Special Education	HAA	GSED
EH	BSE-INSP	Gifted, Language Arts/Science	DEA	GLAS
EH	BSE-INSP	Gifted, Mathematics/Language Arts	DCA	GMLA
EH	BSE-INSP	Gifted, Mathematics/Science	DFA	GMS
EH	BSE-INSP	Gifted, Mathematics/Social Studies	DBA	GMSS
EH	BSE-INSP	Gifted, Social Studies/Language Arts	DAA	GSSL
EH	BSE-INSP	Gifted, Social Studies/Science	DDA	GSSS
EH	BSE-INSP	Mild/Moderate	AHA	MLDM
EH	BSE-INSP	Mild/Moderate, Social Studies/Language Arts	AAA	MMSL
EH	BSE-INSP	Moderate/Intensive	BAA	MDIN
EH	BSE-INSS	Economics	DAA	ECON
EH	BSE-INSS	Geography	CAA	GEOG
EH	BSE-INSS	History	AAA	HIST
EH	BSE-INSS	Political Science	EAA	POL
EH	BSE-INSS	Sociology	BAA	SOC
EH	BSE-ISCI	Chemistry	CAA	CHEM
EH	BSE-ISCI	Earth Science	BAA	ESCI
EH	BSE-ISCI	Life Science	AAA	LFSC
EH	BSE-ISCI	Physics	DAA	PHY
EH	BSE-MCED	Language Arts	ABA	LART
EH	BSE-MCED	Language Arts/Mathematics	CAA	LAMT
EH	BSE-MCED	Language Arts/Science	EAA	LASC
EH	BSE-MCED	Mathematics	CBA	MATH
EH	BSE-MCED	Mathematics/Science	FAA	MTSC
EH	BSE-MCED	Mathematics/Social Studies	BAA	MTSS
EH	BSE-MCED	Science	DBA	SCNC
EH	BSE-MCED	Social Studies	BBA	SST
EH	BSE-MCED	Social Studies/Language Arts	AAA	SSLA
EH	BSE-MCED	Social Studies/Science	DAA	SSSC
EH	BSE-SHED	Health and Physical Education	HPE	HPE
EH	BS-HDFS	Case Management for Individuals and Families	CAA	CMFI
EH	BS-HDFS	Family Life Education	BAA	FLE
EH	BS-HDFS	Gerontology	DAA	GERO
EH	BS-HDFS	Youth Development	AAA	YDEV
EH	BS-IHS	Health Care Administration and Systems	CAE	HCAS
EH	BS-IHS	Health Sciences	AAA	HLSC
EH	BS-IHS	Health Services	BAA	HLSV

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College	Degree Program	Submajor Name	Submajor SIS Code	Concentration Banner Code
EH	BS-NF	Hospitality Management	CAA	HSPM
EH	BS-NF	Nutrition and Dietetics	BAA	ND9
EH	BS-PEP	Exercise Science/Exercise Physiology	DBA	ESEP
EH	BS-PEP	Exercise Science/Exercise Specialist	DCA	ESES
EH	BS-PEP	Exercise Sciences	DAA	EXSC
EH	BS-PEP	Health and Physical Education	HPE	HPE
EH	BS-PEP	Human Movement Studies	FAA	HMS
EH	BS-PEP	Teacher Certification	CAA	TCER
EH	BS-RPTM	Recreation and Park Management	AAA	RPM
EH	BS-RPTM	Tourism Management	CAA	TMM
EH	BS-HDFS	Gerontology and Nursing Home Administration	EAA	GNHA
EH	MA-ECDE	Pre-Kindergarten Special Needs Endorsement	DAA	PKSN
EH	MA-ELS	Athletic Training	GAA	ATTR
EH	MA-ELS	Exercise Physiology	CAA	EXPH
EH	MA-ELS	Gerontology	AAA	GERO
EH	MA-ELS	Physical Education Teacher Education	FAA	PETE
EH	MA-ELS	Sport and Recreation Management	BAA	SRCM
EH	MA-ELS	Sport Studies	DAA	SPST
EH	MA-FS	Gerontology	BAA	GERO
EH	MA-FS	Human Development and Family Studies	CAA	HDFS
EH	MA-HEDP	Community Health	BAA	CHLT
EH	MA-HEDP	Gerontology	AAA	GERO
EH	MA-INSP	Deaf Education	CAA	DFED
EH	MA-INSP	Early Childhood Intervention Specialist	EAA	ECIS
EH	MA-INSP	Early Education of the Handicapped Endorsement	EBA	EEHE
EH	MA-INSP	Educational Interpreting K-12	DAA	EI12
EH	MA-INSP	General Special Education	HAA	GSED
EH	MA-INSP	Gifted	FAA	GFTD
EH	MA-INSP	Mild/Moderate	GAA	MLDM
EH	MA-INSP	Moderate/Intensive	BAA	MDIN
EH	MA-INSP	Transition To Work	IAA	TRTW
EH	MA-ITEC	Computer/Technology	BAA	CMTC
EH	MA-ITEC	ITEC General	CAA	ITCG
EH	MA-ITEC	Library/Media	AAA	LIBM
EH	MA-SCON	Classroom Guidance for Teachers	BAA	CGDT
EH	MA-SCON	Professional School Counseling	AAA	PSC
EH	MAT-SEED	Business	IAA	BUSN
EH	MAT-SEED	Chemistry	FCA	CHEM
EH	MAT-SEED	Chemistry/Physics	FDA	CHPH
EH	MAT-SEED	Dance	KAA	DANC
EH	MAT-SEED	Earth Science	FFA	ESCI
EH	MAT-SEED	English/Language Arts	BAA	ENLA
EH	MAT-SEED	Family and Consumer Studies	IBA	FCS9
EH	MAT-SEED	French	CAA	FR
EH	MAT-SEED	German	CCA	GER

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College	Degree Program	Submajor Name	Submajor SIS Code	Concentration Banner Code
EH	MAT-SEED	Health	JAA	HLTH
EH	MAT-SEED	Integrated Science	FGA	ISCI
EH	MAT-SEED	Latin	CDA	LAT
EH	MAT-SEED	Life Science	FAA	LFSC
EH	MAT-SEED	Life Science/Chemistry	FBA	LSCM
EH	MAT-SEED	Marketing	IGA	MKTG
EH	MAT-SEED	Mathematics	DAA	MATH
EH	MAT-SEED	Music	EAA	MUS
EH	MAT-SEED	Physics	FEA	PHY
EH	MAT-SEED	Russian	CEA	RUSS
EH	MAT-SEED	Social Studies	GAA	SST
EH	MAT-SEED	Spanish	CBA	SPAN
EH	MAT-SEED	Technology Vocational Education	HAA	TCVE
EH	MED-ECDE	Pre-Kindergarten Special Needs Endorsement	DAA	PKSN
EH	MED-HEDP	Community Health	BAA	CHLT
EH	MED-HEDP	School Health Licensure	AAA	SHLI
EH	MED-INSP	Deaf Education	CAA	DFED
EH	MED-INSP	Early Childhood Intervention Specialist	EAA	ECIS
EH	MED-INSP	Early Education of the Handicapped Endorsement	EBA	EEHE
EH	MED-INSP	Educational Interpreting K-12	DAA	EI12
EH	MED-INSP	General Special Education	HAA	GSED
EH	MED-INSP	Gifted	FAA	GFTD
EH	MED-INSP	Mild/Moderate	GAA	MLDM
EH	MED-INSP	Moderate/Intensive	BAA	MDIN
EH	MED-INSP	Transition To Work	IAA	TRTW
EH	MED-ITEC	Computer/Technology	BAA	CMTC
EH	MED-ITEC	ITEC General	CAA	ITCG
EH	MED-ITEC	Library/Media	AAA	LIBM
EH	MED-RHAB	Rehabilitation Counselor	AAA	RCNS
EH	MED-SCON	Classroom Guidance for Teachers	BAA	CGDT
EH	MED-SCON	Professional School Counseling	AAA	PSC
EH	MS-NUTR	Dietetic Internship	BAA	DINT
EH	PHD-EAKL	Principal Licensure	AAA	PRLC
EH	PHD-EAKL	Superintendent Licensure	CAA	SPLI
EH	PHD-EPSY	Instructional Technology	AAA	ITEC
EH	PHD-PEP	Exercise Physiology	IAA	EXPH
EH	MAT-SEED	Art	AAA	ART9
EH	PHD-EAKL	Administrative Specialist Licensure	BAA	ADSL
NU	MSN-NURS	Dual Degree MSN/MBA	EAA	DMNB
NU	MSN-NURS	Family Nurse Practitioner	IAA	FNPR
NU	MSN-NURS	Geriatric Nurse Practitioner	AEA	GNPR
NU	MSN-NURS	Nursing Healthcare Management	DAA	NHCM
NU	MSN-NURS	Nursing of The Adult - Clinical Nurse Specialist	ADA	NACN
NU	MSN-NURS	Nursing of The Adult - Gerontology	ABA	NAGR
NU	MSN-NURS	Pediatric Clinical Nurse Specialist	HBA	PCNS

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College	Degree Program	Submajor Name	Submajor SIS Code	Concentration Banner Code
NU	MSN-NURS	Pediatric Nurse Practitioner	HAA	PNPR
NU	MSN-NURS	Primary Care Adult Nurse Practitioner	ACA	PCAN
NU	MSN-NURS	Psyc Mental Health Nurs - Gerontology	BBA	PNGR
NU	MSN-NURS	Psyc Mental Hlth Nurs - Children & Adolescents	BCA	PNCA
NU	MSN-NURS	Psychiatric Mental Health Nursing	BAA	PSMH
NU	MSN-NURS	Women's Health Clinical Nurse Specialist	GAA	WHCN
NU	MSN-NURS	Women's Health Nurse Practitioner	FAA	WHNP
Regional Campuses				
AC	AAB-BMRT	Computer Applications	QAA	CMPA
AC	AAB-BMRT	General Management/Entrepreneurship/Manufacturing	RAA	GMEM
AC	AAB-BMRT	Information Technology	PAA	INFT
AC	AAB-BMRT	Manufacturing Management	MAA	MET
AC	AAB-BMRT	Marketing and Sales	GAA	MKSL
AC	AAB-COMT	Application Development Technology	BAA	APDT
AC	AAB-COMT	General Technology	DAA	GTEC
AC	AAB-COMT	Internet/Multimedia Technology	CAA	IMMT
AC	AAB-COMT	Network Technology	AAA	NWTC
AC	AAB-ITAP	Desktop Publishing Technology	DAA	DTPT
AC	AAB-ITAP	Legal Office Technology	EAA	LGOT
AC	AAB-ITAP	Medical Office Technology	FAA	MDOT
AC	AAS-EEET	Computer	BAA	CMPR
AC	AAS-EEET	Electrical Engineering Tech (General)	AAA	EETG
AC	AAS-MERT	General	AAA	GENL
AC	AAS-MERT	Polymer	FAA	PLMR
AC	AAS-MERT	Radiation Polymer	EAA	RADP
AC	AAS-MERT	Systems	DAA	SYST
EC	AAB-BMRT	Computer Applications	QAA	CMPA
EC	AAB-BMRT	General Management/Entrepreneurship/Manufacturing	RAA	GMEM
EC	AAB-BMRT	Information Technology	PAA	INFT
EC	AAB-BMRT	Marketing and Sales	GAA	MKSL
EC	AAB-COMT	Application Development Technology	BAA	APDT
EC	AAB-COMT	General Technology	DAA	GTEC
EC	AAB-COMT	Internet/Multimedia Technology	CAA	IMMT
EC	AAB-COMT	Network Technology	AAA	NWTC
GC	AAB-COMT	Application Development Technology	BAA	APDT
GC	AAB-COMT	General Technology	DAA	GTEC
GC	AAB-COMT	Internet/Multimedia Technology	CAA	IMMT
GC	AAB-COMT	Network Technology	AAA	NWTC
GC	AAS-HORT	Landscape Design	BAA	LDSG
GC	AAS-HORT	Turfgrass Management	CAA	TFMT
GC	AAS-HORT	Urban Forestry	AAA	UFOR

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College	Degree Program	Submajor Name	Submajor SIS Code	Concentration Banner Code
SA	AAB-BMRT	Computer Applications	QAA	CMPA
SA	AAB-BMRT	General Management/Entrepreneurship/Manufacturing	RAA	GMEM
SA	AAB-BMRT	Information Technology	PAA	INFT
SA	AAB-BMRT	Marketing and Sales	GAA	MKSL
SA	AAB-COMT	Application Development Technology	BAA	APDT
SA	AAB-COMT	General Technology	DAA	GTEC
SA	AAB-COMT	Internet/Multimedia Technology	CAA	IMMT
SA	AAB-COMT	Network Technology	AAA	NWTC
SA	AAB-ITAP	Desktop Publishing Technology	DAA	DTPT
SA	AAB-ITAP	Legal Office Technology	EAA	LGOT
SA	AAB-ITAP	Medical Office Technology	FAA	MDOT
SA	AAS-HORT	Landscape Design	BAA	LDSG
SA	AAS-HORT	Turfgrass Management	CAA	TFMT
SA	AAS-HORT	Urban Forestry	AAA	UFOR
SA	ATS-RADT	Radiology Department Management Technology	AAA	RDMT
SA	BRIT-RIS	Computed Tomography - Hospitals/ATS	ABA	CTHA
SA	BRIT-RIS	Computed Tomography (CT) Rad Tech AAS	AAA	CTRT
SA	BRIT-RIS	Diagnostic Medical Sonography - Freshman/AS	DBA	FRAS
SA	BRIT-RIS	Diagnostic Medical Sonography - Hospitals/ATS	DCA	HATS
SA	BRIT-RIS	Diagnostic Medical Sonography Rad Tech AAS	HAA	RTAS
SA	BRIT-RIS	Magnetic Resonance Imaging - Hospitals/ATS	BBA	MRHA
SA	BRIT-RIS	Magnetic Resonance Imaging (MRI) Rad Tech AAS	CAA	MRRT
SA	BRIT-RIS	Nuclear Medicine - Freshman/AS	CBA	NMFR
SA	BRIT-RIS	Nuclear Medicine - Hospitals/ATS	CCA	NMHO
SA	BRIT-RIS	Nuclear Medicine Rad Tech AAS	EAA	NMRT
SA	BRIT-RIS	Radiation Therapy - AAS RADT	KAA	RTAA
SA	BRIT-RIS	Radiation Therapy - Assoc Degree / Freshman Entry	LAA	RTFE
SA	BRIT-RIS	Radiation Therapy - Hospital-Based / ATS RADT	MAA	RTHB
TR	AAB-BMRT	Computer Applications	QAA	CMPA
TR	AAB-BMRT	General Management/Entrepreneurship/Manufacturing	RAA	GMEM
TR	AAB-BMRT	Information Technology	PAA	INFT
TR	AAB-BMRT	Marketing and Sales	GAA	MKSL
TR	AAB-COMT	Application Development Technology	BAA	APDT
TR	AAB-COMT	General Technology	DAA	GTEC
TR	AAB-COMT	Internet/Multimedia Technology	CAA	IMMT
TR	AAB-COMT	Network Technology	AAA	NWTC
TR	AAB-ITAP	Desktop Publishing Technology	DAA	DTPT
TR	AAB-ITAP	Legal Office Technology	EAA	LGOT
TR	AAB-ITAP	Medical Office Technology	FAA	MDOT
TR	AAS-EEET	Computer	BAA	CMPR
TR	AAS-EEET	Electrical Engineering Tech (General)	AAA	EETG
TR	AAS-HTMT	General	CAA	GENL
TR	AAS-HTMT	Photonics	AAA	PHTN
TR	AAS-HTMT	Semiconductors	BAA	SMIC

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College	Degree Program	Submajor Name	Submajor SIS Code	Concentration Banner Code
TR	AAS-MERT	General	AAA	GENL
TR	AAS-MERT	Polymer	FAA	PLMR
TR	AAS-MERT	Radiation Polymer	EAA	RADP
TU	AAB-BMRT	Computer Applications	QAA	CMPA
TU	AAB-BMRT	Entrepreneurship	EAA	ENTR
TU	AAB-BMRT	General Management/Entrepreneurship/Manufacturing	RAA	GMEM
TU	AAB-BMRT	Information Technology	PAA	INFT
TU	AAB-BMRT	Marketing and Sales	GAA	MKSL
TU	AAB-COMT	Application Development Technology	BAA	APDT
TU	AAB-COMT	General Technology	DAA	GTEC
TU	AAB-COMT	Internet/Multimedia Technology	CAA	IMMT
TU	AAB-COMT	Network Technology	AAA	NWTC
TU	AAB-ITAP	Desktop Publishing Technology	DAA	DTPT
TU	AAB-ITAP	Legal Office Technology	EAA	LGOT
TU	AAB-ITAP	Medical Office Technology	FAA	MDOT
TU	AAS-EEET	Computer	BAA	CMPR
TU	AAS-EEET	Electrical Engineering Tech (General)	AAA	EETG
TU	AAS-MERT	General	AAA	GENL
TU	AAS-MERT	Polymer	FAA	PLMR

Appendix B: Submajors solely used to track and report that are not moving to Banner

College	Degree Program	Submajor Name	Submajor SIS Code	Notes
AS	BA-ACM, BA-AMST, BA-ANTH, BA-BSCI, BA-CHEM, BA-CLSS, BA-ECON, BA-ENG, BA-ESCI, BA-ETHN, BA-FR, BA-GEOL, BA-GER, BA-HIST, BA-INDM. BA-INTL, BA-JUS, BA-LAS, BA-LAT, BA-MATH, BA-PAS, BA-PDNT, BA-PHIL, BA-PHY, BA-PLST, BA-PMED, BA-PSYC, BA-RUSS, BA-SEES, BA-SOC, BA-SPAN, BGS-GSTU, BGS-PDNT, BGS-PMED, BS-AMTH, BS-BOT, BS-BSCI, BS-CHEM, BS-CONS, BS-CS, BS-FRTR, BS-GEOL, BS-GRTR, BS-ILS, BS-MATH, BS-MEDT, BS-PDNT, BS-PMED, BS-RUTR, BS-SPTR, BS-ZOOL		ADV	
BU	MBA-BAD	Combined with BS in Fashion Merchandising	LAA	
BU	MBA-BAD	Executive Kent	XAA	Becomes EMBA major
BU	MBA-BAD	Executive Lorain	XBA	Becomes EMBO major
BU	MBA-BAD	Finance	ACA	Only one submajor of each will be in Banner
BU	MBA-BAD	Human Resource Management	BBA	
BU	MBA-BAD	Information Systems	CCA	
BU	MBA-BAD	International Business	DCA	
BU	MBA-BAD	Marketing	ECA	
BU	MBA-BAD	General	LFF	
BU	MBA-BAD	General	PPP	
CA	BS-FM	Combined Degree with MBA	AAA	
CT	BS-TECH	General Option	ABA	Duplicate of the 2+2 submajor
EH	BSE-ECDE	Regional Campuses	AAA	
EH	MAT-SEED	Other	LAA	
NU	BSN-NURS	Accelerated Nursing Program	AAA	
NU	BSN-NURS	Geauga Campus Student	DAA	
NU	BSN-NURS	Kent Campus Student	CAA	
NU	BSN-NURS	RN-BSN Program	BAA	
NU	BSN-NURS	Salem Campus Student	EAA	
NU	BSN-NURS	Stark Campus Student	FAA	
NU	BSN-NURS	Trumbull Campus Student	GAA	
Regional Campuses				
AC	AAB-BMRT	BBA Articulation	NAA	
EC	AAB-BMRT	BBA Articulation	NAA	
SA	AAB-BMRT	BBA Articulation	NAA	
TR	AAB-BMRT	BBA Articulation	NAA	
TU	AAB-BMRT	BBA Articulation	NAA	

CELEBRATE CENTENNIAL
KENT STATE UNIVERSITY
1910·2010

OFFICE OF THE PROVOST

Educational Policies Council
Minutes

Monday, November 20, 2006
Room 310, Kent Student Center

Members Present:

Provost	Paul L. Gaston
Vice Provost	Steve O. Michael
Executive Dean	Shirley J. Barton
Deans	Larry R. Andrews, Timothy J. Chandler, Aminur R. (Raj) Chowdhury, Margaret A. (Peggy) Doheny [representing Laura Cox Dzurec], David A. England, Jerry D. Feezel, Steven Fong, James L. Gaudino, Gary M. Padak, Denise A. Seachrist, Mark W. Weber, Donald R. Williams [representing George E. Stevens]
Faculty Senate Representatives	Cheryl A. Casper, Florence W. Dore, Bruce J. Gunning, Barbara Hipsman-Springer, Thomas Janson, Declan F. Keane, Erica B. Lilly, John A. Marino, Vilma Seeberg, Metrecchia A. (Tish) Soper, Mary C. Stansbury
College Curriculum Committee Representatives	David A. Dumpe, Verna M. Fitzsimmons, Sanda Katila, Jacqueline Rowser, Alexa L. Sandmann, Stephen M. Zapytowski
Nonmember Consultants to the EPC	Joanne M. Arhar, Lisa N.H. Delaney, Evelyn Goldsmith, Mary Ann Haley, Nancy E. Mitchell, Gayle L. Ormiston, Elizabeth A. Sinclair-Colando, Therese E. Tillett, Becky L. Totts

Also in attendance: Gregory L. Andrews, Stephane E. Booth, Eric A. Brewer, Brent C. Bruot, Ruth C. Capasso, Laura L. Davis, Peter G. Dorff, Daniel J. Fuller, LuEtt J. Hanson, Min He, Joyce L. Heise, Albert L. (Chip) Ingram, John R. Jewell, E.G. (Gay) Lindsay, Julie A. Messing, David Mohan, Edward J. Murray, Jeffrey L. Nolte, Thomas M. Norton-Smith, Susan J. Stocker, Wanda E. Thomas, Edward F. Villella

Provost Paul L. Gaston convened the Educational Policies Council at 3:20 p.m., on Monday, November 20, 2006, in Room 310 of the Kent Student Center. He asked if there were any additions or corrections to **Action Item 1: Approval of minutes of October 23, 2006**. Faculty Senate Chair Cheryl A. Casper, professor in the Department of Economics, requested correction to the sentence "Faculty Senate Chair Casper asked why the proposal was considered an action item." (page 6, paragraph 8) She said she asked why it was a major and not minor revision. Provost Gaston declared the minutes approved as corrected.

Provost Gaston moved on to the resubmission of **Action Item 2: Establishment of a Bachelor of Professional Studies [BPS PSTU] degree program to be offered on all seven regional campuses. Proposal includes establishment of ITEC 37100 and 47100 as program requirements. Total credits to degree completion are 122-124**. He reminded members that according to *Robert's Rules of Order*, Action Item 2 could be reconsidered if a member who voted "in the affirmative'—i.e., against approval—requested a motion for reconsideration, which then was seconded. If the members voted in the majority, the item would come to the EPC, without prejudice, as if it was being considered for the first time.

In response to Provost Gaston's query for a motion, Senator Erica B. Lilly, associate professor in Libraries and Media Services, made a motion for reconsideration, which was seconded by Margaret A. (Peggy) Doheny, professor in the College of Nursing. The floor then opened for discussion on whether the proposal should be reconsidered.

Senator Florence W. Dore, associate professor in the Department of English, said she thought that at the last meeting, the members conducted a thorough examination of the proposal and, ultimately, voted against it. She asked why they should re-examine it.

Shirley J. Barton, executive dean of the Regional Campuses, replied that the faculty who developed the proposal listened to the EPC's feedback, met with individuals and groups and addressed concerns. Also, because the electronic proposal was sent late to members, and some members could not open the document, she felt that many members were at a disadvantage during the last discussion.

Senator Mary C. Stansbury, associate professor in the School of Library and Information Science, requested a ballot vote, instead of show of hands, for the reconsideration, which was approved by Provost Gaston. Senator Dore asked if the proposal had been revised or were the members reconsidering the same proposal, and would that compromise the democratic process of the last meeting. Faculty Senate Chair Casper added that it would be helpful to understand if the revision was substantial or just a tweaking. In response, Executive Dean Baton pointed members to an issues update and supplementary information on the two ITEC courses included in the proposal (attachment 2, pages 4-6 and pages 17-36, respectively). In addition, a representative from the Instructional Technology program was in attendance to answer questions. She agreed with Provost Gaston's summation that the proposal had been resubmitted because Regional Campuses felt that the EPC body was now better informed.

Dean Aminur R. (Raj) Chowdhury of the College of Technology opposed the reconsideration, saying the proposal had been in the works for a least a year, already discussed and voted upon, and he didn't see much change in the new proposal.

At this point, Provost Gaston completed a roll call of Faculty Senate members to see if the alternates would be voting. All senators were counted as present.

A ballot vote was conducted for reconsideration.

In favor: 17
Against: 13
The motion passed.

Before proceeding to Action Item 2, Provost Gaston entertained requests to advance the information item and/or the lesser item to the state of an action item. Hearing none, the two items were considered approved.

Moving onto discussion and debate of Action Item 2, Executive Dean Barton asked Provost Gaston to recognize Regional Campuses faculty in attendance to speak. Provost Gaston asked if there were any objections, and hearing one objection to having faculty members "speechify," he granted the request to allow the visiting faculty to answer questions only.

Senator Barbara J. Hipsman-Springer, associate professor in the School of Journalism and Mass Communication, asked about a similar program at Ohio University, the Bachelor of Technical and Applied Studies, which was mentioned in the proposal (attachment 2, pages 7 and 51) and its results so far. Executive Dean Barton replied that, although she couldn't recall exact figures, she knew Ohio University reported a great increase in the past year. Verna M. Fitzsimmons, associate professor in the College of Technology, asked if the increase was an overall university increase or just in that particular program. Executive Dean Barton said that her knowledge was based on just that program.

Senator Stansbury wanted to clarify a statement in the proposal (attachment 2, page 4) that a question was asked at the last EPC meeting about why the School of Library and Information Sciences was not considered to develop the two ITEC courses. She said her concern was not that the school was not approached, but that the school's faculty already teaches similar courses. In her opinion, ITEC 37100 and 47100 (hereby referred to as "corner/capstone courses") have very little to do with instructional technology and very much to do with information literacy.

Executive Dean Barton introduced Albert L. (Chip) Ingram, associate professor in the Instructional Technology program. He said his program was consulted initially because the faculty has experience with elements of information literacy. The goal was to offer an original course where students would gain some information literacy concepts to do the research for an e-portfolio; the capstone course would help the students put it all together. The corner/capstone courses were to be fairly broad in content and taught by faculty from a range of disciplines.

Senator Lilly countered that the proposal for the cornerstone course listed 18 hours, approximately four weeks, of content devoted to information literacy, "a significant portion." She added that she found no clear indication of how instructors were to be selected. Evidence of teaching is fine, she said, but without ownership by students, some control, they don't retain what they learn. She believed that this would affect the library on each regional campus that offered the program.

Senator John A. Marino, associate professor in the College of Technology, Trumbull Campus, focused on the establishment of the Regional Campuses Curriculum Committee, which he thought had an unclear membership. Associate Professor Fitzsimmons expressed confusion over the proposed program's title ("professional what?"). She said that the provost has charged professional schools to become accredited and stand up to third-party audits, and asked who would accredit the Bachelor of Professional Studies.

Edward F. Villella, associate professor in the College of Technology, Salem Campus, requested to speak. He addressed Senator Hipsman-Springer's reference to Ohio University's program, saying that it is offered at Lorain County Community College, "literally in our backyard." Regarding Senator Lilly's question about the program's faculty, he presented a document outlining how faculty would be approved to teach the corner/capstone courses. The required skills included knowledge of web-development tools, digital editing, design elements and electronic presentation software. He responded to Senator Marino's statement about the curriculum committee membership, explaining that the Regional Campuses Faculty Advisory Committee appointed members from among the elected members of the seven Regional Campuses faculty committees.

In rejoinder, Senator Marino said he wanted to know about the committee membership in the future, not the present, and Senator Stansbury wanted to know where the faculty would be getting their expertise in information literacy, and why wasn't the library faculty involved.

John R. Jewell, associate professor in the Department of English, Tuscarawas Campus, requested to speak. He stated that with five colleges and 13 departments and half-million students looking for a degree, "we stand to gain." Regarding the corner/capstone courses, he reminded members that they were Instructional Technology courses; therefore, that program would determine who teaches them.

Executive Dean Barton, in response to Senator Lilly's question on expertise in information literacy, said that the Regional Campuses used their library directors and librarians frequently in a teaching capacity and would not rule out using them to teach the corner/capstone courses.

Senator Dore voiced skepticism about the capstone course, wondering why a need for such a course in a major that provides concentrations in specific disciplines. Denise A. Seachrist, dean of academic student services on the Regional Campuses, replied that the creation of corner/capstone courses was in direct response to a directive from the Ohio Board of Regents, based on the board's review of the Program Development Plan. Ohio University's similar program offers corner/capstone courses. Senator Lilly questioned the consistency of the program and faculty across the Regional Campuses, and the ease for students transferring, which Executive Dean Barton said would be the same as is done now for existing programs that are offered on more than one regional campus.

Faculty Senate Chair Casper said she could "probably agree" that this type of degree is needed in this area. Nevertheless, she expressed concern about the corner/capstone courses and the selected Regional Campuses instructors who may not have the expertise to evaluate the substance of the students' e-portfolio. She asked who at Ohio University was teaching its corner/capstone courses. Executive Dean Barton replied that she didn't know. The Ohio University program offers two to three options for students to take; however, it is not competency-based as is the Bachelor of Professional Studies. Executive Dean Barton also suggested that faculty who have most of the qualifications to teach the courses but are lacking in one or two areas may benefit from workshops offered by the Faculty Professional Development Center. Senator Stansbury argued that enrolling in a workshop was not the same as earning a degree in the discipline, and Senator Dore added that the program should want faculty to have expertise that can't be replicated in workshops. Executive Dean Barton assured them that that was not the case, they were not seeking to replicate what's at the master's level, "we want to give students the very basic building blocks."

Associate Professor Jewell countered that information literacy was one of 10 competencies that employers want to see. He added that he would like to think information literacy was a part of each course they teach.

Dean Chowdhury appealed to the members to see that "we have direct encroachment" with the 2+2 Technology program and the Bachelor of General Studies. "How are we going to differentiate?" In response, Associate Professor Villella passed out a sheet that compared the three programs.

Senator Marino addressed course staffing, listing specifically ENG 30063 Business and Professional Writing, a required course in the program, which he believed did not have many sections. He asked if the Regional Campuses deans were willing to offer courses with low enrollment, and how that would affect established courses. There proceeded a short debate on section availability of ENG 30063 in past semesters. Executive Dean Barton assured Senator Marino that the deans were aware that the course's sections may initially have small numbers and indicated their support in offering them, regardless.

At this juncture, Jerry D. Feezel, interim dean of the College of Arts and Sciences, requested and received permission to distribute a draft memorandum to "set the record straight" on what his college felt were

misconceptions in an article about the Bachelor of General Studies that was published in the November 8 issue of the *Daily Kent Stater*.

Senator Metrechia A. (Tish) Soper, assistant professor in the College of Technology, Salem Campus, commented that, although she had listened to issues about encroachment, she felt that there was enough room for all programs, if they were quality programs; and she expressed affliction over how divisive the discussions had become, academic department versus site. She pointed to the success of the associate degree program in business management technology on five of the Regional Campuses as an example. "Students are place bound, they take what is offered." Regarding academic oversight, she said wherever the courses were housed are where they would be overseen.

Dean James L. Gaudino of the College of Communication and Information posed the questions: Did Kent State want competency-based programs as opposed to disciplinary-based programs? If yes, did this program adequately meet the requirements? If Instructional Technology was not appropriate to house the corner/capstone courses, he proposed, the EPC could charge the drafters to move them to Library and Information Sciences or another, more appropriate unit.

In favor of the proposed degree program, Edward J. Murray, assistant professor in the Department of Psychology, Ashtabula Campus, noted that his campus had the largest enrollment in Bachelor of General Studies, and he did not see the Bachelor of Professional Studies as competition.

Associate Professor Villella quoted statistics—disputed by Dean Chowdhury—to demonstrate that a large number of students enrolled in a technology course or a technology degree program on the Regional Campuses did not go on to the 2+2 Technology program. He said he was not attacking the program, which he called a good degree, merely pointing out the need for another program.

Provost Gaston concluded the discussion and debate and moved the action to a vote. Senator Marino requested a ballot vote, which was seconded by Senator Hipsman-Springer.

In favor: 12
Against: 18
The motion failed.

Provost Gaston turned the proceedings over to Associate Provost Gayle L. Ormiston for **Discussion Item 1: Faculty Senate Commission on Curriculum Processes.** Associate Provost Ormiston said that Dean Gaudino requested this item at the last EPC meeting and introduced commission members Brent C. Bruot, professor in the Department of Biological Sciences, and Thomas M. Norton-Smith, associate professor in the Department of Philosophy.

Professor Bruot explained that the commission was charged to streamline the curricular process and examine the feasibility of a program established on a temporary basis. He cautioned that the commission was still a work in progress. The commission's proposal was threefold:

1. Reorganize the EPC to more closely align with the structure of the Faculty Senate, where non-voting members included the provost and deans and where the EPC would be empowered to vote on more actions that were currently sent to the Faculty Senate.
2. Establish a Regional Campuses Curriculum Committee, parallel to the colleges' curriculum committees, which would be able to consider academic programs offered exclusively on the Regional Campuses.
3. Create a provisional curricular review process to be completed in a shorter time than the current process, approximately two to three months. Professor Bruot understood that there may be issues with the Ohio Board of Regents, and the commission would make modifications.

Dean Mark W. Weber of Libraries and Media Services addressed the first point of the proposal, and asked the commission to provide information on the benefit of disenfranchising the deans whose budgets would be used to fund new proposals. Associate Professor Norton-Smith replied that currently the Faculty Senate makes the final decision on major action items and—as evidenced by this month's thorough discussion of proposals—he believed that this body should take final control. The dean's important views, he said, would still be heard. Senator Stansbury agreed with Associate Professor Norton-Smith's assessment, asking how many votes had the members seen as decisive as what occurred with the proposed Bachelor of Professional Studies. She considered the commission's proposal not disenfranchising, but making it easier without the politics.

Dean David A. England of the College of Education, Health and Human Services conjectured that this reorganization pointed toward administration versus faculty, forcing a dean's block vote against a faculty block vote, and suggested that the members postulate the original intention of the Educational Policies Council. He speculated that it may have contained the ideas that the deans are seen as something other than managers; that budgets are brought into account in meaningful voting discussions; that deans have a different perspective, "not entirely a bad thing"; that deans have interdisciplinary purview and relationships with the university president and provost; and that deans should be significantly engaged in the curricular review process.

Faculty Senate Chair Casper saw the reorganization as allowing the EPC to focus on academic programs, so the Faculty Senate would not have to replay the same kinds of arguments. She said the deans would continue to play important roles in developing curricular proposals. Associate Provost Ormiston proposed the scenario that just as department chairs or school directors may not forward curricular proposals that were approved by their respective curriculum committees, deans may choose not to forward proposals to the EPC that were approved by their college's curriculum committee.

Dean Gaudino commented that as the current administrative trend is to move toward a central management, the decisions that the EPC makes has an impact on the overall budget as well as the intellectual health of a major. Senator Stansbury said budget decisions should be handled at the college level, not at the EPC level.

Senator Dore asked for explanation for removing voting privileges from the deans. Faculty Senate Chair replied that it would streamline the process and free the Faculty Senate to discuss other things. Dean Andrews said he understood that the Faculty Senate Executive Committee currently decides approval on many EPC-approved items so as not to have to expend senators' time. He also pointed to one sentence in the proposal as unclear—"[The EPC shall] take action on …." (attachment 4, pages 3 and 5)—noting that it did not say "final action."

Dean England asked if the justification for deans not having a vote on the EPC was due to department chairs/school directors not having a vote at the College Curriculum Committee level. He appealed to EPC members to oppose the reorganization proposal.

Continuing to the committee's second point, to establish a Regional Campuses Curriculum Committee, Executive Dean Barton explained that, in the early stages of developing associate degree programs, the Regional Campuses work closely with the Kent Campus departments that house the programs. Because of the consultation and approval that goes on initially, the commission sought to streamline the process by having a Regional Campuses Curriculum Committee as a one-stop for discussion and approval.

In response to a question from Senator Vilma Seeberg, associate professor in the Department of Educational Foundations and Special Services, about representation on the committee, Executive Dean Barton said the committee would comprise a representative from each regional campus and one representative from each Kent Campus department that houses a Regional Campuses program—

approximately 18 members. Senator Marino requested clarification on the review process, saying he saw the proposed structure as cumbersome. Executive Dean Barton explained that programs would not be developed without approval by Kent Campus academic departments; consequently, the program's official approval by the department would be a formality. The EPC would still consider these proposals.

Dean Chowdhury argued against the proposal, saying he believed the current procedure worked and this new arrangement created an additional step and slowed the process. Dean England said he didn't hear evidence that they have an extremely slow process. A current proposal could be processed efficiently, he held, if it was thoughtfully prepared, well written and officially signed.

Associate Provost Ormiston requested Professor Bruot to conclude with the proposal's last point, the provisional approval process. Professor Bruot outlined the progression of a provisional proposal, from academic department to college to Provost's Office to the EPC for approval and then implementation. This process would be used sparingly, and the program would have a time limit of less than three years to be formally processed and approved. If the program was ultimately denied approval or fell short of expectations, a mechanism for students in the program would be carried forth.

Associate Provost Ormiston relayed a conversation he had had with Jane Fullerton, associate vice chancellor at the Ohio Board of Regents. OBR requires programs to be fully approved at the university before being presented, and grants provisional approvals only in cases where a university's academic program is in trouble.

Dean England said what he heard was that there were two proposals being processed. He suggested that departments get proposals right the first time and pay attention to calendar deadlines. Dean Feezel said he didn't mind a quicker tract to proposal approval; however, he felt the provisional proposal had too many steps. Dean Weber made note of an item on the proposal of the college review "regarding space, faculty, fiscal impact and/or other resources…" (attachment 4, page 2). He assumed "other resources" included library resources and suggested that it be clearly specified. If departments developed a proposal that would cost the library money, he said he would like to know about it.

Dialogue ensued about the next step for the proposal and if EPC members would be able to vote on each point. Faculty Senate Chair said the proposal would be discussed at a Faculty Senate meeting; although she did not anticipate the senators to take action at the next meeting. Senator Stansbury said the commission was looking for feedback and direction and not just a yes/no vote.

Provost Gaston concluded deliberation on Discussion Item 3 and asked if the members had any further business to discuss. Dean Feezel addressed the implication that there isn't room for a program like the Bachelor of Professional Studies. His frustration was that there was room. We need a program like the Bachelor of Professional Studies, he said. He just was not satisfied that this was the program.

Senator Marino called the Bachelor of Professional Studies a good proposal and underlined the fact that Kent State needs to serve underserved markets. He suggested one compromise: folding the program into the 2+2 Technology program and offering two tracts. Provost Gaston reminded members that if a proposal is revised substantially, it could be introduced as a new proposal.

Dean Gaudino requested that Discussion Item 1 be brought back to the EPC as an action item. Dean Weber requested a future discussion on competency-based programs. With no more business to discuss, Provost Gaston adjourned the meeting at 5:22 p.m.

Respectfully submitted,

Therese E. Tillett

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

KENT STATE
UNIVERSITY

TO: Gayle Ormiston, Associate Provost
FROM: LuEtt Hanson, Chair, Associate and Assistant Deans Committee
DATE: January 12, 2007
SUBJ: Proposed changes to the Rule for Recalculation of First-Year GPA

On December 12, 2006, the Associate and Assistant Deans Committee passed a proposal to revise the existing Rule for Recalculation of First-Year Grade Point Average. The details of the proposed new rule are described later in this memo.

The existing Rule for Recalculation of First-Year Grade Point Average, known informally as "Freshman Forgiveness," was instituted at Kent State in 1981 as the Freshman Rule for Recalculation of Grade-Point Average. That rule was revised five times during the past 25 years to accommodate changes in KSU grade rules and to refine the time limits within which courses could be taken and repeated in order to be eligible for grade recalculation.

Kent State University is in the process of converting to a new student records software program that cannot apply the Rule for Recalculation of First-Year Grade Point Average as currently written. The University has decided not to modify the software. Therefore, in order to continue offering students an opportunity to improve their academic records by repeating courses for recalculation of their GPAs, a policy revision became necessary. The Provost's Office charged the A&A Deans Committee with the task of crafting a revised policy. We recommend the following revision to the Rule for Recalculation:

> **Students may repeat lower-division (10000 or 20000 level) courses taken at Kent State University and only the highest grade will be used in the calculation of the cumulative grade point average. This policy does not apply to variable content courses that are repeatable for credit, such as special topics courses, individual investigations, practicums, internships, etc.**

The A&A Deans Committee consulted with the following groups before developing the proposal: Educational Policies Council, Faculty Senate, Chairs and Directors Council, Undergraduate Student Senate, SIS Academic Advisory Committee and KASADA. The proposal does not change existing policies for institutional honors, courses that are repeatable for credit, or graduate student course grades. The A&A Deans Committee further recommends that the effects of the revised recalculation policy be reviewed three years after implementation.

For additional details about the proposed change, please see the attached proposed revisions to catalog copy.

Timetable:

1/29/07	Presentation to EPC for approval
2/12/07	Presentation to Faculty Senate for approval
Fall 2007	Policy included in the 2007-08 Undergraduate Catalog
January 2008	Policy takes effect

General Requirements and Regulations

p. 74

Graduation with Institutional Honors

Candidates for baccalaureate degrees who demonstrate high levels of scholarship throughout their undergraduate years graduate with institutional honors.

Graduation with Institutional Honors is conferred on students who earn baccalaureate degrees with a GPA of at least:

o 3.30 cum laude
o 3.60 magna cum laude
o 3.80 summa cum laude

Institutional Honors are based solely on the GPA earned in all coursework taken at Kent State University, including original grades forgiven and/or recalculated under other policies. A minimum of 60 semester hours must be earned at Kent State University to qualify. For the purposes of computing the final GPA and determining honors awards, the GPA is extended to two decimal places and not rounded up.

p. 79

COURSE REPEAT POLICIES

Students may repeat courses taken at Kent State University subject to the following provisions:

1. Students may repeat a course already passed for additional credit if it is identified as repeatable in the Catalog course description. Some academic units place a limit on the total number of credits that may be earned in a given repeatable course. For credit limits on specific courses, see the Catalog course descriptions or consult your advisor.

2. Students may repeat for credit any upper division (30000 and 40000 level) course they have failed. All grades earned are counted in the cumulative grade point average.

3. Students may repeat upper division (30000 and 40000 level) courses already passed with the approval of the academic dean in order to meet specific graduation requirements, but the hours earned the second time do not, under any circumstances, count toward graduation. All grades earned are counted in the cumulative grade point average.

(The following section is moved to this position from p. 80.)

4. Students may repeat lower division (10000 or 20000 level) courses and the University will use only the highest grade in the calculation of the cumulative grade point average. Lower division course repeat with recalculation is subject to the following provisions:

o The course must be repeated at Kent State University.
o The course must be repeated for a letter grade, including S/U, (but not pass-fail).
o All grades will appear on the official transcript.
o Only the highest grade received for the course will be used in the calculation of the cumulative grade point average.
o Recalculation of the students' cumulative grade point average will occur automatically at the end of the semester in which students complete the repeated course.
o All eligible courses will be included in the recalculation.
o All grades will be counted in determining grade point average for graduation with institutional honors and may also be counted for admission to or progression in specific programs, for admission to graduate programs, or for admission to other institutions. These computations are independent of the cumulative grade point

Deleted: *Repeating a Course*¶ Students may repeat for credit any course they have failed. Both¶ grades are counted in the cumulative grade point average.¶

Deleted: also

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Deleted: RULE FOR RECALCULATION OF FIRST-YEAR GRADE POINT¶ AVERAGE¶

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Deleted: during their first year in which a grade of C-, D+, D, F, NF,¶ SF or U was received

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Deleted: Each course may be¶ repeated only once under this policy. The application of this regulation

Deleted: o For the purpose of this rule, the first year shall be considered¶ the first 30 attempted hours at any college or university.¶ o Repeat of the course must occur no later than the term in¶ which the student reaches 60 attempted hours.

Deleted: students'

Deleted: the repeat of

Deleted: If students¶ do not want an eligible course included, notification¶ must be received by the University Registrar no later than the¶ Late Registration/Schedule Adjustment Deadline.

average as it appears on the transcript or student grade report.
o Credit for a repeated course will apply only once toward meeting degree requirements.

- The University is not obligated to offer courses so that students can repeat them.
- This policy does not apply to variable content courses that are repeatable for credit, such as special topics courses, individual investigations, practicums, internships, etc. For information about which courses are repeatable for credit, refer to Catalog course descriptions.

o This policy is effective beginning with the Spring 2008 Semester.

Formatted: Bullets and Numbering

Deleted: This regulation originally became effective for students admitted¶ and first enrolled for the 1981 Fall Semester. This revision¶ is effective for the Fall 2005 Semester.

ACADEMIC FORGIVENESS POLICY
PURPOSE
The Academic Forgiveness Policy pertains only to . . . .

pp. 422-559 (Course Descriptions)
All lower division courses that are repeatable for credit will be marked with a double asterisk. Each page in this section will have the following entry:

**Not eligible for the recalculation of grade point average.

p. 595 (Glossary)
~~Recalculation of Grade Point Average~~
Refer to the policy as described in the General Requirements and Regulations section of this Catalog.

Deleted: RULE FOR RECALCULATION OF FIRST-YEAR¶ GRADE POINT AVERAGE¶ (Freshman Forgiveness)

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall 2008

DATE OF PREPARATION: 1/5/2007

Purpose of Proposal: New Program

Department: NURS

Requested Effective Term: 2008F

SIS Code or Brief ID of Program Affected by Action (e.g. A BS CHEM, WMST MNR, DTP CERT, etc.): ~~PMH CNS CERT~~ CN-CER8-C821 Psych Mental Hlth Adult CNS

Description of Proposal (please use upper case):

THIS PROPOSAL IS TO ESTABLISH THE REQUIREMENTS FOR THE POST MASTER'S PSYCHIATRIC MENTAL HEALTH ADULT CLINICAL NURSE SPECIALIST CERTIFICATE PROGRAM

Total credits are minimum 20.

Describe Impact on Other Programs:

Because the post-master's students take the same specialty and clinical courses as the master's students, there will be a positive fiscal impact as more students will be enrolled in these courses without requiring significant additional faculty resources. Due to a national shortage of mental health professionals prepared at the master's level, we get frequent requests for a Post-Master's Certificate Program and anticipate enrolling approximately 2 to 3 students per year in this program.

Units Consulted (See guidelines for Instructions):

Curriculum Committee, Faculty, undergraduate and graduate program coordinators.

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Karen F. Budd — 01 / 10 / 07

College/School Dean: [signature] — 10 / 10 / 07

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

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Main Menu

Proposal Summary

Title: Post-Master's Certificate in Psychiatric Mental Health Nursing – Adult Clinical Nurse Specialist

Subject Specification: The intent of this proposal is to establish a post-master's certificate program in Psychiatric Mental Health Nursing – Adult Clinical Nurse Specialist.

Background and Rationale:

The Master of Science in Nursing (MSN) is awarded to successful graduates of the Psychiatric Mental Health Nursing (PMHN) concentration. Students complete the concentration as Clinical Nurse Specialists (CNS), Nurse Practitioners (NP), or Clinical Nurse Specialists/Nurse Practitioners (CNS/NP).

The Clinical Nurse Specialist in Psychiatric and Mental Health Nursing possesses proficiency in therapeutic and interpersonal skills. In addition to therapy, the nurse specialist's role includes teaching, research, consultation, supervision, case management, and administration. (American Nurses Credentialing Center). PMHN CNS graduate students take three clinical courses in advanced psychotherapy with individuals, families, and groups, and a clinical course in consultation/liaison nursing, as well as core nursing theory and research courses. All successful graduates of the CNS option meet requirements for the American Nurses Credentialing Center exam for the Clinical Nurse Specialist in Psychiatric Mental Health Nursing – Adult. If students take an additional course, Pharmacology for the Advanced Practice Nurse, they will be eligible to apply for a Certificate to Prescribe (CTP) from the Ohio Board of Nursing as graduates.

The post-master's certificate program is designed for students who have an MSN in another nursing specialty (e.g., adult nurse practitioner, women's health clinical specialist) but who now wish to specialize in psychiatric mental health nursing and function as a psychiatric advanced practice nurse. Post-master's students will take the psychiatric nursing specialty courses and the clinical sequence of the master's CNS program. With the curriculum outlined in the accompanying curriculum plan, the student will have the substantive content and required clinical hours to take the American Nurses Association (ANA) Clinical Nurse Specialist Certification - Adult examination. As post-master's students, they will not be required to take the non-specialty core course (e.g., nursing theory, research) required of master's students as similar courses would have been required when they obtained their MSN.

This certificate program is consistent with the mission of the College of Nursing, which is to:

> *Prepare nurses at the undergraduate and graduate levels who possess the characteristics and capabilities congruent with professional and societal needs. An emphasis on the search for knowledge as well as the transmission and interpretation of knowledge encourages students to reason critically, write and speak clearly, understand their role as citizens, function effectively in society, make ethical and aesthetic judgments, and accept responsibility for continued intellectual growth. This emphasis prepares the student to address the life-long*

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issues of a changing world.

Scope and Fiscal Impact of Program:

Because the post-master's students take the same specialty and clinical courses as the master's students, there will be a positive fiscal impact as more students will be enrolled in these courses without requiring significant additional faculty resources.

Due to a national shortage of mental health professionals prepared at the master's level, we get frequent requests for a Post-Master's Certificate Program and anticipate enrolling approximately 2 to 3 students per year in this program.

Timetable and action required:

College of Nursing Master's Curriculum Committee	November 27, 2006
College of Nursing Faculty	December 18, 2006
University Educational Policy Council submission by	January 2, 2007
for	January 29, 2007 meeting

POST-MASTER'S CERTIFICATE
PSYCHIATRIC MENTAL HEALTH
CLINICAL NURSE SPECIALIST (CNS)
Submajor Code: _____

[Effective Fall 2008]

Pre-requisite	**Masters of Science in Nursing**	
Plus:		**CHRS**
NURS60201	Theory for Adv. Psych Mental Health Nursing	3

Year 1	**Fall Semester**	**CHRS**
NURS60001	Individual Psychotherapy in Nursing	3
NURS64492	Psych Mental Health Nursing Practicum I	4
	Total	**7**
Year 1	**Spring Semester**	**CHRS**
NURS60002	Family and Group Psychotherapy in Nursing	3
NURS65592	Psych Mental Health Nursing Practicum II	4
	Total	**7**
Year 2	**Fall Semester**	**CHRS**
NURS60003	Consult. & Liaison Psych Nursing *(recommended)*	(2)
NURS66692	Psych Mental Health Nursing Practicum III	2
	Total	**2(4)**
Year 2	**Spring Semester**	**CHRS**
NURS61003	Psychopharmacology for Major Psychiatric Disorders *(recommended)*	(4)
NURS60332	CNS Role Practicum in Psych Mental Health Nursing	4
	Total	**4(8)**
	Total Post Master's CNS Certificate Credit Hours	**20(26)**

KENT STATE
UNIVERSITY

INTEROFFICE MEMORANDUM

TO: DR. GAYLE ORMISTON, ASSOCIATE PROVOST, FACULTY AFFAIRS AND CURRICULUM
MS. THERESE TILLETT, COORDINATOR OF CURRICULUM SERVICES
DR. DAN FINOTELLO, ACTING DEAN OF GRADUATE STUDIES

FROM: DR. KAREN BUDD, DIRECTOR GRADUATE PROGRAMS KB

SUBJECT: PROPOSAL TO REVISE FAMILY NURSE PRACTITIONER CERTIFICATE; ADD WOMEN'S HEALTH NURSE PRACTITIONER CERTIFICATE, AND ADD PSYCHIATRIC MENTAL HEALTH CLINICAL NURSE SPECIALIST CERTIFICATE.

DATE: 1/5/2007

CC: EPC FILE

Per the approval by vote of the College of Nursing faculty, I am requesting that the subject items be placed on the next (January 29, 2007) agenda of the EPC, effective for Academic Years 2007-2008, and 2008-2009 respectively.

If approved, we request the graduation completion requirements be revised for the already approved Family NP Certificate, effective Fall 2007, and new sub-major codes be assigned to the Women's Health NP Certificate, and Psychiatric Mental Health CNS Certificate, with the latter two programs going into effect Fall 2008.
revise

Enclosed for each are the written proposal and rationale, CCP Forms, catalog copy and graduation requirement sheets (program plans).

Please contact me if any questions remain.

tlp
enclosures

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007 Fall

DATE OF PREPARATION: 1/5/2007

Purpose of Proposal: Revise Program

Department: Nursing

Requested Effective Term: 2007F

SIS Code or Brief ID of Program Affected by Action: ~~C821~~ CN-CERS-C802

(e.g. A BS CHEM, WMST MNR, DTP CERT, etc.)

Description of Proposal (please use upper case):

To revise the Family Nurse Practioner (FNP) post master's certificate (eff 2007F) program requirements reducing the total number of credit hours required from 26 to 20. The pre and/or corequisites indicated on the Graduation Requirement Sheet are necessary to gain the expansive knowledge and expertise required to work with various age and gender populations.

Describe Impact on Other Programs:

The establishment of the FNP post master's certificate program should serve to enhance the enrollment in the Women's Health and Pediatric NP courses, since many of the courses in the FNP will overlap existing courses in both the PNP and WHNP programs. This will in turn have a positive fiscal impact as more students will be enrolled in these courses without requiring significant additional faculty resources.

Units Consulted (See guidelines for Instructions):

Women's Health, Pediatric and Adult nursing program directors and faculty, Master's Curriculum Committee, Dean, Faculty

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Karen H. Budd
01 / 10 / 07

College/School Dean: [signature]
1 / 10 / 07

Vice Provost for Regional Campuses: _____
/ /

Provost: _____
/ /

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Main Menu

Proposal: Revision of the Post Master's Family Nurse Practitioner Certificate Program (C802) Requirements
Approved effective Fall 2007
At October 2006 EPC Meeting

Subject Specification: The intent of this proposal is to revise the Graduation Requirement sheet for the previously approved Post Master's Family Nurse Practitioner Certificate (C802) effective Fall 2007.

Background Information: The Post Master's Family NP (FNP CERT) was previously submitted and approved at the October 2006 EPC meeting with a requirement of 26 credit hours for completion. It was later determined that the required number of credit hours were too many for a certificate program without gaining prior approval of OBR. The program requirements were re-evaluated by the College of Nursing Director of Graduate Programs, NP Program Director, and graduate faculty. The result is attached as the Post-Master's Certificate Family Nurse Practitioner Program Proposal and is herein submitted for revision and re-approval effective Fall 2007.

Rationale: Although the pre or co-requisite courses totaling 17 chrs appear significant, these specialized courses are absolutely necessary in order to prepare the FNP for the wide and varied population s/he will tend to on a daily basis. Just as a family physician must have knowledge and expertise in multiple age and gender populations, so must the FNP. Students wishing to pursue the FNP CERT who are masters prepared in Adult, Women's Health or Pediatrics, will likely have completed some or most of these prerequisites, requiring them to complete only those not included in their masters program. However, those students coming to us without this specialization have the option to complete the necessary courses either prior to, or in conjunction with, their FNP CERT program.

Resources: FTE FNP faculty will increase ½-1 + summer support (candidates are available).

Clinical Sites: Clinical sites in FNP settings are more readily available than those for the Adult NP.

Support: Training Grants recently awarded for rural care and ED training.

Impact on other courses: An increase in overall enrollment and trend will likely mandate us offering NURS60041 Advanced Health Assessment in two sections with new programming as CCF program evolves.

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Duplication, Encroachment, Impact on Departments, College, Regional Resources: There is no Family Nurse Practitioner program in the Kent State system and the closest state competing program is at Ohio State University. Malone College and Ursuline have new programs with limited enrollment. The program will increase graduate enrollment for the College of Nursing. We have the ability to absorb the increase in the number of students without adding more than one FTE in the clinical courses, and will help rectify under enrollment in the Pediatric & Woman's Health programs by placing the FNP students in there existing courses. There will be no measurable impact on regional resources.

POST-MASTER'S CERTIFICATE
FAMILY NURSE PRACTITIONER
PROGRAM PROPOSAL
SUBMAJOR CODE: C802

Effective Fall 2007

Masters of Science in Nursing degree required along with the following courses which are available as pre or co-requisites for those without equivalent credit:

NURS61095 ST:Adv Human Phys & Path - 3 chrs (Fall only)
NURS60041 Advanced Assessment for Adult Health - 3 chrs (Fall only)
NURS61021 Advanced Pediatric Assessment & Health Promotion - 5 chrs (Fall only)
NURS60441[W] Advanced Pharmacology (required for prescriptive authority) - 3 chrs (Fall or Spring)
NURS60006 Intro to Family Assessment and Counseling in Nursing - 3 chrs (Spring only)

Year 1	Spring Semester	CHRS
NURS60042	Adult Primary Care I	5
NURS61022	Primary Care Acutely Ill Children	5
NURS60206	Ambulatory Diagnostics	2
NURS60204 Elective	Healthcare Issues in Aging* (optional)	(3)
	Total	**12(15)**
Year 1	**Summer Semester**	**CHRS**
NURS60092	NP Summer Practicum	2
	Total	**2**
Year 2	**Fall Semester**	**CHRS**
NURS61095	ST: PM Adult Primary Care II	6
	Total	**6**
Post MSN program credit hour total if prerequisites have already been met		**20(23)**

[W]Web-based course

Students must complete 700 hours of supervised clinical practice as a part of this program for National Certification.

Approved 10/06, Rev. 01/16/07

KENT STATE
UNIVERSITY

INTEROFFICE MEMORANDUM

TO: DR. GAYLE ORMISTON, ASSOCIATE PROVOST, FACULTY AFFAIRS AND CURRICULUM
MS. THERESE TILLETT, COORDINATOR OF CURRICULUM SERVICES
DR. DAN FINOTELLO, ACTING DEAN OF GRADUATE STUDIES

FROM: DR. KAREN BUDD, DIRECTOR GRADUATE PROGRAMS KB

SUBJECT: PROPOSAL TO REVISE FAMILY NURSE PRACTITIONER CERTIFICATE; ADD WOMEN'S HEALTH NURSE PRACTITIONER CERTIFICATE, AND ADD PSYCHIATRIC MENTAL HEALTH CLINICAL NURSE SPECIALIST CERTIFICATE.

DATE: 1/5/2007

CC: EPC FILE

Per the approval by vote of the College of Nursing faculty, I am requesting that the subject items be placed on the next (January 29, 2007) agenda of the EPC, effective for Academic Years 2007-2008, and 2008-2009 respectively.

If approved, we request the graduation completion requirements be revised for the already approved Family NP Certificate, effective Fall 2007, and new sub-major codes be assigned to the Women's Health NP Certificate, and Psychiatric Mental Health CNS Certificate, with the latter two programs going into effect Fall 2008.
revise

Enclosed for each are the written proposal and rationale, CCP Forms, catalog copy and graduation requirement sheets (program plans).

Please contact me if any questions remain.

tlp
enclosures

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2008 Fall

DATE OF PREPARATION: 1/5/2007

Purpose of Proposal: Revise ~~New~~ Program

Department: NURS

Requested Effective Term: 2008F

SIS Code or Brief ID of Program Affected by Action: ~~WHNP-CERT~~ CN-CER8-C807

(e.g. A BS CHEM, WMST MNR, DTP CERT, etc.)

Description of Proposal (please use upper case):

THIS PROPOSAL IS TO ~~ESTABLISH~~ REVISE THE REQUIREMENTS FOR THE POST MASTERS WOMEN'S HEALTH NURSE PRACTITIONER CERTIFICATE PROGRAM.

Total credits increase, from 15 to 18.

Proposal also changes catalog copy in graduate catalog - typical certificate hours, from 12-15 to 15-20.

Describe Impact on Other Programs:

Because the post-master's students take the same specialty and clinical courses as the master's students, there will be a positive fiscal impact as more students will be enrolled in these courses without requiring significant additional faculty resources.

Units Consulted (See guidelines for Instructions):

Curriculum Committee, Faculty, undergraduate and graduate program coordinators.

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Karen M. Budd — 1/10/07

College/School Dean: [signature] — 1/10/07

Vice Provost for Regional Campuses: _____ / /

Provost: _____ / /

Please print before leaving pag

Main Menu

Proposal Summary
Post-Master's Women's Health Nurse Practitioner
Certificate Program C807

Title: Post-Master's Women's Health Nurse Practitioner Certificate Program.

Subject Specification: The intent of this proposal is to revise the graduation requirements for the post-master's Women's Health Nurse Practitioner certificate program, C807, incorporating the new curriculum established for the Master's of Science in Nursing Women's Health Nurse Practitioner effective Fall 2007.

Background and Rationale:

The post-master's certificate program in women's health is designed for students who have an MSN in another nursing specialty (e.g., adult nurse practitioner, adult CNS) but who now wish to specialize in women's health and function as a women's health advanced practice nurse. Post-master's students will take the women's health nursing specialty courses and the clinical sequence of the master's program. With the curriculum outlined in the existing curriculum plan (Appendix A), the student will have the substantive content and required clinical hours to take the National Certification Corporation's (NCC) Adult examination. As post-master's students, they will not be required to take the non-specialty core course (e.g., nursing theory, research) required of master's students as similar courses would have been required when they obtained their MSN.

All successful graduates of the post-masters NP program meet requirements for the National Certification Corporation exam for the Women's Health Nurse practitioner. Students will also be eligible to apply for a Certificate to Prescribe (CTP) from the Ohio Board of Nursing as graduates.

This certificate program is consistent with the mission statement of the College of Nursing.

Scope and Fiscal Impact of Program:

Because the post-master's students take the same specialty and clinical courses as the master's students, there will be a positive fiscal impact as more students will be enrolled in these courses without requiring significant additional faculty resources.

Timetable and action required:

College of Nursing Master's Curriculum Committee	November 27, 2006
College of Nursing Faculty	December 18, 2006
University Educational Policy Council submission by	January 2, 2007
for	January 29, 2007 meeting

Original Requirements

KENT STATE UNIVERSITY
SCHOOL OF NURSING
POST-MASTER'S CERTIFICATE
WOMEN'S HEALTH NURSE PRACTITIONER

NAME:_____ **STUDENT ID:** _____

Purpose: The Kent State University School of Nursing Post-Master's Certificate programs are designed to provide advanced skills in an area of clinical practice, education or administration. A theoretical basis for a specified area of inquiry is provided as well as advanced skills for practice, education, or administration.
TheWomen's Health Nurse Practitioner option focuses on clinical decision-making for women who have common ob/gyn health conditions requiring actual or preventive treatment. A clinical component provides for development of skills in advanced health assessment, the diagnostic process, treatment and ongoing management of clients with health conditions of women. Upon completion of the course of study, the graduate is prepared for National Certification Examinations available for graduates with this preparation.

Admission: Applicants submit the following materials for admission to the University: 1) Application or Request for Reapplication (KSU Master's graduates); 2) $30.00 application fee; and 3) official transcripts. In addition, the following is required for admission to the formal program of study: 1) Professional reference; 2) Statement of goals; 3) Copy of MAT or GRE scores if previously taken; 4) An initial interview by a student services advisor with a follow-up interview by the Program Director.

Prerequisites: Prerequisites include completion of a Master's program in nursing with a clinical concentration in Parent Child or Adult Nursing and approved Master's course work as follows:

- Physiology or Pathophysiology
- Pharmacology
- Epidemiology

Prerequisite courses are available through the School of Nursing. Formal admission is made to the Post-Master's Certificate Program after prerequisites are completed.

Other Requirements: All students must have current CPR Certification, Liability Insurance, Ohio licensure as a Registered Nurse, and Updated Immunizations according to criteria established by the School of Nursing.

Requirements: Students must complete fifteen (15) semester hours of course work as listed below. A minimum of 600 hours of supervised clinical practice is required as a part of the program. Students must satisfactorily demonstrate clinical competencies as well as satisfactorily complete the didactic portion of the course work. A minimum "B" average is expected.

Required Courses
N61095 - Post-Master's Women's Health Nurse Practitioner I (5s.h.)
N61095 - Post-Master's Women's Health Nurse Practitioner II (5s.h.)
N61095 - Post-Master's Women's Health NP Practicum (2s.h.)
N61095 - Post-Master's Women's Health Nurse Practitioner III (3s.h.)

_____ _____ _____ _____
Student Signature **Date** **Dean Signature** **Date**

Student Advisor Name: _____

Semester of Admission to Formal Program of Study: _____

POST MASTER'S CERTIFICATE
WOMEN'S HEALTH
NURSE PRACTITIONER
Submajor Code: C807

Revised Requirements

[Effective Fall 2008]

Master of Science in Nursing degree required along with the following courses which are available as pre or co-requisites:

NURS61095 ST:Advanced Human Physiology & Pathology	**3 CHRS**
NURS60441 Pharmacology for Advanced Practice Nurse	**3 CHRS**
NURS60041 Advanced Assessment of the Adult	**3 CHRS**

Year 1	**Fall Semester**	**CHRS**
NURS60080	Health Care of the Well Woman	3
	Total	**3**
Year 1	**Spring Semester**	**CHRS**
NURS60081	Health Care of the Reproductive Age Woman	3
	Total	**3**
Year 1	**Summer Semester**	
NURS60036	Women's Health NP Practicum	2
	Total	**2**
Year 2	**Fall Semester**	**CHRS**
NURS60085	Primary Health Care of Woman	3
	Total	**3**
Year 2	**Spring Semester**	**CHRS**
NURS60072	Women's Health NP Capstone Practicum	4
NURS60006	Introduction to Family Assessment & Counseling	3
	Total	**7**
	Total Program Credit Hours	**18**

Students must complete 600 clinical hours in order to sit for NCC's Women's Health Nurse Practitioner examination.

RECEIVED
JAN 16 2007
CURRICULUM SERVICES
PROVOST OFFICE

PROGRAM REQUIREMENTS

Master's program requirements vary by track within clinical concentrations and by the dual-degree or interdisciplinary gerontology programs; however, single M.S.N. tracks typically require between 36-42 semester credit hours. All programs are four to five semesters (two full-time academic years) except for the dual-degree programs (see dual-degree programs). Part-time students typically take three to four years of study to complete their program; the university mandates a six-year time limit in obtaining a master's degree, subject to petition. In most of the master's nursing tracks curriculum designs, there are a total of 19 semester credits of courses related to their area of clinical concentration, 9 semester credit hours in courses related to their choice of role, and 8 to 12 credits in courses related to theory development and research. The thesis is optional. Full- or part-time sample plans for a particular concentration or track are available from the college or online at http://www.kent.edu/nursing/nursing.htm.

SAMPLE PROGRAMS

Because many of the plans for programs change for reasons related to certification and the maintenance of updated courses, interested applicants are urged to contact the College of Nursing, Office of Graduate Affairs, for current samples of desired program plans. All programs contain sufficient clinical hours to meet certification requirements of the specialty. A part-time plan can be developed from the full-time plan by taking fewer courses per semester, over more semesters, with approval by the advisor. Course plans are available for students who are interested in gerontology.

Dual-Degree Programs

Dual-degree programs prepare nurses to be leaders and managers in health care organizations. The Master of Science in Nursing/Master of Business Administration and the Master of Science in Nursing/Master of Public Administration dual-degree coursework is integrated and concurrent. The M.S.N./M.B.A. is 63 credit hours long, while the M.S.N./M.P.A. is 54 credit hours long. Both can be completed in six full-time semesters (three full-time years) or, if part-time, within a 4.5-5 year sequence.

In the M.S.N./M.P.A. program, the M.S.N. (normally 36-40 hours) contributes 18-34 credits, while the M.P.A. (normally 45 hours) contributes 27-39 credits. In the M.S.N./M.B.A. program, the M.S.N. contributes 19-31 credit hours, while the M.B.A. (normally 60 credits) contributes 39-45 credits.

Although student learning needs and previous coursework may create individual variations in the dual-degree programs, the M.S.N./M.B.A. includes 6-10 hours of management practice, 5-11 hours of nursing theory and research, 34 hours of M.S.N. and M.B.A. core courses, 9 hours of executive modules, and 9 hours of integration and capstone courses, including an internship. The M.S.N./M.P.A. includes 6-10 hours of management practice, 8-14 hours of nursing theory and research, 31 hours of M.S.N. and M.P.A. core courses, 6 hours of internships in health and public administration, and 6 hours of organizational theory and electives.

Each of the dual-degree programs combines the strengths of advanced nursing preparation and research with the management knowledge needed to develop effective organizations. Nursing graduate students, with faculty advice, select their program of study and combine it with the respective management programs. Practicum experiences, an integral part of the programs, provide a combined management and nursing focus. A management internship near the end of the respective dual-degree program enables students to practice new leadership skills within a health care setting.

The dual-degree programs must be completed within six years of the date of matriculation. Under selected circumstances and upon the consent of the advisor, petitions for extensions of time may be submitted.

ADMISSION

For either of the dual-degree programs, applicants submit one set of application materials only to the College of Nursing, specifically stating which dual degree they seek. The College of Nursing, after its review, sends the packet of materials to the applicant's respective management program. Each program, nursing or management, makes an independent admission decision and each separately notifies the applicant of their decision.

Post-Master's Certificates

Post-master's certificates are offered to nurses with a master's degree in nursing. These certificates are useful for career mobility or for personal fulfillment. Certificates are offered in all programs as well as in nursing higher education. A post-master's certificate in gerontology is also offered in partnership with the School of Family and Consumer Studies. All certificates are offered on the basis of space and faculty availability. Typically the certificates require 12 to 15 semester hours of courses beyond prerequisites. Please contact the College of Nursing's graduate office (330-672-8761) for further information.

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Doctor of Philosophy
Kent-Akron Joint Program in Nursing

Kent State University and The University of Akron offer a joint program leading to the Ph.D. degree, a single doctoral program with a unified doctoral nursing faculty and doctoral student body. The diploma will be issued from the student's choice of university. Courses will be cross-listed and scheduled at each university.

KENT STATE
UNIVERSITY

INTEROFFICE MEMORANDUM

TO: DR. GAYLE ORMISTON, ASSOCIATE PROVOST, FACULTY AFFAIRS AND CURRICULUM
MS. THERESE TILLETT, COORDINATOR OF CURRICULUM SERVICES
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revise

Enclosed for each are the written proposal and rationale, CCP Forms, catalog copy and graduation requirement sheets (program plans).

Please contact me if any questions remain.

tlp
enclosures

CELEBRATE CENTENNIAL
KENT STATE UNIVERSITY
1910·2010

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Gayle L. Ormiston
Associate Provost, Faculty Affairs and Curriculum

SUBJECT: Agenda for Monday, March 19, 2007
Kent Student Center, Room 310 A-B, 3:20 p.m.

DATE: March 12, 2007

In the event that any of the attached proposals require corrections or propose actions that have significant impact not addressed in the response memos, please bring these matters to the attention of the Office of the Provost before the meeting. If you wish to elevate a lesser action on the agenda to an action or discussion item, please notify the Office of the Provost by Friday, March 16, to ensure the materials are available at the meeting for review.

I. ACTION ITEMS

1. Approval of minutes of January 29, 2007.
   Attachment 1

University Requirements and Curriculum Committee

2. Establishment of diversity (domestic) status for existing course ENG 35301 LGBT: Critical Perspectives (3).
   Effective Fall 2008 ***Dean Larry Andrews***
   Attachment 2: Proposal Summary | Results of Student Survey of Instruction and Syllabus

3. Removal of writing-intensive status from ECON 42075 International Economic Relations (3).
   Effective Fall 2008 ***Dean Larry Andrews***
   Attachment 3: Proposal Summary | Additional Materials

College of Arts and Sciences

4. Inactivation of the Ethnic Heritage [ETHN] major within the Bachelor of Arts [BA] degree program.
   Effective Fall 2008 ***Dean Jerry D. Feezel***
   Attachment 4: Proposal Summary | Requirement Sheet and Revised Catalog Copy | Letters of Support

Department of Biological Sciences

5. Establishment of a Center of Public Health Preparedness: The Northeastern Ohio Consortium for Biopreparedness at Kent State University.
   Effective Fall 2008 ***Dean Jerry D. Feezel***
   Attachment 5: Proposal Summary | Letters of Support

I. ACTION ITEMS *continued*

Department of English

6. Establishment of a Teaching English as a Second/Foreign Language [TESL] major within the Master of Arts [MA] degree program, with one concentration, TESL Education [TEDU]. The

proposed major was a concentration within the Master of Arts in English program. Total credit hours to program completion are 36 for the major, and 48 for the major with TESL Education concentration.
Effective Fall 2007 ***Dean Jerry D. Feezel***
Attachment 6: Proposal Summary | Proposed Catalog Copy | Faculty Curricular Vitae | Letter from OBR Director of Research and Graduate Programs

II. INFORMATION ITEMS

College of the Arts / Regional Campuses

School of Music

1. Preliminary establishment of a Music Technology major within the Bachelor of Science [BS] degree program to be offered on the Stark Campus, only. A Program Development Plan is to be submitted to the Ohio Board of Regents.
Effective Fall 2008
Attachment 7

Regional Campuses

2. Preliminary establishment of a Respiratory Therapy major within the Associate of Applied Science [AAS] degree program to be offered on the Ashtabula Campus, only. A Request for Preliminary Approval has been submitted to the Ohio Board of Regents.
Effective Fall 2008
Attachment 8

III. LESSER ITEMS

College of Arts and Sciences

Department of English

1. Inactivation of the Teaching English as a Second Language [TESL] concentration in the English [ENG] major within the Master of Arts [MA] degree program.
Effective Fall 2008

Department of Modern and Classical Language Studies

2. Revision to the Translation [TRNS] major within the Master of Arts [MA] degree program. Revisions are replacing FR 63001, GER 61001, JAPN 65001, RUSS 62001 and SPAN 68001 (in each concentration) with new course TRST 60001, and correcting catalog copy to be more understandable. Total credit hours to program completion are unchanged.
Effective Fall 2008

IV. NOTICE: BANNER UPDATES

1. **Non-tangible prerequisites.** The notice on the next page was sent by e-mail on 27-Feb-07 to alert academic units to issues with the course-prerequisite functionality in the Banner system.

From: Ormiston, Gayle
Sent: Tuesday, February 27, 2007 9:23 PM
To: Fong, Steven; Feezel, Jerry; Stevens, George; England, David; Chandler, Timothy; Gaudino, James; Dzurec, Laura; Chowdhury, Raj; Andrews, Larry; Barton, Shirley
Cc: Tillett, Therese; Sinclair-Colando, Elizabeth; Mitchell, Nancy; Reid, Anne; Arhar, Joanne; Seachrist, Denise; Crawford, John; Williams, Donald; Hanson, Luett; Cole, Susan; Haley, Mary
Subject: Problem Course Prerequisites in Banner

Colleagues,

**** ATTENTION: TIME-SENSITIVE MATERIALS WITH MARCH 19, 2007 DEADLINE ****

Please forward this email and the attachment to this email to department chairs and school directors of academic units affected by the changes TO COURSE PREREQUISITES described and called for below. The attached EXCEL spreadsheet identifies the affected units and courses.

Migration to the Banner system continues to call for modifications in certain curricular practices. In this particular case, the subject is **course prerequisites.** The Banner system allows for greater prerequisite capabilities than permitted previously in SIS but there are certain limitations. Banner can handle course prerequisites that are test scores, overall GPA or require a minimum grade in specific courses but it cannot handle less definite statements such as "acceptable test score," "24 hours of….", and so on.

Prerequisites must be stated in tangible terms to be functional in Banner. Below are examples of **what is acceptable** and **what is not acceptable** in Banner.

Acceptable	**Not Acceptable**
Junior Standing	Completion of 64 hours of study
6 hours of MCED Courses	6 hours of education courses
Spanish Major	Spanish Minor or Concentration
ACT Score of minimum 20	Acceptable Test Score
Compass Math Score of min. 49	High School Algebra
CS 10061	Knowledge of Computer Programming
ID 14501 with min. B grade	Successful completion of introductory course

Attached is a list of those intangible or "problem" prerequisites from your college to review and to amend with an acceptable prerequisite statement.

You ARE NOT REQUIRED to complete new CCP-BDS forms to update the prerequisites to the affected courses.

Curriculum Services will handle the changes and note them on a future EPC agenda, the Curricular Bulletin, and in the 2007-08 Undergraduate Catalog **[correct 2008-09]**. EXCEPTIONS to this general rule: If the academic unit makes substantive changes to the prerequisite such that it bears no relation to the original, already approved prerequisite, then units will be required to complete a new CCP and BDS for the course in question.

Please respond to this e-mail by Monday, March 19, 2007. If you do not respond to Therese Tillett (ttillet1@kent.edu) by that date regarding these prerequisites, a **"special approval" restriction** will be placed on courses for which the full prerequisite cannot be entered in Banner. The effect of including this "special approval" restriction on a course is that each student registering for the course will need to contact the department for permission. In cases where portions of the prerequisite can be entered, those portions will be entered, and the portions that cannot be entered will be disregarded. For example, in the prerequisite "BAD 64005, proficiency in calculus and graduate standing," the specific course and student level can be entered; the calculus proficiency will be disregarded unless the college supplies specific course(s), test score requirement, or some other tangible requirement in line with the existing prerequisite.

Please also be aware that course prerequisites are maintained by the Provost's Office at the course inventory level, which means departmental schedulers building course sections will not be able to modify the approved prerequisites for individual sections—which has been the case, in some instances, in SIS.

Please contact either Therese Tillett (ttillet1@kent.edu, 2-8558) or Lisa Delaney (lheiland@kent.edu, 2-8559) if there are any difficulties in determining how the prerequisites should be modified.

IV. NOTICE: BANNER UPDATES *continued*

2. **Course prerequisites with minimum D (1.0) grade requirement.** When SIS checks to see if prerequisite courses have been satisfied, the system has built-in logic to accept only courses with grades for which credit hours have been earned (e.g., A, B, C, D, but not F).

   Banner does not presume (as does SIS) what the grade should be; rather, Banner requires the user (i.e., Curriculum Services entering prerequisite data) to define what the grade should be.

   Therefore, any course prerequisite that is not defined with a minimum-grade requirement will be given the minimum-grade requirement of D (1.0) in Banner. The numeric value of a D grade is equivalent to the numeric value of an S (Satisfactory) and a P (Passing) grade in Banner.

   Please note that this amendment affects a system mechanism (something SIS did automatically and Banner wants done manually) and will not be included in the printed/online versions of the catalogs.

   Grading System

2006-07 Undergraduate Catalog (pg. 76)			**2006-07 Graduate Catalog (pg. 20)**		
D	(1.0)	Denotes poor (unsatisfactory but passing) performance.	D	(1.0)	Denotes far below average performance.
F	(0)	Denotes failure.	F	(0)	Denotes failure.

Agenda prepared by Therese E. Tillett, Director, Curriculum Services

Course Changes

Key for course changes:

a	Title Abbreviation	F	Fee	N	Number	T	Title
C	Credit Hours	G	Grade Rule	New	New	V	Diversity
c	Course Content	H	HEGIS (CIP)	P	Prerequisite	W	Writing Intensive
D	Description	Inact	Inactivate	p	Activity Type	X	Subject/Prefix
E	Credit-by-Exam	L	LER Status	S	Slash/Cross-List		

Effective Fall 2008

BMS 60729 Neurophysiology (4) to:
BMS 60729 Cellular and Molecular Neuroscience (4) ..... Ta

BMS 70555 Cardiovascular and Renal Pharmacology (3) ..... Inact

BMS 70729 Neurophysiology (4) to:
BMS 70729 Cellular and Molecular Neuroscience (4) ..... Ta

CI 57504 Teaching Reading and Writing in Middle Grades (3) ..... New

CI 67351 Perspectives on Literacy Research (3) ..... New

CI 77351 Perspectives on Literacy Research (3) ..... New

ECON 42075 International Economic Relations (3) ..... W

EDUC 65520 Child and Adolescent Development to (3) to:
EDPF 65520 Child and Adolescent Development (3) X

EDUC 65521 Adult Development (3) to:
EDPF 65521 Adult Development (3) X

EDUC 65523 Life Span Development (3) to:
EDPF 65523 Life Span Development (3) X

EDUC 65524 Learning Theories (3) to:
EDPF 65524 Learning Theories (3) X

ENG 35301 LGBT: Critical Perspectives (3) V

ENG 51009 Student Teaching (9) ..... New

ENG 63035 Computers in Second Language Teaching (3) to:
ENG 51002 Computers in Second Language Teaching (3) ..... CDNS

FR 23202 Intermediate French II (3) ..... DE

FR 23206 French Reading for Comprehension (3) ..... Inact

MATH 67091 Seminar in Number Theory (1-3) ..... New

MATH 77091 Seminar in Number Theory (1-3) ..... New

MATH 77195 Selected Topics in Number Theory (1-3) ..... New

Effective Fall 2008 *continued*

NURS	60207	Professional Issues in Advanced Practice Nursing (2)	Inact
NURS	60431	Advanced Practice Nursing Seminar (2)	Inact
NURS	60598	Project (2-6)	Inact
NURS	60603	Practicum in Nursing Higher Education (2-4)	Inact
NURS	61001	Relevant Issues in Nursing (3)	Inact
POL	81097	Colloquium (3)	Inact
TRST	60001	Graduate Research and Writing in Translation Studies (3)	New
VCD	30001	Basic Computer II: Graphic Design and Illustration (1)	Inact
VCD	30002	Basic Computer III: Graphic Design and Illustration (1)	Inact

Revision of 0-Credit Courses as a Result of Banner Conversion
Effective Spring 2008

MSCI	10190	Leadership Seminar I (0) to:	NC
MSCI	10191	Leadership Seminar I (1)	PpGE
MSCI	20190	Leadership Seminar II (0) to:	NC
MSCI	20191	Leadership Seminar II (1)	PpGE
MSCI	30160	Leadership Development (3) to:	
MSCI	30160	Leadership Development (2)	CEP
MSCI	30170	Organizational Leadership (3) to:	
MSCI	30170	Organizational Leadership (2)	CEP
MSCI	30190	Leadership Laboratory III (0) to:	NCP
MSCI	30191	Leadership Seminar III (1)	pGETa
MSCI	40160	Military Management and Ethics (3) to:	
MSCI	40160	Military Management and Ethics (2)	CP
MSCI	40170	The Professional Military Officer, Management, and Law (3) to:	
MSCI	40170	The Professional Military Officer, Management, and Law (2)	CP
MSCI	40190	Leadership Laboratory IV (0) to:	NCp
MSCI	40191	Leadership Seminar IV (1)	GETa

Revision of Course Prerequisites as a Result of Banner Conversion
Effective Spring 2008

Note: If you have sent in revised prerequisites, and they are not on this list, they will be on the April EPC agenda.

ARTC 35095 *Current:* Completion of appropriate introduction course.
Revised: ARTC 25300 or 25400 or 25500 or 25600 or 25700.

BMS 60449 *Current:* BSCI 40430 or equivalent, one year college physics and college chemistry (including organic), and permission. Graduate standing.
Revised: BSCI 40430 and graduate standing and special approval.

BMS 60450 *Current:* BSCI 40430 or equivalent, one year college physics and college chemistry (including organic), and permission. Graduate standing.
Revised: BSCI 40430 and graduate standing and special approval.

BMS 70449 *Current:* BSCI 40430 or equivalent, one year college physics and college chemistry (including organic), and permission. Graduate standing.
Revised: BSCI 40430 and graduate standing and special approval.

BMS 80199 *Current:* Admission to doctoral candidacy. Doctoral standing.
Revised: Doctoral standing, admission to doctoral candidacy and special approval.
[Please note that the doctoral candidacy value will be a test score value.]

COMM 25851 *Current:* Education major or permission.
Revised: Integrated Language Arts (INLA) major.

COMM 46091 *Current:* Communication studies major with 90 credits and 75 percent of major completed.
Revised: Communication Studies (COMM) major and senior standing and special approval.

COMM 46092 *Current:* Senior Communication studies major with 75 percent of major coursework completed.
Revised: Communication Studies (COMM) major and senior standing and special approval.

DAN 17050 *Current:* Dance major/minor.
Revised: Dance major.

DAN 17051 *Current:* Dance major/minor.
Revised: Dance major.

DAN 17052 *Current:* Dance major/minor.
Revised: Dance major.

DAN 17053 *Current:* Dance major/minor.
Revised: Dance major.

DAN 17151 *Current:* Dance major or minor and DAN 17051.
Revised: Dance major and DAN 17051.

Revision of Course Prerequisites as a Result of Banner Conversion *continued*
Effective Spring 2008 *continued*

DAN 17152 *Current:* Dance major or minor and DAN 17052.
Revised: Dance major and DAN 17052.

DAN 27057 *Current:* Dance major/minor, Early Childhood major or education major.
Revised: Dance major or Early Childhood Education major

DAN 27072 *Current:* Dance major/minor; DAN 17152.
Revised: Dance major and DAN 17152.

DAN 37071 *Current:* One activity course.
Revised: Dance major.

DAN 37271 *Current:* Technique level 2000 or above and audition.
Revised: Dance major.

DAN 47060 *Current:* Senior status. Must take concurrent with dance technique level III. Permission of Department.
Revised: DAN 27170.

DAN 47063 *Current:* Dance major/minor.
Revised: Dance major.

DAN 47156 *Current:* Dance major/minor.
Revised: Dance major.

DAN 47163 *Current:* Dance major/minor, DAN 47063 or permission.
Revised: DAN 47063.

DAN 47192 *Current:* Dance Education major or permission.
Revised: Dance major.

DAN 47525 *Current:* Dance Education major and eligibility for admission to student teaching; DAN 47192.
Revised: DAN 47192.

ECED 30123 *Current:* Concurrent registration with ECED Block II and field experience.
Revised: Corequisites: ECED 30142 and 40145 and 40165 and 40192.

ECED 30142 *Current:* Concurrent with ECED Block II and field experience.
Revised: Corequisites: ECED 30123 and 40145 and 40165 and 40192.

ECED 30144 *Current:* ECED 30134; Concurrent with Block IV and field experience.
Revised: ECED 30134. Corequisites: ECED 40114 and 40126 and 40127 and 40128 and 40147.

ECED 30147 *Current:* C or better in MATH 14001; 14002. Concurrent with Block I courses and field Experience.
Revised: C or better in MATH 14001 and 14002. Corequisites: ECED 20163 and 30134 and 30164 and SPED 23000.

Revision of Course Prerequisites as a Result of Banner Conversion *continued*
Effective Spring 2008 *continued*

ECED 30164 *Current:* Concurrent with ECED Block I and field experience.
Revised: Corequisites: ECED 20163 and 30134 and 30147 and SPED 23000.

ECED 40105 *Current:* Concurrent with ECED Block III courses and field experience.
Revised: Corequisites: ECED 40107 and 40142 and 40151 and EDPF 29535.

ECED 40107 *Current:* ECED 30147; MATH 14001, 14002; Concurrent with Block III courses and field experience.
Revised: ECED 30147 and MATH 14001 and 14002. Corequisites: ECED 40105 and 40142 and 40151 and EDPF 29535.

ECED 40114 ECED 30147 concurrent with Block IV courses and field experience.
Revised: ECED 30147. Corequisites: ECED 30144 and 40126 and 40127 and 40128 and 40147.

ECED 40147 *Current:* C or better in MATH 14001; 14002. Concurrent with Block IV courses and field experience.
Revised: C or better in MATH 14001 and 14002. Corequisites: ECED 30144 and 40114 and 40126 and 40127 and 40128.

ECED 50114 *Current:* ECED 30147 concurrent with Block IV courses and field experience in MAT program; graduate standing.
Revised: Graduate standing in the Master of Arts in Teaching (MAT) program.

ECED 60164 *Current:* GR ST; in MAT Program concurrent with Block IV field.
Revised: Graduate standing in the Master of Arts in Teaching (MAT) program.

ECED 70164 *Current:* Doctoral standing: in MAT program concurrent with Block IV field.
Revised: Doctoral standing.

EDAD 65200 *Current:* Admission to an EDAD program or permission from the instructor; graduate standing.
Revised: Major in Educational Administration–K-12 Leadership (EAKL), Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and graduate standing.

EDAD 66527 *Current:* Admission to the graduate program in EDAD; graduate standing.
Revised: Major in Educational Administration–K-12 Leadership (EAKL), Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and graduate standing.

EDAD 66533 *Current:* Admission to an EDAD program or permission from the instructor; graduate standing.
Revised: Major in Educational Administration–K-12 Leadership (EAKL), Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and graduate standing.

Revision of Course Prerequisites as a Result of Banner Conversion *continued*
Effective Spring 2008 *continued*

EDAD 66535 *Current:* Admission to an EDAD program or permission from the instructor; graduate standing.
Revised: Major in Educational Administration–K-12 Leadership (EAKL), Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and graduate standing.

EDAD 66536 *Current:* Admission to an EDAD program or permission from the instructor; graduate standing.
Revised: Major in Educational Administration–K-12 Leadership (EAKL), Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and graduate standing.

EDAD 75200 *Current:* Admission to an EDAD program or permission from the instructor; doctoral standing.
Revised: Major in Educational Administration–K-12 Leadership (EAKL), Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and doctoral standing.

EDAD 76527 *Current:* Admission to the Graduate Program in EDAD; doctoral standing.
Revised: Major in Educational Administration–K-12 Leadership (EAKL), Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and doctoral standing.

EDAD 76533 *Current:* Admission to an EDAD program or permission from the instructor; doctoral standing.
Revised: Major in Educational Administration–K-12 Leadership (EAKL), Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and doctoral standing.

EDAD 76535 *Current:* Admission to an EDAD program or permission from the instructor; doctoral standing.
Revised: Major in Educational Administration–K-12 Leadership (EAKL), Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and doctoral standing.

HIED 66521 *Current:* One Law Course in Education. Graduate standing.
Revised: Major in Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and graduate standing.

HIED 66601 *Current:* Admission to a higher education program or permission from the instructor. Graduate standing.
Revised: Major in Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and graduate standing.

HIED 66657 *Current:* Admission to a higher education program or permission from the instructor. Graduate standing.
Revised: Major in Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and graduate standing.

Revision of Course Prerequisites as a Result of Banner Conversion *continued*
Effective Spring 2008 *continued*

HIED 66668 *Current:* Admission to a higher education program or permission from the instructor. Graduate standing.
Revised: Major in Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and graduate standing.

HIED 66673 *Current:* Admission to a higher education program or permission from the instructor. Graduate standing.
Revised: Major in Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and graduate standing.

HIED 66674 *Current:* Admission to a higher education program or permission from the instructor. Graduate standing.
Revised: Major in Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and graduate standing.

HIED 66740 *Current:* Admission to a higher education program or permission from the instructor. Graduate standing.
Revised: Major in Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and graduate standing.

HIED 76521 *Current:* One Law Course in Education. Doctoral standing.
Revised: Major in Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and doctoral standing.

HIED 76601 *Current:* Admission to a higher education program or permission from the instructor. Doctoral standing.
Revised: Major in Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and doctoral standing.

HIED 76657 *Current:* Admission to a higher education program or permission from the instructor. Doctoral standing.
Revised: Major in Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and doctoral standing.

HIED 76668 *Current:* Admission to a higher education program or permission from the instructor. Doctoral standing.
Revised: Major in Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and doctoral standing.

HIED 76673 *Current:* Admission to a higher education program or permission from the instructor. Doctoral standing.
Revised: Major in Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and doctoral standing.

HIED 76674 *Current:* Admission to a higher education program or permission from the instructor. Doctoral standing.
Revised: Major in Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and doctoral standing.

Revision of Course Prerequisites as a Result of Banner Conversion *continued*
Effective Spring 2008 *continued*

HIED 76740 *Current:* Admission to a higher education program or permission from the instructor. Doctoral standing.
Revised: Major in Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and doctoral standing.

HIED 80085 *Current:* Any educational law course. Doctoral standing.
Revised: Major in Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE) and doctoral standing.

HIED 86559 *Current:* Admission to a higher education program or permission from the instructor. Doctoral standing.
Revised: Major in Higher Education and Student Personnel (EAHE) or Educational Administration–Higher Education (EDHE and doctoral standing.

ILS 21091 *Current:* Open only to first year students admitted to BS/MD program.
Revised: Integrated Life Sciences (ILS) major.

ILS 21092 *Current:* ILS 21091.
Revised: ILS 21091 and Integrated Life Sciences (ILS) major.

ILS 30392 *Current:* Controlled (ILS B.S./M.D. program).
Revised: Integrated Life Sciences (ILS) major.

ILS 32091 *Current:* ILS 21091 and 21092, open only to second-year students admitted to BS/MD program.
Revised: ILS 21091 and 21092 and Integrated Life Sciences (ILS) major.

ILS 32092 *Current:* ILS 21091, 21092 and 32091, open only to second-year students admitted to BS/MD program.
Revised: ILS 21091 and 21092 and 32091 and Integrated Life Sciences (ILS) major.

ILS 32592 Controlled (ILS B.S./M.D. Program).
Revised: Integrated Life Sciences (ILS) major.

ILS 40392 *Current:* Controlled (ILS B.S./M.D. Program).
Revised: Integrated Life Sciences (ILS) major.

ILS 42591 *Current:* Controlled (ILS B.S./M.D. Program).
Revised: Integrated Life Sciences (ILS) major.

ILS 42592 *Current:* Controlled (ILS B.S./M.D. Program).
Revised: Integrated Life Sciences (ILS) major.

PHIL 30005 *Current:* One course in Philosophy or junior standing or permission.
Revised: None.

PHIL 30015 *Current:* One course in Philosophy or junior standing or permission.
Revised: None.

PHIL 30025 *Current:* One course in Philosophy or junior standing or permission.
Revised: None.

Revision of Course Prerequisites as a Result of Banner Conversion *continued*
Effective Spring 2008 *continued*

PHIL 31030 *Current:* One course in Philosophy or junior standing or permission.
Revised: None.

PHIL 31035 *Current:* Junior standing in Justice Studies or Political Science, or a prior course in Philosophy or permission.
Revised: None.

PHIL 31045 *Current:* Junior standing, or one course in Philosophy, or permission.
Revised: None.

PHIL 31060 *Current:* Junior standing in Architecture, Art, Journalism and Mass Communication, Music, Speech, or one course in Philosophy, or permission.
Revised: None.

PHIL 31065 Junior standing, or one course in Philosophy, or permission.
Revised: None.

PHIL 31068 *Current:* One course in Philosophy or junior standing or permission.
Revised: None.

PHIL 31070 *Current:* Junior standing or one course in Philosophy.
Revised: None.

PHIL 31075 *Current:* One course in Philosophy or junior standing or permission.
Revised: None.

PHIL 32091 *Current:* Junior standing, or one course in philosophy, or permission.
Revised: None.

PHIL 40005 *Current:* Prior course in Philosophy, or junior standing in a health care discipline, or permission.
Revised: None.

PHIL 41025 *Current:* Junior standing in Justice Studies or Political Science, or Philosophy course at 30000-level or above, or permission.
Revised: None.

PHIL 41080 *Current:* Junior standing in Art, or one course of PHIL 31001-31020 or permission.
Revised: None.

PHIL 50005 *Current:* Graduate standing in Philosophy or in a health care discipline or permission.
Revised: Graduate standing.

PHIL 51080 *Current:* Graduate standing in Philosophy or Art or permission.
Revised: Graduate standing.

TECH 43004 *Current:* COMT 21095 (ST: Object Oriented Language) or equivalent; TECH 43001.
Revised: COMT 21095 and TECH 43001

Course list prepared by Lisa N.H. Delaney, Academic Program Coordinator, Curriculum Services

CELEBRATE CENTENNIAL
KENT STATE UNIVERSITY
1910·2010

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Gayle L. Ormiston
Associate Provost, Faculty Affairs and Curriculum

SUBJECT: ADDENDUM to the Agenda for Monday, March 19, 2007
Kent Student Center, Room 310 A-B, 3:20 p.m.

DATE: March 15, 2007

The following are addendums to the original March 12, 2007, agenda:

DISCUSSION ITEM

Ohio Board of Regents Innovation Incentive Program (IPP)—Doctoral Program Funding Reallocation ***Provost Paul L. Gaston***
Attachment 9

INFORMATION ITEM

First-Year Colloquium—Pilot Program
Effective Fall 2007
Attachment 10: Flash Topics Sections | Flash Topics Selected Abstracts

Special Course Fee Changes Effective Fall 2007

ARTC	35701	Metalsmithing, Concepts and Techniques (3)	$50.00/cr.hr.	Fee
ARTC	35702	Enameling: Concepts and Techniques (3)	$50.00/cr.hr.	Fee
ARTC	35703	Textile Techniques in Metal (3)	$50.00/cr.hr.	Fee
ARTC	45700	Design and Production (3)	$40.00/cr.hr.	Fee
ARTF	24060	Painting II (3)	$13.00/cr.hr.	Fee
CHEM	30140	Instrumental Analysis Laboratory (2)	$40.00/cr.hr.	Fee
GEOG	40292	Field Experience in Geography (1-6)	actual cost basis	Fee
GEOG	40392	Practicum in Emerging Geographic Trends (1-6)	actual cost basis	Fee
GEOG	50292	Field Experience in Geography (1-6)	actual cost basis	Fee
GEOG	50392	Practicum in Emerging Geographic Trends (1-6)	actual cost basis	Fee

Special Course Fee Changes Effective Fall 2007 *continued*

GEOG	70292	Field Experience in Geography (1-6)	actual cost basis	Fee
GEOG	70392	Practicum in Emerging Geographic Trends (1-6)	actual cost basis	Fee
ID	14501	Studio Problems in Interior Design I (4)	$20.00/cr.hr.	Fee
ID	14512	Interior Design Graphics I (3)	$20.00/cr.hr.	Fee
ID	24502	Studio Problems in Interior Design II (4)	$20.00/cr.hr.	Fee
ID	24522	Interior Design Graphics II (3)	$20.00/cr.hr.	Fee
ID	34503	Studio Problems in Interior Design III (4)	$20.00/cr.hr.	Fee
ID	34504	Studio Problems in Interior Design IV (4)	$20.00/cr.hr.	Fee
ID	34522	Methods and Materials in Interior Design (3)	$20.00/cr.hr.	Fee
ID	44505	Studio Problems in Interior Design V (2)	$20.00/cr.hr.	Fee
ID	44506	Studio Problems in Interior Design VI (4)	$20.00/cr.hr.	Fee
ID	44507	Studio Problems in Interior Design VII (4)	$20.00/cr.hr.	Fee
ID	44512	Historic Furnishing Textiles (2)	$20.00/cr.hr.	Fee
ID	44525	Lighting Applications in Interior Spaces (3)	$20.00/cr.hr.	Fee
ID	44534	History of Interiors, to 1600 (4)	$20.00/cr.hr.	Fee
ID	44535	History of Interiors, 1600-Present (4)	$20.00/cr.hr.	Fee
ID	44592	Practicum in Interior Design (2-10)	$20.00/cr.hr.	Fee
PAS	31092	Practicum: African Theatre Arts (3-6)	$25.00/cr.hr.	Fee
PAS	37020	Pan-Africanism and Model AU (3)	$50.00/cr.hr.	Fee
THEA	41095	Special Topics: Musical Theatre New York Showcase (2-3)	$50.00/cr.hr.	Fee

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: ~~2007F~~ 2008F
DATE OF PREPARATION: 9/11/2006

Purpose of Proposal: Revise Course
Subject Area: ENG
Course Number: 35301
Course Title: LGBT: CRITICAL PERSPECTIVES
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
○ Title		○	Grade Rule
○ Title Abbreviatio		○	Credit By Exam
○ Prerequisite	If applicable	○	Course Fee
○ Credit Hours	If applicable	○	LER Status (G)
○ Description	If applicable	○	WIC (W)
○ CIP/HEGIS	If applicable	◉	Diversity

Describe Impact on Other Programs, Policies or Procedures:
~~GLOBAL~~ DIVERSITY COURSE
domestic

Units Consulted (See guidelines for Instructions):
LGBT MINOR

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Rld Cottell
09 / 11 / 06

College/School Dean: Mary Ann Haley
9 / 11 / 06

Vice Provost for Regional Campuses: _____
___ / ___ / ___

Provost: _____
___ / ___ / ___

Please print before leaving page

Main Menu

ENG 32

All data entered below should reflect revised information

Basic Data Sheet

Preparation Date	10/21/02 **Requested Effective Year** 2008
Course Title	LGBT: Critical Perspectives
Department	ENG
Course Number	35301
Slash Course	The only applicable combinations are: **4-5; 4-5-7; 6-7**
Cross-listed with	
Course Title Abbreviation	LGBT: ~~Crit Perspec~~ Critical Perspectives
KSU Type	D
Minimum Credit	3 **Maximum Credit** 3
Credit Connector	F
Grade Rule	UCS
Credit By Exam	CBE-N
Activity Type	LEC
Course Fee	0 **Per Credit Hour**
Following four fields completed by the Provost's Office.	
OBR Program Code	
OBR Course Level	
CIP Code	
Prerequisite	English 30001 and 25001 or 25002. ~~or permission.~~
Catalog Description	Study of theory, language and other aspects of lesbian, gay, bisexual and transgendered literature and culture.

For course revision, enter previous title, abbr, number, and credit.

Previous Course Title

Previous Department & Course Number **Prev Min Hrs** 0 **Prev Max Hrs** 0

Chair, Director, School Dean, or Campus Dean

Writing Expectations

One or two course papers, quizzes, examinations.

Instructor(s) expected to teach this course

Camden, Clewell, Precht, Swartz

Instructor(s) Contributing to Content

Floyd, Schwarzbach, Swartz

Content Outline **Hrs**

Reading will be representative of work in literary theory, language theory, and cultural studies to provide theoretical grounding through interdisciplinary study. Critics typically studied might include the following:

I. Historical Background: Foucault, Lacan, Butler, Sedgwick, Katz, Lily, Altman, Garber, Bronski, Faderman, Cixous 15

II. Critical Theory: Rich, Zimmerman, Fetterley, Warner and Berlant, Lorde, Anzaldua, Irigaray, Frye, Smith, Morton, Boone, Wittig, Watney, Case, Crimp, Abelove, Stimson, Hull, Allison, Stein, Brant, Chrystos, Pratt, McRuer, McLaughlin, Livingston 15

III. Cultural and Media Studies: Dyer, deLauretis, Rubin, Julien, Mercer, Munoz, Halberstam, Patton, Potter, Fuss, Mayne 15

Total 45

Textbook(s) used in this course

Abelove, Barale, and Halperin. THE LESBIAN AND GAY STUDIES READER; Jagose, QUEER THEORY: AN INTRODUCTION; Foucault, THE HISTORY OF SEXUALITY, Vol. I: AN INTRODUCTION; Faderman, EROTICISM OF EVERYDAY LIFE.

UPDATE RESET

Back Main Menu

ENG 35

ENG 35301, LGBT: Critical Perspectives

I. ANSWERS TO QUESTIONNAIRE

1. This course focuses on the relation between the social normalization of heterosexuality and what this norm excludes: lesbian, gay, bisexual, and transgender experience. It emphasizes the ways in which meaning is made of these forms of experience from a range of social vantages. Its historical and geographical focus is, with occasional exceptions, on the twentieth-century United States. The course insists that categories like "lesbian," "gay," "bisexual," and "transgender" – and "masculinity," "femininity," and "straight," for that matter – are not simply in the biological or psychological order of things; these categories do not simply refer to expressions of an essential inner self. They are, rather, ideas with very complicated histories. The course considers how sexuality is experienced and understood in relation to racial, ethnic, and gender difference in the United States; here the focus is on the emergence of the categories "homosexual" and "heterosexual" into broad national usage in the very early twentieth century, and on the various way sin which these terms have been politicized since, with special focus on the gay liberation movement of the seventies, and on contemporary lesbian and gay rights issues. The course also gives some attention (two or three weeks' worth) to emerging, comparative scholarship in LGBT Studies on how sexuality is experienced and understood in other national contexts, including Asia and the so-called Third World. This emerging scholarship engages such issues as the meanings attached to male homosexuality within Chicano culture in the U.S.; the meanings of lesbianism in Puerto Rico; and the broad representation of homosexuality as a national security threat in Brazil.

2. This course has only been offered once, in the spring of 2006.

3. Though it is reasonable to expect that such a course would be of particular interest to lesbian, gay, bisexual, and transgendered students, it is designed for any undergraduate interested in the broad and widely divergent ways in which sexuality carries meaning, and especially in the ways in which the social normalization of heterosexuality directly impacts other areas of social life that might not at first seem to have anything to do with sexuality – from citizenship to homelessness to consumerism. The course's accurate representation of the field of LGBT scholarship is perhaps most evident in its interdisciplinarity; students read work not only (or even primarily) by scholars in the discipline of English, but also by philosophers, sociologists, anthropologists, and historians.

4. Faculty who teach this course will have a history of engaging, in course work as well as in published scholarship, questions of sexuality as they relate to gender, racial, ethnic, and class differentiations.

5. This course is capped at 35 students. We anticipate offering this course and the sophomore-level LGBT course once every other year, though this frequency could increase if (as is hoped) the minor continues to attract larger numbers of students. I can think of at least four faculty members in our department who would be well qualified to teach this course. So I can think of no additional resources the Department needs at this time.

6. Students will be required to do frequent in-class writing, essay-based midterm and final exams, and a major research paper of 6-10 pages. Grades will also be based on the quality and consistency of participation in class discussion. The exams for the course will ask students to develop essays that link up questions of sexuality with discourses of race and/or class and/or gender (depending on which essays they choose to engage and which exam they are taking). In other words, their exams will require them to address the ways in which these different forms of social hierarchy and difference inform each other.

7. Though global diversity questions are an emerging concern within scholarship in LGBT studies, and a brief unit of the course will reflect that, the focus will primarily be on the twentieth-century United States. See my answer to #1.

SPRING 2006

COURSE: ENG 35301
Critical Perpectives in LGBT Studies

Professor Kevin Floyd
kfloyd@kent.edu

Description of the contents of this course, manner of presentation, level of approach:

Because it is called "Critical Perspectives," this course will question a number of commonly held notions about gender and sexuality: the notion, for example, that gender and sexuality are natural expressions of an inner self. "Femininity," "masculinity," "lesbian," "gay," "bisexual," "transgender" – and don't forget "straight" – these are nothing if not *ideas*, and like all ideas, they have a history. This course will introduce students to the ways gender and sexuality have been defined and redefined in the course of, roughly, the last century and a half – in the United States, but also in other countries, especially so-called "developing" countries. We will address the different ways gender and sexuality are understood and experienced among different racial and ethnic populations. We will deal extensively with current issues of concern to many LGBT people, from violence to marriage rights to consumerism. And we will develop a "critical perspective" on the idea that heterosexuality is "natural": we will, for instance, study what historian Jonathan Ned Katz has provocatively called "the invention of heterosexuality."

This course will be strongly interdisciplinary. Though we will read a number of literary texts, we will spend most of our time reading historical, conceptual, or sociological discussions of gender and sexuality, most of which have been very influential on LGBT studies in a range of fields.

Textbooks and secondary readings:

I intend to focus the course on the issues above and will choose readings that are appropriate. Most of the readings will be available in course packets, and will include essays by Gayle Rubin, Eve Sedgwick, Judith Butler, Jonathan Ned Katz, Audre Lorde, Adrienne Rich, Carroll Smith-Rosenberg, Douglas Crimp, Lauren Berlant, and others.

I also intend to assign selections, at least, from the following texts. *I wish to stress that this list is tentative.*

Samuel Delany, *Tales of Neveryon*
Michel Foucault, *The History of Sexuality, Volume 1*
Judith Halberstam, *Female Masculinity*
Karla Jay and Allen Young, ed., *Out of the Closets, Into the Streets: Voices of Gay Liberation*
Michael Warner, *The Trouble With Normal*
David Wojnarowicz, *Close to the Knives*

Examinations, Papers, and Reports:

Grades will be based on a midterm, a final exam, one research paper, frequent informal writing in class, and participation in discussion.

Tentative Schedule

"LG": *Lesbian and Gay Studies Reader*

January

17 Introduction

19 David Halperin, "Is There a History of Sexuality?," LG 416-31

24 Eve Sedgwick, "Epistemology of the Closet," LG 45-61

26 Jonathan Ned Katz, "The Invention of Heterosexuality" [handout]

31 Carroll Smith-Rosenberg, "The New Woman as Androgyne" [handout]

February

2 Siobhan Somerville, "Scientific Racism and the Invention of the Homosexual Body" [handout]

7 Gayle Rubin, "Thinking Sex," LG 3-44

9 Judith Butler, "Imitation and Gender Insubordination," LG 307-20

14 Judith Halberstam, *Female Masculinity* (selections) [handout]

16 Judith Halberstam, *Female Masculinity* (selections) [handout]

21 No class meeting

23 Tomas Almaguer, "Chicano Men," LG 255-73

28 Harriet Whitehead, "The Bow and the Burden Strap," LG 498-527

March

2 Charlotte Furth, "Androgynous Males and Deficient Females," LG 479-97

7 Cindy Patton, "From Nation to Family," LG 127-38

9 Samuel Delany, *Tales of Neveryon*, 25-78

14 Delany, 79-138

16 Delany, 139-60

21 Delany, 161-213

23 Delany, 215-45

28 Spring Break

30 Spring Break

April

4 *Out of the Closets* (selections TBA)

6 *Out of the Closets*

11 *Out of the Closets*

13 *Out of the Closets*

18 Michael Warner, *The Trouble with Normal* (selections TBA)

20 Warner

25 Warner

27 TBA/Catch up

May

2 TBA/Catch up

4 TBA/Catch up

ENGLISH - Spring 2006 INSTRUCTOR REPORT 05-25-2006

INSTRUCTOR	CALL#	DEPT	COURSE TITLE	BLDG	ROOM	TIME	DAYS	ENROLLED	SURVEYS	NORMING GROUP
FLOYD K	19241	ENG	35301 LGBT: CRITICAL PERSPECTIVES	SFH	00218	0215PM	TR	9	5	Not Normed

STUDENT ITEMS

	MAJOR	MINOR	LER	ELECTIVE	OTHER	OMITTED
1 I am taking this course for:	80.0%					20.0%

	0	1-2	3-5	6-8	9+
2 How many classes did you miss?	20.0%	20.0%	60.0%		

	A	B	C	D	F
3 The grade I expect to receive in this course	20.0%	80.0%			

	0.0-1.9	2.0-2.5	2.6-3.0	3.1-3.6	3.7-4.0
4 What is your current KSU Grade Point Average?			20.0%	40.0%	40.0%

	STRONGLY AGREE	AGREE	NEITHER A/D	DISAGREE	STRONGLY DISAGREE	OMITTED	SECTION MEAN	SECTION SD	NORMS MEAN	NORMS SD
STUDENT COMMITMENT AND LEARNING										
5 I did the required preparations for each class.	20.0%	80.0%					4.20	0.40		
6 I learned valuable information/skills from this course.	80.0%	20.0%					4.80	0.40		
INSTRUCTOR ITEMS										
COURSE ORGANIZATION										
7 Expectations were clear to me throughout the course.	80.0%	20.0%					4.80	0.40		
8 The structure/organization of the course helped me learn.	60.0%	40.0%					4.60	0.49		
9 The course materials/activities helped me learn.	60.0%	40.0%					4.60	0.49		
EVALUATION PRACTICES										
10 The assignments and tests allowed me to demonstrate what I learned.	40.0%	40.0%	20.0%				4.20	0.75		
11 I received feedback about my progress throughout the course.	40.0%	60.0%					4.40	0.49		
INSTRUCTOR CHARACTERISTICS										
12 The instructor gave clear written/oral explanations.	40.0%	60.0%					4.40	0.49		
13 The instructor motivated me to think about the subject.	100.0%						5.00	0.00		
14 The instructor demonstrated knowledge of the subject matter.	100.0%						5.00	0.00		
15 The instructor showed respect for students.	100.0%						5.00	0.00		
16 The instructor was available for individual consultation.	80.0%	20.0%					4.80	0.40		
**Total of Instructor Items 7-16	70.0%	28.0%	2.0%				4.68	0.51		

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Attachment 2B—Page 1

CONTINUATION: CALL# 19241

	STRONGLY AGREE	AGREE	NEITHER A/D	DISAGREE	STRONGLY DISAGREE	OMITTED	SECTION MEAN	SECTION SD	NORMS MEAN	NORMS SD
PHYSICAL FACILITIES, EQUIPMENT AND TECHNOLOGY										
17 The classroom and physical facilities support the learning activities in this course.	20.0%	40.0%	20.0%	20.0%			3.60	1.02		
18 Equipment and technology used supported the learning activities in this course.	20.0%	60.0%	20.0%				4.00	0.63		

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR					
SUMMARY QUESTION										
19 Overall, how would you rate your learning experience in this course?	100.0%						5.00	0.00		

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Attachment 2B—Page 2

English 35301
Critical Perspectives in LGBT Studies
Spring 2006

Instructor: Prof. Kevin Floyd
Home phone: 330-926-9947
E-mail: kfloyd@kent.edu
English Dept.: SFH 113; 672-2676

Office: Satterfield 207C
Office Phone/Voice Mail: 672-1753
Office Hours: TBA

Required Texts:

Samuel Delany, *Tales of Neveryon*, ISBN 0-8195-6270-X
Karla Jay and Allen Young, ed., *Out of the Closets: Voices of Gay Liberation*, ISBN 0-8147-4183-5
Michael Warner, *The Trouble With Normal*, ISBN 0-674-00441-8
Henry Abelove, Michèle Aina Barale, David M. Halperin, eds., *The Lesbian and Gay Studies Reader*, ISBN 0-415-90519-2
A series of essays to be distributed as handouts

Contents of Grade:

Quizzes/Informal writing 10%
Position Paper 10%
Midterm 20%
Research Paper 20%
Final 20%
Participation 20%

The Course

Because it is called "Critical Perspectives," this course will question a number of commonly held notions about gender and sexuality: the notion, for example, that gender and sexuality are natural expressions of an inner self. "Femininity," "masculinity," "lesbian," "gay," "bisexual," "transgender" – and don't forget "straight" – these are nothing if not *ideas*, and like all ideas, they have a history. This course will introduce students to the ways gender and sexuality have been defined and redefined in the course of, roughly, the last century and a half – primarily but not exclusively in the United States. We will address the different ways gender and sexuality are understood and experienced among different racial and ethnic populations. We will deal extensively with current issues of concern to many LGBT people, from violence to marriage rights to consumerism. And we will develop a "critical perspective" on the idea that heterosexuality is "natural": we will, for instance, study what historian Jonathan Ned Katz has provocatively called "the invention of heterosexuality."

ENG. 41

Participation and Discussion

I want to be very clear from the beginning about the fact that this is a *discussion course*. I will frequently introduce and contextualize our discussions, but your presence and active participation in discussion is crucial to the course's success. I don't think of participation in discussion as a talent some people have while others don't. Participation is, in my opinion, a responsibility. I expect you to come to class every day prepared to help the rest of us make sense of that day's assignment. If speaking up in class is difficult for you, I urge you to make an appointment with me at the earliest possible time so that we can discuss this.

Attendance Policy

Because this is a discussion-oriented course, I cannot in good conscience say that a student has had a course of instruction in "LGBT Critical Perspectives" when that student has had frequent absences. Accordingly, I will enforce what you might consider a tough attendance policy. We will meet approximately thirty times this semester, so I am giving you four "sick days." This should be more than enough to cover illness, deaths in the family, and other emergencies. That's not four free "unexcused" absences; that's four free absences *total*. I don't even make a distinction between "excused" and "unexcused" absences. At some jobs you have a certain number of "sick days" allotted per year, and if you take more than the allotted number your pay is affected. Similarly, if you take more than four "sick days" over the course of this semester, your grade will be affected. *Your final course grade will be penalized one letter grade for every absence you accumulate beyond the four you are allotted.* I will be paying close attention to the number of absences you accumulate, so you should do the same. It is also your responsibility to make sure I have recorded your presence in class if you arrive after I've taken roll. Students who are more than fifteen minutes late should not expect to be counted present for that class period.

Required Written Work and Grading Policy

This course is designed for junior- and senior-level students. I am guessing that many or most of you will find much of the assigned reading challenging in comparison with the reading you have done for your other courses. The course also assumes that you have a basic mastery of organizational and mechanical writing skills.

In-Class Writing. You should be prepared for a quiz at the beginning of each class period. You will write an informal paragraph or two in response to a question I pose at the beginning of class. These exercises are designed to test your attention to that day's assignment; in some cases they will also serve as springboards into class discussion. They will be graded pass/fail, and at the end of the semester the total number of quizzes you passed will be divided by the total number of quizzes you took, resulting in your grade for this portion of your course grade (see "Contents of Grade" above).

Position Papers. Because there are so few students in this class, we will also break up the routine a bit with Position Papers. In these assignments you are required to take some clear position with regard to the argument made in the essay we read for that day. Ideally, your position on that day's reading will involve some combination of (1) acknowledging the argument's strengths and (2) critiquing its limitations. Off-the-cuff comments are entirely appropriate in class discussion,

but this paper will require something more premeditated and thorough. Your position paper should be a sustained, coherent commentary on that day's reading assignment.

Each of you will do one of these this semester. You will begin class on your assigned day by reading your Position Paper to the rest of us. These papers must be between two and three pages in length (double-spaced). You will turn them into me and receive a grade. The grade will be based on your thoughtfulness and thoroughness in engaging the assigned reading, and in linking up that day's reading with previous ones.

Exams. You will take a midterm exam and a final exam. These exams will require you to demonstrate an ability to synthesize major critical and theoretical issues introduced in class. Both exams will take an essay form. I will be more specific about the content of these exams as the semester progresses.

Research Paper. You will also write one research paper of 7 to 12 pages. You are responsible for generating your own paper topic, so keep this in mind as you make your way through the course reading. This paper will require the use of *at least* three secondary sources. You may write a paper engaging some reading assignment from this semester, or you may come up with your own topic, as long as it is a topic relevant to the class's subject matter. I cannot overemphasize the importance of beginning your search for sources early. Your sources should be scholarly or critical in nature, and they will in most cases be found in the Library, through Interlibrary Loan, or online. Many sources you will find online will *not* be scholarly in nature. If you use an online source, you are required to show it to me in class and get an okay from me before using it. All written work is to be done in MLA Style. If you are unfamiliar with MLA Style you are encouraged to consult Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*.

Paper Proposals. You will be required to turn in a brief paper proposal explaining the topic and argument of the research paper you plan to write, and giving me some indication of what secondary sources you'll be using and how you plan to incorporate them. These proposals will give me the chance to do some advance troubleshooting. They must be typed and *at least* one full double-spaced page in length. You will not receive a grade on the proposal *per se;* failure to turn in a proposal that meets these criteria by the deadline indicated below will however result in a grade penalty on the paper itself.

I use a standard letter grade system, including pluses and minuses (A+, A, A-, B+, etc.). Each item in the "Contents of Grade" section (above) will receive one grade, and at the end of the semester I will average them according to the percentages noted. Late papers will be penalized one full letter grade for each *class day* they are late. A paper that is two class days late, for example, will be penalized two letter grades (e.g., a B- will become a D-).

Kent State operates a Writing Center in Satterfield Hall designed to provide students with one-on-one help with their writing. We will not be able to devote class time to the development of writing skill, so keep the Writing Center in mind if this becomes an issue.

Plagiarism

Plagiarism is the unacknowledged use in one's own writing of another person's words or ideas. One instance of plagiarism will result in automatic failure of the assignment. Two instances will result in automatic failure of the course. Disciplinary action at the university level may result as well. If you ever have any questions about what constitutes plagiarism, please ask.

Disability Policy

In accordance with University Policy, if you have a documented disability and require accommodations to obtain equal access to this course, please contact me at the beginning of the semester or when given an assignment for which the accommodation is required. Students with disabilities must verify their eligibility through the office of Student Disability Services (SDS) in the Michael Schwartz Student Services Center (672-3391).

Tentative Schedule

"LG": *Lesbian and Gay Studies Reader*

January

17 Introduction

19 David Halperin, "Is There a History of Sexuality?," LG 416-31

24 Eve Sedgwick, "Epistemology of the Closet," LG 45-61

26 Jonathan Ned Katz, "The Invention of Heterosexuality" [handout] [Position Paper]

31 Carroll Smith-Rosenberg, "The New Woman as Androgyne" [handout] [Position Paper]

February

2 Siobhan Somerville, "Scientific Racism and the Invention of the Homosexual Body" [handout] [Position Paper]

7 Gayle Rubin, "Thinking Sex," LG 3-44 [Position Paper]

9 Judith Butler, "Imitation and Gender Insubordination," LG 307-20 [Position Paper]

14 Judith Halberstam, *Female Masculinity* (selections) [handout] [Position Paper]

16 Judith Halberstam, *Female Masculinity* (selections) [handout] [Position Paper]

February (continued)

21 No class meeting

23 Tomás Almaguer, "Chicano Men," LG 255-73 [Position Paper]

28 Harriet Whitehead, "The Bow and the Burden Strap," LG 498-527 [Position Paper]

March

2 Charlotte Furth, "Androgynous Males and Deficient Females," LG 479-97 [Position Paper]

7 Cindy Patton, "From Nation to Family," LG 127-38 [Position Paper]

9 Samuel Delany, *Tales of Neveryon*, 25-78

14 Delany, 79-138

16 Delany, 139-60

21 Delany, 161-213

23 Delany, 215-45

Take-Home Midterm due Friday, March 24 at 5:00 p.m.

28 Spring Break

30 Spring Break

April

4 *Out of the Closets* (selections TBA)

6 *Out of the Closets*

11 *Out of the Closets*

13 *Out of the Closets* **Paper Proposals due**

18 Michael Warner, *The Trouble with Normal* (selections TBA) [Position Paper]

20 Warner [Position Paper]

April (continued)

25 Warner [Position Paper]

27 TBA/Catch up

May

2 TBA/Catch up

4 TBA/Catch up

Final Paper due date TBA

Final Exam due date TBA

Week 14: **Research essay due**; Delany, continued; Michael Warner, *The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life*

Week 15: Warner, continued

SPRING 2006

COURSE: ENG 35301
Critical Perpectives in LGBT Studies

Professor Kevin Floyd
kfloyd@kent.edu

Description of the contents of this course, manner of presentation, level of approach:

Because it is called "Critical Perspectives," this course will question a number of commonly held notions about gender and sexuality: the notion, for example, that gender and sexuality are natural expressions of an inner self. "Femininity," "masculinity," "lesbian," "gay," "bisexual," "transgender" – and don't forget "straight" – these are nothing if not *ideas*, and like all ideas, they have a history. This course will introduce students to the ways gender and sexuality have been defined and redefined in the course of, roughly, the last century and a half – in the United States, but also in other countries, especially so-called "developing" countries. We will address the different ways gender and sexuality are understood and experienced among different racial and ethnic populations. We will deal extensively with current issues of concern to many LGBT people, from violence to marriage rights to consumerism. And we will develop a "critical perspective" on the idea that heterosexuality is "natural": we will, for instance, study what historian Jonathan Ned Katz has provocatively called "the invention of heterosexuality."

This course will be strongly interdisciplinary. Though we will read a number of literary texts, we will spend most of our time reading historical, conceptual, or sociological discussions of gender and sexuality, most of which have been very influential on LGBT studies in a range of fields.

Textbooks and secondary readings:

I intend to focus the course on the issues above and will choose readings that are appropriate. Most of the readings will be available in course packets, and will include essays by Gayle Rubin, Eve Sedgwick, Judith Butler, Jonathan Ned Katz, Audre Lorde, Adrienne Rich, Carroll Smith-Rosenberg, Douglas Crimp, Lauren Berlant, and others.

I also intend to assign selections, at least, from the following texts. *I wish to stress that this list is tentative.*

Samuel Delany, *Tales of Neveryon*
Michel Foucault, *The History of Sexuality, Volume 1*
Judith Halberstam, *Female Masculinity*
Karla Jay and Allen Young, ed., *Out of the Closets, Into the Streets: Voices of Gay Liberation*
Michael Warner, *The Trouble With Normal*
David Wojnarowicz, *Close to the Knives*

Examinations, Papers, and Reports:

Grades will be based on a midterm, a final exam, one research paper, frequent informal writing in class, and participation in discussion.

Floyd **2:15-3:30 TR** **35301**

Weeks 6-8: charlotte furth, "Androgynous males and deficient females"
Tomas almaguer, 'chicano men'
Cindy patton, from nation to family
Harriet whitehead, the bow and the burden strap [this should be the first or second of the race/nation essays you assign, lots on anthropological assumption here – long, too – should probably be assigned on a tuesday]
2 more from elsewhere – something by dennis altman? See special GLQ issue, what is says about altman essay, perhaps also look at his book global sex

Pair john demilio essay with abelove essay from nationalisms and sexualities?? In one day

race/ethnicity/nation [as much from LG studies reader as possible]
Tomas Almaguer, "Chicano Men: A Cartography of Homosexual Identity and Behavior"
Frances Negron-Muntaner, "When I Was A Puerto Rican Lesbian";
Sean Patrick Larvie, "Queerness and the Specter of Brazilian National Ruin"
Lisa Rofel, "Qualities of Desire: Imagining Gay Identities in China"
Eric Garber, "A Spectacle in Color: The Lesbian and Gay Subculture of Jazz Age Harlem";
Cindy Patton, "From Nation to Family: Containing African AIDS"

Weeks 9-10: Delany

Week 11: Delany continued; out of closets selections

Week 12: out of closets selections

Week 13: out of closets selections; warner

Week 14: Warner selections

Week 15: Warner selections; hollibaugh, parenti

Selections from lockdown America on prisons??
A chapter from laqueur?

SPRING LGBT COURSE IDEAS;

ON DEC 1 YOU SENT CAROL AN ORDER FOR: lesbian and gay studies reader; trouble with normal

YOU HAVE TO BE VERY CAREFUL ABOUT INCLUDING PLENTY OF STUFF ON WOMEN/LESBIANS AND ON RACE.

Trouble w normal: 0674004418, Harvard up

Warner the trouble with normal

Stuff on trans in female masculinity? Look thru halberstam books for biblio, references

Out of closets into streets essay collection – read this or some of it to do comparisons w contemporary queer politics??

That relatively recent nytimes piece on homeless gays you have somewhere?

Jagose intro to queer theory

The Uneasy Collaboration of Gay and Trans Activism,. By: Devor, Aaron H.; Matte, Nicholas. GLQ: A Journal of Lesbian & Gay Studies, 2004, Vol. 10 Issue 2, p179-209, 31p; (AN 12654832)

David serlin piece from policing public sex??

The invention of heterosexuality??

Aids demographics??

Some essays in lesbigay studies reader?

Selections from close to the knives?

Also essays on how homosex operates in other countries – Chauncey povinelli issue of GLQ, 'reorienting desire' essay, etc. – find other examples of this.

Delany tales of neveryon

Selections from collection Out to Work??

Amber hollibaugh, 'they are everywhere, but we refuse to see them: queers without money," village voice June 20-26, 2001

Gayle rubin, the traffic in women

FROM LESBIGAY STUDIES READER (42 BUCKS!!!)
Gayle rubin, thinking sex

Sedgwick, epistemology of the closet
Rich, compulsory hetero and lesbian experience
Danae clark, commodity lesbianism
Alamaguer, 'chicano men: a cartography of homosexual identity and behavior
Wittig, one is not born a woman??
Cindy patton, from nation to family??
Watney, the spectacle of AIDS??
Scott, the evidence of experience?
Halperin, is there a history of sexuality??

At least one essay by butler
Selections from Foucault

The trouble with normal
Selections from out of the closets into the streets
Selections from halberstam, female masculinity
Katz, the invention of heterosexuality
Smith Rosenberg, the female world of love and ritual

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall 2008
DATE OF PREPARATION: 11/14/2006

Purpose of Proposal: Revise Course
Subject Area: ECON
Course Number: 42075
Course Title: INTERNATIONAL ECON RELAT
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
○ Title		○	Grade Rule
○ Title Abbreviatio		○	Credit By Exam
○ Prerequisite	If applicable	○	Course Fee
○ Credit Hours	If applicable	○	LER Status (G)
○ Description	If applicable	◉	WIC (W)
○ CIP/HEGIS	If applicable	○	Diversity

Describe Impact on Other Programs, Policies or Procedures:

In recent years almost all students in the International Relations program have been meeting their writing intensive requirement by taking this course. The International Relations program is going to have to find alternative ways for their students to meet their writing intensive requirement when ECON 42075 is no longer writing intensive.

Units Consulted (See guidelines for Instructions):

International Relations

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Richard J. Hunt
11 / 16 / 06

College/School Dean: Elizabeth A. Sinclair
1 / 22 / 07

Vice Provost for Regional Campuses: _____
___ / ___ / ___

Provost: _____
___ / ___ / ___

Please print before leaving page

Main Menu

Basic Data Sheet - Page 1

Preparation Date 11/14/2006 11:53:59 AM **Requested Effective Year** 2008F

Course Title INTERNATIONAL ECONOMIC RELATIONS

Subject Area ECON **Course Numbe** 42075 **Course Fee** 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev INTERNATIONAL ECON RELAT **Cross-listed with**

KSU Type

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-D **Activity Type** LEC

Grade Rule ~~UG~~ 5 Standard Letter

Following three fields completed by the Provost's Office

OBR Program Code 32

OBR Course Level 3

CIP Code 450601

Prerequisite (limit text to two lines) ECON 22060 AND 22061.

Catalog Description (limit text to five lines) PRINCIPLES, PROBLEMS AND POLICIES OF INTERNATIONAL ECONOMIC RELATIONS, WITH EXTENSIVE REFERENCES TO THE UNITED STATES, WESTERN EUROPE, LATIN AMERICA AND FORMER COMMUNIST COUNTRIES. COVERS INTERNATIONAL ASPECTS OF INTERDEPENDENCY, COOPERATION AND MULTINATIONAL INSTITUTIONS.

For course revision, enter previous course title, number and credit.

Previous Course Title International Economic Relations

Previous Subject Area and Course Number 42075 **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations Exams

Next Page

Basic Data Sheet - Page 2

Subject Area ECON **Course Number** 42075

Instructor(s) Contributing to preparation Ellis

Instructor(s) Expected to teach this course Ellis

Content Outline

Total Hours 45

National Income and Balance of Payments Accounting -- Savings, investment, and the balance of payments accounts	03
Foreign Exchange Markets and Theories of Exchange Rate Determination -- Capital flows; Purchasing power parity; Monetary approach to exchange rate determination, Real factors in exchange rate determination	12
Exchange Rate Management -- Fixed exchange rates; Crawling pegs; Monetary policy; Devaluation; Balance of payments crises	09
Evolution of the International Monetary System -- Gold Standard; Bretton Woods System; International Monetary Fund; World Bank; Managed Floating System	06
Interdependency and Cooperation -- U.S. fiscal policy and monetary policy in 1980s; Plaza Accord; Louvre Accord; Optimal currency areas	06
Current Topics -- LDC debt crisis and economic reform (Latin America); Economies in transition (Eastern Europe and republics of the former Soviet Union); Private international capital flows in the 1990s (Latin America, Asia, economies in transition	06
Exams	03

Textbooks(s) used in this course

Krugman and Obstfeld, INTERNATIONAL ECONOMICS: THEORY & POLICY, 7th edition, Addison Wesley.

Richard J. Ilk 11-14-06

Chair, Director, School Dean or Campus Dean

Main Menu

DEPARTMENT OF ECONOMICS
Kent State University
Kent, Ohio

TO: Liz Sinclair-Colando, Assistant Dean, College of Business Administration

FROM: Richard J. Kent, Chair Richard J. Kent

DATE: November 13, 2006

SUBJECT: Revision of Existing Course, ECON 42075, International Economic Relations

1. Rationale for revision:

The revision requested is that this course no longer be a writing intensive course. Effective with the 2003-4 catalog the economics major was changed requiring students to take ECON 42191, Senior Seminar in Economics. The Senior Seminar is a writing intensive course and the way in which economics majors now meet their writing intensive requirement. The Economics Department does not any longer have a need for ECON 42075, International Economic Relations, to be a writing intensive course.

In addition, the Economics Department cannot afford to have ECON 42075 be a writing intensive course and therefore restrict the enrollment. This course is very popular and if we left it writing intensive we would have to restrict enrollment more than if it were not writing intensive. In the latest figures from Research, Planning and Institutional Effectiveness the student-teaching ratio for fall 2004 for the Economics Department is 44.6. The university average for the student-teaching ratio is 17.2. The student-teaching ratio for the Economics Department is by far the highest in the university. The second highest ratio for a department is 28.1. With the Economics Department so strapped for faculty resources we cannot afford to teach ECON 42075 as a writing intensive course and restrict enrollment for that reason.

2. Impact on students in this unit and in other units or programs:

When we offer this course during the fall or spring semesters the enrollment usually maxes out. The impact of this change will be that each time the course is offered more students will be able to take it.

Essentially this course is a required course for International Relations majors (they have to take either this course or ECON 32075, Introduction to International Trade, which is offered in Kent's Geneva semester abroad program). In the International Relations program there are a number of writing intensive courses that students can take but basically in recent years international relations majors have been meeting their writing intensive

requirement through ECON 42075. The International Relations program is going to have to find ways for their students to meet their writing intensive requirement when ECON 42075 is no longer writing intensive.

Enclosed is a memo from Mary Ann Haley, who is the advisor for the International Relations program. She asks that "ECON 42075…continue to be writing-intensive until an alternative is put into place and certainly we hope that the course will continue to be offered regularly since it is so important to the education of the International Relations majors."

The Economics Department is planning on offering ECON 42075 as a writing intensive course in the 2007-8 academic year to allow International Relations the opportunity to put in place an alternative writing intensive course. The Economics Department plans on offering this course on a regular basis after that, but it will not be writing intensive.

3. Impact on other courses (impact if prerequisite to other courses, impact if change in course level, etc.):

None.

ASSOC. PROVOST
FACULTY AFFAIRS
FEB 23 2007

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost

From: Larry Andrews, Dean; Co-chair, URCC

Subject: Course Proposal for EPC Action

Date: February 20, 2007

The University Requirements Curriculum Committee has approved the following course change in a current Writing-Intensive Course, effective Fall 2008:

ECON 42075, International Economic Relations, removal of WIC status.

The Senior Seminar in Economics has now become the WIC course required of economics majors, and 42075 can no longer be staffed in small enough sections to serve writing-intensive goals. The loss of WIC status will be a hardship for international relations majors in Arts & Sciences, so a suitable replacement should be found.

Relevant cover memos, CCP, BDS, and catalog page are attached.

Cc: Therese Tillett, Curriculum Services
Richard Kent, Chair, Economics
Liz Sinclair-Colando, Assistant Dean, Business
URCC

JAN 24 2007

College of Business Administration
Kent State University

Memo

To: Larry Andrews, Co-Chair, University Requirements Curriculum Committee
Sara Newman, Co-Chair, University Requirements Curriculum Committee

From: Elizabeth A. Sinclair, Assistant Dean
College of Business Administration

CC: George Stevens, Don Williams, Dick Kent

Date: January 22, 2007

Re: Course Revision and New Course Proposal

The Economics Department requests to:

Remove WIC status from ECON 42075 (International Economic Relations).

The paper work to support this change is enclosed. This change was approved by the Undergraduate Curriculum Committee.

If you have any questions, please contact me at 21286.

Richard Kent

Date sent: **Mon, 30 Oct 2006 17:11:09 -0500**
From: **MARY HALEY <mhaley@kent.edu>**
Subject: **Re: revision of econ 42075 - not writing intensive**
To: **Richard Kent <rkent@kent.edu>**
Copies to: **jfeezel@kent.edu**

Hi, Dick,

Sorry to not get back to you sooner. I just had an opportunity to discuss the status of ECON 42075 with Jerry Feezel this morning. He asked me for enrollment numbers and how many IR majors are typically in this course so I had to do some research to get that information for him. I know that you're unhappy with the number of students enrolled in the class this fall, especially since it is a designated writing-intensive course. I can see that for the past several years the course was smaller with the International Relations majors accounting for about one-third of the class. I think this fall's surge is directly related to the fact that the course doesn't seem to have been offered last spring. I think you are seeing the pent-up demand which will probably be there next fall too since there isn't a Kent campus section for Spring 2007.

The course is valuable to the International Relations majors and the program. We have appreciated the fact that it is writing-intensive. Jerry hopes to have a meeting with all the chairs that have courses in the IR major to discuss alternatives for the writing-intensive requirement. We hope that ECON 42075 can continue to be writing-intensive until an alternative is put into place and certainly we hope that the course will continue to be offered regularly since it is so important to the education of the International Relations majors.

Please let me know if I can provide you with any other information before we have an opportunity to meet with the other IR chairs.

Thanks,
Mary Ann

Mary Ann Haley, Ph.D.
Interim Assistant Dean for Curriculum
College of Arts and Sciences

Richard Kent
<rkent@kent.edu>
10/26/2006 11:20 AM

To
MARY HALEY <mhaley@kent.edu>

cc

Subject
Re: revision of econ 42075 - not writing intensive

Mary Ann, in the email below you say you may respond more fully.

I plan to send the course revision in soon. Are you planning to send me something in addition to the email below?

Dick

On 10 Oct 2006 at 9:15, MARY HALEY wrote:

>
> Hi, Dick,
>
> Sorry to not get back to you sooner. I'm trying to get recent
> curricular changes approved in the College to the Provost's Office
> before I leave
for
> a conference. I've read your proposal and as you know I can't be in
favor
> of it because of the immediate impact on the International Relations
> majors. I've spoken with Dean Jerry Feezel about your proposal and he
> is hoping to find a solution that won't impact the IR students. I'll be
able
> to respond more fully when I return from the conference next week.
>
> Thanks for keeping me informed.
>
> Best, Mary Ann
>
> Mary Ann Haley, Ph.D.
> Interim Assistant Dean for Curriculum
> College of Arts and Sciences
>
>
>

> Richard Kent

> <rkent@bsa3.kent.edu

> >
To
> mhaley@kent.edu

> 10/05/2006 02:07 PM
cc
>

>
Subject
> revision of econ 42075 - not

> writing intensive

>

>

>

>

>

>

>
>
>
>
>
> Mary Ann, attached is a draft of the memo about the revision of ECON
42075
> dropping the writing intensive aspect of this course. I had mentioned
> to you before that the Economics Department was going to do this.
>
> In section 2 of the memo I mention that there will be an impact on the
> International Relations major. If you have any comments or corrections
to
> this could you please tell me.
>
> The second section of the memo addresses the "impact on students in this
> unit and in other units or programs". If you have anything you would
like
> to
> add to what is in the draft memo please send me a response by Monday,
> October 16. I plan to have this on the agenda for the College of
Business
> Curriculum Committee's next meeting. I believe this will be later this
> month in October.
>
> If you have any questions please contact me - 21084.
>
> Dick
> The following section of this message contains a file attachment
> prepared for transmission using the Internet MIME message format.
> If you are using Pegasus Mail, or any other MIME-compliant system,
> you should be able to save it or view it from within your mailer.
> If you cannot, please ask your system administrator for assistance.
>
> ---- File information ----------
> File: ECON 42075 revision of existing course 10-06.doc
> Date: 5 Oct 2006, 13:45
> Size: 33280 bytes.
> Type: MS-Word
> (See attached file: ECON 42075 revision of existing course 10-06.doc)

Liz Sinclair

Date sent: **Tue, 09 Jan 2007 17:28:19 -0400**
From: **Richard Kent <rkent@kent.edu>**
Subject: **(Fwd) Re: writing intensive alternatives for international rel**
To: **BSA_3/LSINCLAI@kent.edu**
Organization: **Kent State University**
Priority: **normal**

Liz, here is the email I sent to Mary Ann and her response.

I have not heard anything since this.

Dick

------- Forwarded message follows -------
Date sent: Fri, 08 Dec 2006 11:22:04 -0500
From: MARY HALEY <mhaley@kent.edu>
Subject: Re: writing intensive alternatives for international relations To: Richard Kent <rkent@kent.edu>

Dick,

As I mentioned last evening, I have to get approval from the Geography
Department to pursue the other option for a WIC course for the International Relations majors. As soon as I have that approval (and I may need to consult with the other chairs that have coursework in IR) I'll
let you know. I'll be meeting with Jay to discuss this issue early next week.

Best,
Mary Ann

Mary Ann Haley, Ph.D.
Interim Assistant Dean for Curriculum
College of Arts and Sciences

Richard Kent
<rkent@kent.edu>
12/07/2006 03:24 PM

To
mhaley@kent.edu

cc

Subject
writing intensive alternatives for international relations

Mary Ann, the paperwork for the dropping of the writing intensive aspect
for ECON 42075, International Economic Relations, went through the College
of Business curriculum committee this week.

Some committee members would like to see something about what the
alternatives are for international relations majors to meet their writing intensive requirement.

I mentioned to Liz Sinclair what you said to me the other day. Liz asked
if something could be sent to her in writing.

Could you please send me an email (or memo) describing how you

plan to
have the international relations majors meet their writing intensive requirement. I will forward it to Liz.

Thanks.

Dick

------- End of forwarded message -------

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **12-Jan-07** Curriculum Bulletin _____
Effective Date **Fall 2008** Approved by EPC _____

Department	**ETHN**
College	**AS - Arts and Sciences**
Proposal	**Inactivate Program**
Program Name	**Ethnic Heritage**
Degree	**BA - Bachelor of Arts**

Description of proposal:
Inactivation of the Ethnic Heritage Major

Does proposed revision change program's total credit hours? ☒ Yes ☐ No
If yes, **67-72** current total credit hours **0** proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites)
None

Units consulted (other departments, programs or campuses affected by this proposal):
ANTH, ENG, GEOG, HIST, MCLS. POL, SOC

REQUIRED ENDORSEMENTS

Mary Ann Haley — 1/16/07
Department Chair / School Director / Campus Dean

Mary Ann Haley — 1/29/07
College Dean

_____ — ___/___/___
Executive Dean of Regional Campuses

_____ — ___/___/___
Provost

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KENT STATE
UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: College of Arts and Sciences Curriculum Committee

From: Mary Ann Haley, Interim Assistant Dean Mary Ann Haley

Date: January 12, 2007

Subject: Inactivation of the Ethnic Heritage Major

For quite some time there has only been limited interest in the Ethnic Heritage major. It does not have a faculty advisor and is not housed in a department. More importantly, there have been few students enrolled. For the past three academic years there have been no students (there was only one student declared in the major during the two earlier academic years). At a time of limited resources and with a newly expressed need to emphasize areas of strength, the College of Arts and Sciences has decided to abandon this program. This change will have no impact on students or programs at Kent State.

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PROPOSAL SUMMARY

INACTIVATION OF THE ETHNIC HERITAGE PROGRAM

SUBJECT SPECIFICATION

The College of Arts and Sciences seeks to inactivate the Bachelor of Arts (BA) degree program in Ethnic Heritage (ETHN).

BACKGROUND INFORMATION

The Ethnic Heritage program first appears in the 1976-1977 Undergraduate Catalog. It is not clear from existing/available college records how the program was received by students. It is known that for the past three academic years there have been no students declaring Ethnic Heritage as their major and for two academic years prior to that there was only one student in the program.

At this point in time, the program does not have an advisor, is not housed in an academic department and has no students. Furthermore, it is an unwieldy program that requires 67-72 hours (48-58 hours, if 14 hours of foreign language that all BA recipients in the College of Arts and Sciences are required to take are excluded from consideration).

The inactivation of this program will have no effect on current programs, students, staff or course offerings since no students, staff, or courses are exclusively associated with the program. There will be no fiscal impact.

ALTERNATIVES AND CONSEQUENCES

The alternative to inactivation is to leave the program 'on the books.' Current and prospective students could major in this program but they would likely be a cohort of one with no or only limited faculty advising and support.

SPECIFIC RECOMMENDATION AND JUSTIFICATION

The College of Arts and Sciences would like to inactivate the Ethnic Heritage program. In the current circumstances of limited resources and the desire to emphasize the College's strengths, the inactivation of this program which has limited appeal is the best course of action.

TIMETABLE

Spring 2007	College of Arts and Sciences Curriculum Committee approval
Spring 2007	Educational Policies Committee and Faculty Senate approval
Fall 2008	Official inactivation of the program

COLLEGE OF ARTS AND SCIENCES
KENT STATE UNIVERSITY
BACHELOR OF ARTS DEGREE
MAJOR REQUIREMENT SHEET
2006-07 UNDERGRADUATE CATALOG

NAME: _____

ID NUMBER: _____

DATE: _____

SUMMARY OF B.A. GENERAL GRADUATION REQUIREMENTS (see catalog for additional details)

- Minimum of 121 total hours, 42 upper division hours
- Minimum of 2.00 cumulative GPA and 2.00 GPA in major(s)/minor(s)
- Maximum of 12 pass/fail hours
- Residency Requirement - First 91 or last 30 hours must be completed at Kent State University
- Writing-Intensive Requirement
- Participation in outcomes assessment conducted by your major program

NO COURSEWORK IN YOUR MAJOR MAY BE TAKEN PASS/FAIL
See the back of this page for a BA General Requirement Sheet

College General Requirements (includes University LER's)

•English Composition	6 hours
•Mathematics/Logic	3-5 hours
•Foreign or American Sign Language	14 hours
•Humanities/Fine Arts	9 hours
• Social Sciences	9 hours
•Basic Sciences	9-10 hours
•Additional	6 hours
•University Orientation	1 hour

CORE I (METHODS/PERSPECTIVES)

ANTH Intro to Cultural Anthropology	18210	____	3
SOC Intro to Sociology	12050	____	3
Choose one from			3
SOC Inequality in Societies	32570	____	3
SOC Minorities in America	32569	____	3
SOC Urban Processes and Life Styles	32673	____	3
Choose one from			3
ANTH Culture and Social Relations	38210	____	3
ANTH Culture and Personality	38240	____	3
ANTH Patterns of Peasant Life	38260	____	3
Choose two from			6
HIST Hist of the U.S.: The Modern Period	12071	____	3
HIST History of Ohio	31061	____	3
HIST Progressive America: U.S. 1900-1929	41068	____	3
HIST Recent America: U.S. 1929-Present	41069	____	3

CORE II (APPROPRIATE FOREIGN LANGUAGE)*..... 14

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

CORE III (APPLICATIONS/EXPRESSIONS)

HIST Immigrant in America	41079	____	3
ENG Intro to Ethnic Literature of the U.S.	21001	____	3
Choose one from			3
GEOG Cultural Geography	32061	____	3
GEOG Cities & Urbanization	36065	____	3
POL Public Opinion and Political Behavior	40116	____	3
Appropriate upper-division course in literature or philosophy			3-4

_____ _____ _____

****CORE IV (STUDIES EMPHASIS AREA).....18-21**

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

CORE V (SYNTHESIS).....5-6

_____ _____ _____
_____ _____ _____

Choose either:

Undergraduate seminar, colloquium, or special topics course (2-3) offered by a humanities or social sciences department, plus 3-hour individual investigation.

OR

Academic Term of Study Abroad (3-5)
(or approved field experience/practicum in U.S.) producing an individual investigation project of 3-5 hours

TOTAL MAJOR HOURS.....67-72

*DETERMINED BY CHOICE OF ETHNIC STUDIES EMPHASIS.
**SEE AVAILABLE "EMPHASIS" PROGRAMS UNDER MINORS: BRITISH STUDIES, GERMAN STUDIES, HELLENIC STUDIES, JEWISH STUDIES, LITHUANIAN STUDIES, ROMANIAN STUDIES, AND RUSSIAN STUDIES.

DISTRIBUTION: ADVISOR _____ **STUDENT** _____ **[06-07]**

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Music—M.M.
Public Administration—M.P.A.
Public Health—M.P.H.
Science—M.S.
Science in Accounting—M.S.A.
Science in Nursing—M.S.N.
Technology—M.T.

Educational Specialist—Ed.S.
Requires one year beyond the master's degree; it is not a doctorate.

Doctor of
Audiology—Au.D.
Philosophy—Ph.D.

**Offered only through the Regional Campuses.*
***Degree granted by the Northeastern Ohio Universities College of Medicine, a consortium of which Kent State is a member.*

UNIVERSITY UNDERGRADUATE MAJORS, MINORS AND CERTIFICATE PROGRAMS

Preceding each major, minor and certificate program listed is a college identifier indicating where the program is offered:

A College of Arts and Sciences
B College of Business Administration
C College of Communication and Information
D College of Architecture and Environmental Design
E College of Education, Health, and Human Services
N College of Nursing
T College of Technology
F College of The Arts
R Regional Campus

University Majors

B Accounting (B.B.A.)
E Adolescence/Young Adult Licensure (B.S.E.)
Earth Science, Integrated Language Arts, Integrated Mathematics, Integrated Science, Integrated Social Studies, Life Science, Life Science/Chemistry, Physical Science
C Advertising (B.S.)
T Aeronautics (B.S.)
Aeronautical Studies, Aeronautical Systems Engineering Technology, Aviation Management, Flight Technology
A American Sign Language (B.A.)
A American Studies (B.A.)
A Anthropology (B.A., B.S.)
A Applied Conflict Management (B.A.)
A Applied Mathematics (B.S.)
D Architecture (B.S.)
F Art Education (B.A.)
F Art History (B.A.)
E Athletic Training (B.S.)
A Biology (B.A., B.S.)
A Biotechnology (B.S.)
A Botany (B.S.)
B Business Management (B.B.A.)
E Career Technical Teacher Education Licensure (B.S.E.)
Family and Consumer Sciences Education, Integrated Business Education, Marketing Education, Trade and Industrial Education
A Chemistry (B.A., B.S.)
A Classics (B.A.)
C Communication Studies (B.A.)
E Community Health Education (B.S.E.)
B Computer Information Systems (B.B.A.)
A Computer Science (B.S.)
A Conservation (B.S.)
F Crafts (B.F.A.)
Ceramics, Glass, Jewelry and Metals, Textile Arts
F Crafts or Fine Arts (B.A.)
F Dance (B.S.E.)
Dance Education, Dance Performance
E Deaf Education (B.S.E.)
E Early Childhood Education Licensure (B.S.E.)
A Earth Science (B.A.)
E Earth Science (B.S.E.)
A Economics (B.A.)
B Economics (B.B.A.)
E Educational Interpreter (B.S.E.)
E Educational Studies (B.S.E.)
C Electronic Media (B.S.)
Electronic Media Production, Video and Film Programming
T Electronics (see Industrial Technology)
A English (B.A.)
DELETE ~~A Ethnic Heritage (B.A.)~~
E Family and Consumer Sciences Education (B.S.E.)
F Fashion Design (B.A.)
F Fashion Merchandising (B.S.)
B Finance (B.B.A.)
F Fine Arts (B.F.A.)
Drawing, Painting, Printmaking, Sculpture
A French (B.A.)
A French Translation (B.S.)
A Geography (B.A.)
A Geology (B.A., B.S.)
A German (B.A.)
A German Translation (B.S.)
E Gerontology (see Human Development and Family Studies)
E Gifted Education (B.S.E.)
C Graphic Design (see Visual Communication Design)

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Kent State University

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liberal arts undergraduate program can provide both the preparation for such specialized advanced training and a general, broad background that supports and enhances professional work.

In addition, study in the liberal arts provides the foundation for lifelong learning. A broad knowledge base promotes intellectual curiosity and continued intellectual growth. Students with a good liberal arts education have a foundation for enriching their lives immeasurably with interests that go far beyond the demands of a particular career.

ORGANIZATION OF THE COLLEGE

The college consists of 17 academic departments. The departments in the area of the humanities include English, History, Modern and Classical Language Studies, Pan-African Studies and Philosophy. Departments in the social sciences include Anthropology, Geography, Justice Studies, Political Science, Psychology and Sociology. The natural and mathematical sciences include the Departments of Biological Sciences, Chemistry, Computer Science, Geology, Mathematical Sciences and Physics.

In addition to these academic departments, the college also houses the School of Biomedical Sciences, the Chemical Physics Interdisciplinary Program and 22 centers and institutes, including the Center for International and Comparative Programs, the Center for Applied Conflict Management, the Lyman L. Lemnitzer Center for NATO and European Union Studies, ~~and the Ethnic Heritage Program.~~ Numerous interdisciplinary curricular programs are also contained within the college. DELETE

ACADEMIC PROGRAMS

The college offers three undergraduate degree programs: the Bachelor of Arts, the Bachelor of Science and the Bachelor of General Studies. In addition, the college offers five graduate degree programs: Master of Arts, Master of Public Administration, Master of Science, Master of Liberal Studies and Doctor of Philosophy. Information on these programs can be found in the Kent State University *Graduate Schools Catalog.*

The College of Arts and Sciences also offers premajors in three areas: humanities, social sciences, and natural sciences and math. Students may be admitted to the College of Arts and Sciences by declaring a specific major as described below. Students also may select one of the available premajors as described on Pages 124-125.

Bachelor of Arts

The Bachelor of Arts (B.A.) is the traditional liberal arts degree. It emphasizes a broad background in the liberal arts, with a focus in a major field of study. The college currently offers 30 departmental and interdisciplinary majors within the B.A. degree.

The B.A. is designed to impart intellectual breadth and educational diversity. Students who graduate with the B.A. have achieved competence in a major field of specialization within the traditional liberal arts. Such students also have become acquainted with a broad range of human ideas, cultures and institutions.

Program requirements for all majors in the B.A. in the College of Arts and Sciences are listed beginning on Page 132.

Departmental Majors

Most students pursuing the Bachelor of Arts degree select one of the traditional departmental majors as their field of specialization. These traditional majors focus on one particular discipline within the humanities, social sciences or natural and mathematical sciences. Most of the coursework required for a departmental major will be taken within the department that houses the major discipline.

Most B.A. departmental majors allow for a fairly large number of elective hours within the undergraduate program. These elective hours may be effectively used to pursue intellectual interests outside the major or for personal enrichment; study abroad can work well in such programs. Students often find it rewarding to apply their elective hours to a second major or a minor. Such combinations of programs can generally be accommodated within the 121 hours required for graduation. Students may also choose to combine a departmental major within the B.A. degree with another degree program, either the Bachelor of Science in the College of Arts and Sciences or another degree in another college.

Whether students pursue a single field of specialization or a combination of such fields, the liberal arts degree with a departmental major can provide the analytical and communications skills needed for success in a wide range of careers. Students with departmental majors enter the professions, business and industry, government and civil service, and secondary and higher education.

Departmental majors in the Bachelor of Arts program in the College of Arts and Sciences are:

- American Sign Language
- Anthropology (Cultural)
- Biology
- Chemistry
- Latin
- Mathematics
- Pan-African Studies
- Philosophy

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- Economics
- English
- French
- Geography
- Geology
- German
- History
- Justice Studies
- Physics
- Political Science
- Psychology
- Russian
- Sociology
- Spanish
- Teaching English as a Second Language

DELETE ~~• Ethnic Heritage~~

Interdisciplinary Majors
B.A. interdisciplinary majors combine coursework from several traditional disciplines. Although drawn from several disciplines, the courses in any interdisciplinary major will have a common factor that reflects the focus of the program. In the interdisciplinary programs, courses in the various divisions of the college—humanities, social sciences, and natural sciences and math—and courses offered in the other colleges of this university are integrated to provide a comprehensive view of the complexities of the field of specialization. This integration of academic disciplines can provide a more coherent interpretation of certain areas of study than is possible through any one traditional field.

Like the departmental majors, the interdisciplinary majors may be combined with a second major, a minor or a separate degree. With the exception of earth science and the individualized major, the college's interdisciplinary majors require that students combine social and cultural study. For this reason, the interdisciplinary majors combine particularly well with majors or minors in the humanities, foreign languages and the social sciences.

Such interdisciplinary study provides the same liberalizing qualities as the traditional departmental majors. It also provides a background appropriate to careers in many fields, including government and education.

The interdisciplinary majors with an international focus are particularly adaptable to various forms of study abroad. Kent State University students may participate in a variety of overseas study and foreign exchange programs operated by the university; they may also, with permission, participate in similar programs offered by other colleges and universities.

Because the interdisciplinary majors are not housed within specific departments, students interested in an interdisciplinary major should consult the coordinator of that program. Interdisciplinary majors in the B.A. program in the College of Arts and Sciences are:

- American Studies
- Applied Conflict Management
- Classics
- Earth Science
- The Individualized Major
- International Relations
- Latin American Studies
- Paralegal Studies
- Soviet and East European Studies

Bachelor of Science
The Bachelor of Science (B.S.) degree places emphasis on specialization in a chosen field. The college offers 20 fields of concentration as well as several preprofessional programs involving coursework in the natural sciences within the B.S. program.

The B.S. degree encourages intellectual breadth and educational diversity. Students who graduate with the B.S. have acquired a firm basis in the traditional liberal arts, along with substantial preparation in a field of concentration. In the process, the students have become acquainted with the content and methodology of these disciplines.

Fields of Concentration
Major areas of study within the B.S. program are referred to as fields of concentration. A field of concentration within the B.S. degree usually encompasses several allied disciplines. It is designed to provide intensive study in one area, with supplemental study in related areas.

Students who intend to pursue graduate study or advanced research in a scientific discipline often choose the B.S. degree because of its intensity of specialization. For some students, however, the B.A. degree may be preferable because of its greater flexibility.

Because of the number of hours required in a field of concentration, students cannot always combine a field of concentration with another area of specialization within the 121 hours required for graduation. In some cases, however, combining areas of specialization can be particularly rewarding. Students who wish to combine programs should seek advice early from the relevant department or college office to plan their schedules carefully.

The program requirements for the fields of concentrations in the B.S. program in the College of Arts and Sciences are listed beginning on Page 152.

Fields of concentration in the B.S. program in the College of Arts and Sciences are:

- Anthropology (Biological, Archaeology)
- Applied Mathematics
- Biology
- Geology
- German Translation
- Mathematics

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is possible through any one traditional field. The interdisciplinary minors may be combined with any major or field of concentration within the college.

A certificate is awarded upon completion of an interdisciplinary minor indicating that the students have completed a focused course of study in the area. The certificate does not indicate the equivalent of preprofessional training, nor does it imply that the students have met the standards for professional certification of an external professional body.

DELETE ~~Certain~~ interdisciplinary minors may be incorporated ~~as the core~~ studies emphasis ~~area within the ethnic~~ heritage interdisciplinary ~~major in the Bachelor~~ of Arts ~~program.~~

Interdisciplinary minors in the College of Arts and Sciences are:

- African Studies
- American Studies
- Ancient, Medieval and Renaissance Studies
- Asian Studies
- British Studies
- Cartography
- Classics
- Climatology
- Comparative Literature
- German Studies
- Health-Care Ethics
- Hellenic Studies
- Jewish Studies
- Latin American Studies
- Lesbian, Gay, Bisexual and Transgendered Studies
- Lithuanian Studies
- North Atlantic Security Studies
- Paralegal Studies
- Pre-Law
- Religion Studies
- Romanian Studies
- Russian Studies
- Urban Studies and Planning
- Web Design and Programming
- Women's Studies
- The Writing Minor

Minors in Other Colleges
In addition to the minors available within the college, arts and sciences students may also select from a large number of minor programs offered by the other colleges and independent schools at Kent State University. Information concerning the minors available to arts and sciences students in the College of the Arts, the College of Business Administration, the College of Communication and Information and the College of Education, Health, and Human Services can be found beginning on Page 195. It is essential that students interested in these programs seek advice from both the office of the College of Arts and Sciences and the office of the college responsible for the minor. To successfully complete a minor in another college, arts and sciences students must meet the cumulative GPA requirement for that minor or that college.

Associate's Degree Programs
The college cooperates with the Division of Regional Campuses in making available associate's degrees in general studies to students enrolled at the university's seven Regional Campuses. These two-year degree programs may be either technical or general in nature. The technical associate's degrees provide technical skills that focus on specialized areas of employment, while the general Associate of Arts and Associate of Science provide a basis for the future study of a bachelor's degree. They are available only at the Regional Campuses. Specific information concerning these degrees is contained in the Regional Campuses section of this *Catalog*.

Nondegree Programs
Those who wish to take coursework for personal enrichment or to enhance professional skills but do not seek a degree may be admitted to the university as a special "nondegree student." Nondegree students may enroll for one year or 32 hours. If nondegree students wish to become candidates for a degree in the College of Arts and Sciences, they must formally declare their intended major and promptly begin to complete requirements omitted from the previous coursework.

The college also provides some nondegree preprofessional programs for students planning to transfer to professional schools. These programs are described in the section titled The Liberal Arts as a Career Base.

ACADEMIC ADVISING
The College of Arts and Sciences provides a comprehensive advising system that is designed not only to help students reach their academic goals but also to assist them in achieving the greatest benefit from their academic programs. Appropriate academic advice can make a major contribution to students' academic success. Students should actively seek out and use the advising resources available.

Premajors
Many students decide upon a major at the time of admission to the College of Arts and Sciences. Those students enter directly into a major program and do not begin as a premajor. Other students decide upon a major sometime after beginning their college study. During the time when they are more clearly discovering their interests, students in the College of Arts and Sciences will become premajors. Students will select one of three premajors areas: humanities, social sciences, or natural sciences and math. Specific disciplines within each of these areas are:

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12002 Analytic Geometry and Calculus (5)

TOTAL 40-42

*Electives must be selected with the advice of the undergraduate advisor in the Department of Economics and the approval of the undergraduate advisor in the Department of Economics.

Note: Students interested in pursuing graduate study in economics are encouraged to take MATH 12002 Calculus I, MATH 12003 Calculus II and other mathematics and statistics courses. Interested students with the appropriate prerequisites may also want to substitute MATH 40011 and 40012 for M&IS 24056 and ECON 32050, with departmental approval.

A major in economics is also offered in the College of Business Administration.

B.A. in English

See Pages 132-134 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.A. program in the College of Arts and Sciences.

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ENG 25001 Literature in English I 3
25002 Literature in English II 3
30001 Introduction to English Studies 3

II. **Electives** 9

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Historical

Choose from the following: 6
ENG 33001 American Literature to 1865 (3)
33002 American Literature from 1865-1945 (3)
33003 American Literature from 1945-Present (3)
34001 British Literature to 1500 (3)
34002 British Literature from 1500-1660 (3)
34003 British Literature from 1660-1800 (3)
34004 British Literature from 1800-1900 (3)
34005 British and Irish Literature from 1900-Present (3)
34055 Shakespeare (3)
34065 Chaucer (3)
34095 Topics: Major Author Studies (3)
39095 Topics in Literary History (3)

Genre Studies, Cultural Studies, Literary Theory

Choose from the following: 6
ENG 33011 African American Literature (3)
34011 World Literature in English (3)
34021 Women's Literature (3)
34031 Short Story (3)
35101 Literature and Other Disciplines (3)
35201 The Bible as Literature (3)
36001 Literary Criticism (3)
39195 Topics in Drama (3)
39295 Topics in Poetry (3)
39395 Topics in Fiction (3)
39995 Topics in Cultural Studies (3)

Writing and Language Studies

Choose from the following: 6
No more than one lower-division course will count toward the major.
ENG 20002 Introduction to Technical Writing (3)
20021 Introduction to Creative Writing (3)
30064 Argumentative Prose (3)
30065 Expository Prose (3)
30067 Writer's Workshop in Fiction I (3)
30068 Writer's Workshop in Fiction II (3)
30069 Writer's Workshop in Poetry I (3)
30070 Writer's Workshop in Poetry II (3)
31001 Fund. of English Grammar (3)
31002 History of English Language (3)
31003 Introduction to Linguistics (3)
39895 Topics in Rhetoric, Composition and Writing (3)

IV. **Senior Seminar** 3
ENG 49091 Senior Seminar (3)

TOTAL 39

Students must complete a minimum of 39 credits hours, of which no more than 12 may be lower-division. Prerequisites for any course numbered 33001 or above are (1) completion of ENG 25001 or 25002 and 30001 or (2) permission of the instructor.

B.A. in Ethnic Heritage

(Dean's Office, College of Arts and Sciences, 105 Bowman Hall)

The Bachelor in Arts in Ethnic Heritage is designed to examine the role played by ethnic groups in American society and the influences upon those groups. It seeks to engender an understanding of ethnicity in the development of the distinctive American national character and of the background, experiences and forces acting upon ethnic groups and their communities.

Students pursuing the ethnic heritage major may emphasize British, German, Hellenic, Jewish, Lithuanian, Romanian or Russian studies in their programs. These areas of emphasis are also available as interdisciplinary minors, described elsewhere in this Catalog. The curriculum of the ethnic heritage major is divided into five curricular cores, some of the coursework required in these cores may also be counted toward the college's General Requirements.

DELETE

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Each year several $1,000 Melton Scholarships are awarded to students who show academic promise. For more information, contact the Student Financial Aid Office, Michael Schwartz Center.

See Pages 132-134 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.A. program in the College of Arts and Sciences.

I. **Core Requirements I: Methods/Perspectives** 18
ANTH 18210 Introduction to Cultural Anthropology 3
SOC 12050 Introduction to Sociology 3
Choose from the following 3
ANTH 38210 Culture and Social Relations (3)
38240 Culture and Personality (3)
Choose from the following 6
HIST 12071 History of the United States: The Modern Period (3)
31061 History of Ohio (3)
Choose from the following 3
SOC 32570 Inequality in Societies (3)
32569 Minorities in America (3)
32673 Urban Processes and Life Styles (3)

II. **Core Requirements II: Appropriate Foreign Language*** 14

III. **Core Requirements III: Applications/Expressions** 12-13
ENG 21001 Introduction to Ethnic Literature of the U.S. 3
HIST 41079 Immigrant in America 3
Appropriate upper-division literature or philosophy course . . . 3-4
Choose from the following 3
GEOG 32061 Cultural Geography (3)
36065 Cities and Urbanization (3)
POL 40116 Public Opinion and Political Behavior (3)

IV. **Core Requirements IV: Studies Emphasis Area**** 18-21

V. **Core Requirements V: Synthesis** 5-6
Choose one of the following groups:
Undergraduate seminar, colloquium or special topics course (2-3)
offered by a humanities or social sciences department
Individual Investigation (3)
or
Academic Term of Study Abroad (3-5)
or approved field experience/practicum in U.S., and producing an
Individual Investigation Project (3-5)

TOTAL 67-72

*Determined by choice of ethnic studies emphasis.

**See available "Emphasis" programs under Minors: British studies, German studies, Hellenic studies, Jewish studies, Lithuanian studies, Romanian studies, Russian studies.

DELETE

B.A. in French

(See also B.S. in French translation)

Students interested in teacher licensure must contact the departmental pedagogy coordinator for advising to complete the required education minor listed under Minors in Other Colleges.

Under no circumstances may the coursework taken toward the major drop below 30 credit hours.

See Pages 132-134 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.A. program in the College of Arts and Sciences.

Prerequisite
FR 23202 Intermediate French II (3)
or equivalent skills

Core Requirements
FR 33211 French Conversation 3
33212 French Composition 3
33215 French Phonetics and Diction 3
33335 Introduction to French Theatre 3
33336 Introduction to French Poetry 3
33337 Introduction to French Novel 3
33421 French Civilization 3
French culture and literature courses at 30000-40000 level 6
French electives at 40000 level 6

TOTAL 33

B.A. in Geography

I. **Core Requirements** 44
GEOG* 17063 World Geography 3
* 17064 Geography of the U.S. and Canada 3
21062 Physical Geography 3
21063 Physical Geography Laboratory 1
39002 Statistical Methods in Geography 3
39161 Introduction to Cartography 3
39162 Introduction to Cartography Lab 1
40191 Seminar in Geography 3
Regional upper-division course 3

II. **Choose one concentration (see below)** 21

TOTAL 44

*Course fulfills diversity requirement.

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B.S. in Biotechnology

The interdisciplinary Bachelor of Science in Biotechnology curriculum at Kent State University is designed to provide a strong academic foundation in biological sciences and chemistry, practical training in the various biotechnologies and a solid understanding of their application in industry and biomedicine. The curriculum includes a research experience at Kent and/or an internship in a biotechnology or pharmaceutical company. Registration for the internship requires approval of the program director and also is dependent on the availability of internship sites. Modern biotechnologies are applied in many beneficial ways in agriculture, health care, industrial processing and environmental management. Biotechnology graduates have employment opportunities in biomedical research and in the rapidly growing biotechnology and pharmaceutical industry.

BSCI	10120	Biological Foundations	4
	20140	Cell Biology	4
	30156	Elements of Genetics	3
	30171	General Microbiology	4
	40158	Molecular Biology	3
	40159	Molecular Biology Laboratory	2
	40174	Immunology	3
BTEC	10210	Introduction to Biotechnology	3
	40191	Seminar: Recent Developments in Biotechnology	1
	40210	Case Studies in Biotechnology	3
	40220	Bioinformatics	2
Choose from the following			6-9
BTEC	40192	Internship in Biotechnology (2-9)	
	40196	Individual Investigation in Biotechnology (2-9)	
BUS	10123	Exploring Business	3
CHEM	10060	General Chemistry I	4
	10061	General Chemistry II	4
	10062	General Chemistry Laboratory I	1
	10063	General Chemistry Laboratory II	1
	20481	Basic Organic Chemistry	4
	30101	Quantitative Analysis	2
	30284	Introductory Biological Chemistry	4
	30360	Aqueous Descriptive Inorganic Chemistry	2
	40248	Advanced Biological Chemistry	3
	40251	Advanced Biological Chemistry Laboratory	2
CS	10051	Introduction to Computer Science	4
MATH	12021	Calculus for Life Sciences	4
	12022	Probability and Statistics for Life Sciences	3
PHIL	21001	Introduction to Ethics	3
	30015	Medicine and Morality	3
Approved upper-division electives			9
		TOTAL	94-97

Minimum cumulative 2.00 GPA required for graduation.

MINORS IN THE COLLEGE OF ARTS AND SCIENCES*

The College of Arts and Sciences offers two types of minor programs. Students may pursue minors with individual departments, or they may elect interdisciplinary minor programs, which include coursework from several departments. All of the minor programs offered in the College of Arts and Sciences are open to students pursuing an undergraduate degree at Kent State University, with the restriction that students may not pursue a major and minor in the same discipline.

Departmental minors generally require from 18 to 24 hours of study in the discipline. In addition, some departmental minors have prerequisites. These prerequisites are courses that are required as a foundation for study in the minor. In some cases, students' majors will have required these courses; in other cases, the students may have demonstrated proficiency in these areas through testing or high school coursework. Prerequisites are listed with the minor programs below; prerequisites must be completed before students begin work in the minor.

Some departments have different introductory course sequences for majors and nonmajors. Students pursuing departmental minors are generally expected to take courses intended for majors in that discipline. However, if students take a nonmajor introductory sequence and later decide to minor in that discipline, and if performance in the nonmajor sequence is clearly superior, the department may recommend that the nonmajor sequence be accepted as a substitute for the major coursework.

Courses taken for a minor may overlap with courses required under the college's General Requirements; in addition, courses taken for a minor may overlap with coursework in the major, with certain restrictions for interdisciplinary minors noted below.

Students majoring in a language cannot minor in the business language minor, e.g., a Spanish major cannot minor in business Spanish.

Special topics courses and colloquia often are listed as acceptable for interdisciplinary minors. However, students should be aware that course numbers for special topics courses and colloquia are used for a variety of offerings, many of which would not be suitable for the particular minor in question. For that reason, it is essential that students who wish to use a special topics course or colloquium for an interdisciplinary minor consult the program coordinator to make certain that the course being offered in a particular semester is suitable.

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DELETE

~~Certain interdisciplinary minors may be incorporated within the ethnic heritage interdisciplinary major described above. They provide the studies emphasis area required as core IV in that major. Minors that may be used for this purpose include British studies, German studies, Hellenic studies, Jewish studies, Lithuanian studies, Romanian studies and Russian studies.~~

Certificates of achievement are awarded to students who satisfactorily complete an interdisciplinary minor.

*See Pages 123-124 for lists of departmental and interdisciplinary minors.

African Studies Minor

(Felix K. Ekechi, Coordinator, 305 Bowman Hall)

The African studies program is designed to provide a broad familiarity with African history, culture and contemporary problems. Study in this program may be coordinated with relevant language study through Pan-African Studies. The African studies program requires successful completion of a minimum of 18 semester hours of coursework selected from the list given below; coursework must be completed in at least three academic disciplines.

Choose from the following 18

ANTH 38240 Culture and Personality (3)
38250 Religion: A Search for Meaning (3)
48410 Prehistory: Eurasia and Africa (3)
48230 Socio-Cultural Change (3)
ARTH 42025 Art of West Africa (3)
42026 Art of Nigeria (3)
42027 Art of Central Africa (3)
ECON 32075 Introduction to International Trade (3)
42075 International Economic Relations (3)
42076 Economic Development (3)
GEOG 37040 Geography of Africa (3)
HIST 31130 History of African Civilization (3)
41131 History of Africa to 1880 (3)
41132 History of Africa: 1880-Present (3)
41135 History of West Africa (3)
MUS 42111 African Music and Cultures (3)
PAS 10101 Elementary Kiswahili I (4)
10102 Elementary Kiswahili II (4)
13201 Elementary Yoruba I (4)
13202 Elementary Yoruba II (4)
22200 Introduction to African Arts (3)
23201 Intermediate Yoruba I (3)
23202 Intermediate Yoruba II (3)
42095 Special Topics in the Literature of Pan-Africa (3)
POL 30540 African Politics (3)

TOTAL 18

Minimum cumulative 2.00 GPA required for graduation.

American Sign Language Minor

Prerequisites

ASL 19201 Elementary American Sign Language I (4)
19202 Elementary American Sign Language II (4)
29201 Intermediate American Sign Language I (3)
29202 Intermediate American Sign Language II (3)

Minor Requirements

ASL 39201 Advanced American Sign Language I 3
39202 Advanced American Sign Language II 3
49092 Practicum: Deaf Residential School 1
49101 Deaf Culture and Community 3
49105 Signed English and Manually Coded English Systems 3
49108 American Sign Language Linguistics and Usage .3
49309 Introduction to Deaf Studies 3

TOTAL 19

Minimum cumulative 2.00 GPA required for graduation.

American Studies Minor

(Shirley Wajda, 305 G Bowman Hall)

Drawing on coursework in history, literature, the arts and the social sciences, the American studies minor offers a broad introduction to American culture. This program takes an interdisciplinary approach to American life and thought, encouraging the drawing of connections among various aspects of American culture.

AMST 10001 Introduction to American Studies 3
40197 Senior Colloquium in American Studies 3

American Literature

Choose from the following: 6

ENG 33001 U.S. Literature to 1865 (3)
33002 U.S. Literature from 1865 to 1945 (3)
33003 U.S. Literature from 1945 to Present (3)
33011 African-American Literature (3)
34021 Women's Literature (3)
36001 Literary Criticism (3)
39695 Topics in Ethnic Literature of the U.S. (3)

A+S (ETHN) 14

S/U graded classes may not be applied to the minor.

Minimum cumulative 2.00 GPA required for graduation.

German Minor

Prerequisites

Prerequisites may be waived by demonstrated proficiency.

GER 11201 Elementary German I (4)
11202 Elementary German II (4)
21201 Intermediate German I (3)
21202 Intermediate German II (3)

Minor Requirements

GER 31201 Intensive German Grammar 3
31211 German Composition and Conversation 3
31303 Introduction to German Literature 3
31421 German Civilization 3
German culture and literature upper-division courses 6

TOTAL 18

Minimum cumulative 2.00 GPA required for graduation.

German Studies Minor

(Harold Fry, Coordinator, 109 Satterfield Hall)

DELETE ~~*This program may be used as the studies emphasis area (core IV) in the ethnic heritage major*~~

A proficiency in German equivalent to that of GER 21202 Intermediate German II, plus GER 31201 Intensive German Grammar, is a prerequisite of the program and of the German literature and language courses included in it.

German Language

GER 31211 German Composition and Conversation 3

German Literature and Culture

GER 31303 Introduction to German Literature 3
31421 German Civilization 3
German literature or culture upper-division elective 3

German History and Thought

Choose from the following: 6

HIST 41040 History of Germany, 1648-1871 (3)
41041 History of Germany, 1871-Present (3)
PHIL 31005 German Critical Philosophy (3)

TOTAL 18

Appropriate specialized offerings may be substituted above as available with approval of the German studies program coordinator.

Minimum cumulative 2.00 GPA required for graduation.

Greek Minor

Prerequisites

Prerequisites may be waived by demonstrated proficiency.

GRE 14201 Elementary Classical Greek I (4)
14202 Elementary Classical Greek II (4)

Greek Language and Literature

GRE 24201 Intermediate Classical Greek I 3
24202 Intermediate Classical Greek II 3
34370 Plato, *Apology* and *Phaedo* 3
34371 Homer 3

Greek Culture

Choose from the following: 6

CLAS 21404 The Greek Achievement (3)
41097 Colloquium in Classics (3)
41301 Classical Mythology (3)
41401 Greek Archaeology and Art (3)
41503 Greek Literature in Translation (3)
Greek course at 30000-40000 level (3)
HIST 41003 History of Ancient Greece (3)

TOTAL 18

Minimum cumulative 2.00 GPA required for graduation.

Health-Care Ethics Minor

(Deborah Barnbaum, Coordinator, 320 Bowman)

The health-care ethics program is a concentration of courses offered by disciplines within the university concerned with health-care practices and the education of health-care practitioners. The minor is designed to heighten students' awareness of what constitutes ethical concerns, problems and activity from the perspectives of various kinds of health-care practitioners, clients and institutions. Various views of what constitutes the ethical are treated in the ethics courses so that the student is alerted both to the conceptual dimension of ethical activity and the existence of differing and conflicting modes of ethical reasoning, with PHIL 40005 Health-Care Ethics attempting to sketch appropriate action in the light of these realities.

Students wishing to enter this program need to be certain that required prerequisites of many of the courses within the program are met.

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Nonlanguage courses 16

Must be selected from three disciplines.

ANTH* 38096 Individual Investigation in Anthropology (3)
ARTH 42022 The Arts of China (3)
42023 The Arts of Japan (3)
GEOG 37079 Geography of South Asia (3)
HIST 31112 Chinese Civilization (3)
41112 History of Modern China (3)
41114 Economic History of East Asia in Modern Times (3)
41116 History of Japan (3)
42297 Colloquium on Contemporary China and Japan (3)
* 49196 Individual Investigation (2-3)
MUS 42151 Asian Music (3)
* 45311 Chamber Music (1-2)
POL 30530 Asian Politics (3)
* 40996 Individual Investigation (1-3)
* 40995 Selected Topics in Political Science (1-3)

Language courses 8

Eight credit hours or equivalent required for certificate

CHIN 15101 Elementary Chinese I (4)
15102 Elementary Chinese II (4)
25201 Intermediate Chinese I (3)
25202 Intermediate Chinese II (3)
HRTG 10101 Elementary I (Variable Language) (4)
10102 Elementary II (Variable Language) (4)
20201 Intermediate I (Variable Language) (3)
20202 Intermediate II (Variable Language) (3)
JAPN 15101 Elementary Japanese I (4)
15102 Elementary Japanese II (4)
25201 Intermediate Japanese I (3)
25202 Intermediate Japanese II (3)

TOTAL 16-24

These and other selected topics courses that focus on Asia may be counted toward the program if approved by the coordinator.

Minimum cumulative 2.00 GPA required for graduation.

Biological Sciences Minor

Prerequisites

CHEM 10060 General Chemistry I (4)
10061 General Chemistry II (4)
10062 General Chemistry Laboratory I (1)
10063 General Chemistry Laboratory II (1)
MATH 12001 Algebra and Trigonometry (4)

Core Requirements 14

BSCI 10110 Biological Diversity 4
10120 Biological Foundations 4
30156 Elements of Genetics 3
40163 Organic Evolution 3

Biology Electives: 8

Select from any combination of BSCI courses. See the Course Descriptions section in the back of this Catalog *or visit www.kent.edu/biology for a complete list of BSCI courses. Students should consult with a biology advisor to determine the most appropriate courses given their disciplinary interests and career aspirations.*

TOTAL 22

Minimum cumulative 2.00 GPA required for graduation.

British Studies Minor

(Alison Fletcher, Coordinator, 305 Bowman Hall)

DELETE ~~*This program may be used as the studies emphasis area (core IV) in the ethnic heritage major.*~~

British Literature 9

Must be selected from minimum two literary periods.

Choose from the following:

ENG 31002 History of the English Language (3)
34001 British Literature to 1500 (3)
34002 British Literature, 1500-1660 (3)
34003 British Literature, 1660-1800 (3)
34004 British Literature, 1800-1900 (3)
34005 British and Irish Literature, 1900-Present (3)
34011 World Literature in English (3)
34055 Shakespeare (3)
34065 Chaucer (3)
34095 Special Topics: Major Author Studies (British) (3)

British History 9

Choose from the following:

HIST 31027 History of England to 1688 (3)
31028 History of England Since 1688 (3)
31029 History of the British Empire and Commonwealth Since 1815 (3)
41026 Tudor England, 1485-1603 (3)
41028 Hanoverian England (3)
41031 Modern British Intellectual History (3)
43697 Colloquium in Tudor and Stuart England (3)
43797 Colloquium on Victorian England (3)

British Civilization 3

Choose from the following:

ARTH 42036 Medieval Art (3)
42042 Northern Renaissance Art (3)

A&S (ETHN) 16

Minor Requirements

BSCI 30050 Human Genetics 3
HED 21050 Health Behavior 3
SOC 42563 Sociology of Health and Health Care 3
PHIL 40005 Health Care Ethics 3
21001 Introduction to Ethics 3
Choose from the following clusters: 9
Maximum 6 credit hours may be taken in any one cluster
Cluster I:
BSCI 20021 Basic Microbiology (3)
40020 Biology of Aging (3)
Cluster II:
SOC 42010 Death and Dying (3)
Cluster III:
HED 14020 Introduction to Medical Terminology (3)
42041 Health Counseling (3)
Cluster IV:
PHIL * 21003 Ethics in Contemporary Contexts (3)
Cluster V:
HONR**30297 Junior Colloquium (3)
ILS***49993 Human Values in Medicine (1-5)

TOTAL 24

**PHIL 21003 is recommended but not required for all health-care ethics students.*
***Pertinent to health care issues. Restricted to honors students or with permission of instructor.*
****With prior approval of coordinator of the minor in health-care ethics.*

Minimum cumulative 2.00 GPA required for graduation.

Hellenic Studies Minor

(S. Victor Papacosma, Coordinator, 321 Bowman Hall)

DELETE ~~*This program may be used as the studies emphasis area (core IV) in the ethnic heritage major.*~~

History of Greece

HIST 31009 History of Byzantine Civilization 3
31050 History and Society of Modern Greece 3
41003 History of Ancient Greece 3
Classical Hellenism
Choose one of the the following groups: 6-9
CLAS 41503 Greek Literature in Translation (3)
41301 Classical Mythology (3)
41401 Greek Archaeology and Art (3)
or
ARTH 42031 Greek Art and Archaeology (3)
HIST 41004 Hellenic Contributions to Western Civilization (3)
PHIL 31001 Ancient Greek Philosophy (3)
Modern Hellenism
Choose from the following: 3-6
A&S 30095 Studies in the Eastern Christian World (3)
HIST 41049 History of the Balkans: 18th Century-1914 (3)
41050 History of the Balkans: 1914-Present (3)
41079 History of the Immigrant in America (3)
48997 Colloquium on the Immigrant in American History (3)
Individual Investigation
Choose from the following*: 3
Byzantine Empire (3)
Greek Immigrants in America (3)
Modern Greece (3)
Language Cognate: Ancient or Modern Greek 14
(or equivalent in proficiency) May be taken through either, or a combination of, GRE 14201, 14202, 24201, 34370; or GRE 14205, 14206, 24208, 24209. ~~*(These courses also fulfill core II of the ethnic heritage major.)*~~ DELETE

TOTAL 38

**Appropriate specialized offerings may be substituted as available and with prior approval of the coordinator of Hellenic studies program.*

Minimum cumulative 2.00 GPA required for graduation.

History Minor

HIST 11050 History of Civilization II 3
11051 History of Civilization II 3
12070 History of U.S.: Formative Period 3
12071 History of U.S.: Modern Period 3
History upper-division electives 12
Electives must include minimum 3 credit hours of American history; 3 credit hours of European history, including English and Russian histories; and 3 credit hours African, ancient, Latin American, medieval or Far Eastern history.

TOTAL 24

Minimum cumulative 2.00 GPA required for graduation.

Jewish Studies Minor

(Richard Steigmann-Gall, Coordinator, 321 Bowman Hall)

Each year, five $4,000 scholarships can be awarded to students pursuing the minor program in Jewish studies. For more infor-

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	37085	Geography of Central America and Mexico (3)
HIST	31140	Modern Latin America (3)
	31141	Early Latin America (3)
	31143	African-Brazilian Experience in Culture and Literature (3)
	41142	Independence in Latin America (3)
	41143	20th-Century Mexico (3)
	45697	Colloquium: Social History of Latin America (3)
	45797	Colloquium: Comparative Latin American Revolutions (3)
JUS	37311	Minorities in Crime and Justice (3)
MCLS	28403	Hispanics in the United States (3)
	28404	The Latin American Experience (3)
	37143	African-Brazilian Experience in Culture and Literature (3)
PAS	24407	Caribbean Studies (3)
	33508	Caribbean Social and Political Directions (3)
	37143	African-Brazilian Experience in Culture and Literature (3)
POL	30550	Latin American Politics (3)
	30551	U.S.-Latin American Relations (3)
SOC	32569	Minorities in America (3)
	32610	Birth, Death and Migration (3)

The following courses are taught in Portuguese. Students must meet the prerequisites prior to enrolling.

PORT	37330	Early Brazilian Literature (3)
	37331	Recent Brazilian Literature (3)
	37421	Luso-Brazilian Civilization (3)

The following courses are taught in Spanish. Students must meet the prerequisites prior to enrolling.

SPAN	38334	Early Spanish American Literature (3)
	38335	Recent Spanish American Literature (3)
	38424	Culture and Civilization of Latin America (3)
	48216	Contemporary Hispanic Culture (3)
	48372	Spanish American Novel I (3)
	48373	Spanish American Novel II (3)
	48374	Modern Spanish American Drama (3)
	48376	Contemporary Spanish American Short Story (3)
	48378	U.S. Latina/o Writers (3)
		TOTAL 18

Minimum cumulative 2.00 GPA required for graduation.

Lesbian, Gay, Bisexual and Transgendered Studies Minor

(Richard Berrong, 307-E Satterfield Hall, Co-coordinator; Daniel Nadon, Trumbull Campus, Co-coordinator)

Maximum 6 credit hours counted toward the lesbian, gay, bisexual and transgendered major may also be counted toward the minor. Selected or special topics or variable content courses with LGBT content may be counted toward the minor if approved by the coordinator.

Minor Requirements

A&S	22069	Introduction to LGBT Studies 3
	30196	Individual Investigation 3

Block A

Choose from the following:* 9

A&S**	40095	Special Topics (3)
ENG	21003	Introduction to LGBT Literature (3)
	35301	LGBT: Critical Perspectives (3)
MCLS	30376	The Novels of Pierre Loti (3)
SOC	32565	Sociology of Gays and Lesbians (3)
	42315	Sociology of Changing Gender Roles (3)
		or
PSYC	40625	Development of Gender Role and Identity (3)
THEA	41114	Gay and Lesbian Theatre (3)
WMST	30000	Colloquium in Women's Studies (3)

Block B

Choose from the following:* 6

AMST	10001	Introduction to American Studies (3)
ANTH	48830	Human Behavioral Ecology and Evolution (3)
HED	32544	Human Sexuality (3)
	47070	AIDS: Issues, Education and Prevention (3)
JUS	27311	Victimology (3)
POL	40920	Politics of Social Movements (3)
SOC	22778	Social Problems (3)
	32560	Sociology of Families (3)
	32570	Inequality in Society (3)
	42359	Social Movements (3)
	42400	Self and Identity (3)
		TOTAL 21

**Any Block A course can be used to fill the Block B requirement.*
***May be substituted with the approval of the coordinator.*

Minimum cumulative 2.00 GPA required for graduation.

Lithuanian Studies Minor

(Dean's Office, College of Arts and Sciences, 105 Bowman Hall)

DELETE ~~*This program may be used as the studies emphasis area (core IV) in the ethnic heritage major.*~~

Each year, one $1,000 scholarship is awarded to a student pursuing the minor/certificate program in Lithuanian studies. For more information, contact the coordinator of the program or the Office of Student Financial Aid, Michael Schwartz Center.

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Lithuanian History 6
Choose from the following: 3
HIST 41044 Imperial Russia, 1689-1917 (3)
41045 Modern Russia, 1917-Present (3)
Choose from the following: 3
A&S 40197 Russian Area Studies Colloquium (3)
GEOG 40195 Special Topics: Minorities in Soviet Union (3)
HIST 45597 Colloquium. in Russian History (3)
48997 Colloquium on the Immigrant in American History (3)
Lithuanian Culture 6
Choose from the following: 6
A&S 30095 Special Topics: Lithuanian Culture and Civilization (3)
30095 Special Topics: Lithuanian Literature (3)
MUS 42141 Folk and Traditional Music of Western Continents (3)
or
Appropriate Lithuanian folk dance offering (3)
Appropriate specialized offerings may be substituted as available and with prior approval of the coordinator of Lithuanian studies.
Lithuanian Civilization 6
HRTG 30095 Special Topics 3
HRTG 30095 Special Topics 3
Language Cognate: Lithuanian-Heritage Languages 14
Courses may be substituted to those equivalent in proficiency.
DELETE ~~*These courses also fulfill core II of the ethnic heritage major*~~.
HRTG 10101 Elementary I (Variable Language) 4
10102 Elementary II (Variable Language) 4
20201 Intermediate I (Variable Language) 3
20202 Intermediate II (Variable Language) 3
TOTAL 32

Minimum cumulative 2.00 GPA required for graduation.

Mathematics Minor

Prerequisites
MATH* 12001 Algebra and Trigonometry (4)
Choose one of the following:
CS ** 10051 Introduction to Computer Science (4)
** 10061 Introduction to Computer Programming (3)
Minor Requirements 22
MATH 12002 Analytic Geometry and Calculus I 5
12003 Analytic Geometry and Calculus II 5
21001 Linear Algebra with Applications 3
22005 Analytic Geometry and Calculus III 3
Choose from one of the three categories: 6
Algebra
MATH 41001 Introduction to Modern Algebra I (3)
41002 Introduction to Modern Algebra II (3)
41021 Theory of Matrices (3)
47011 Theory of Numbers (3)
Analysis
MATH 42001 Introduction to Analysis I (3)
42002 Introduction to Analysis II (3)
42041 Advanced Calculus (3)
42045 Introduction to Partial Differential Equations (3)
42048 Introduction to Complex Variables (3)
Geometry/Topology
MATH 42021 Graph Theory and Combinatorics (3)
45011 Differential Geometry (3)
45021 Euclidean Geometry (3)
45022 Linear Geometry (3)
46001 Elementary Topology (3)
Elective 3
Choose from the following in consultation with students' minor advisor:
MATH 31011 Discrete Mathematics (3)
32044 Introduction to Ordinary Differential Equations (3)
Mathematics 40000-level course (3)
TOTAL 25

**Math 12001, which is a prerequisite for Math 12002, should be bypassed by students with sufficient background.*
***Students planning to take computer science courses at the 20000 level or above must take CS 10051.*

Minimum cumulative 2.00 GPA required for graduation.

North Atlantic Security Studies Minor

(Lyman L. Lemnitzer Center for NATO and European Union Studies, 124 Bowman Hall)

The Lyman L. Lemnitzer Center for NATO and European Union Studies was established at Kent State to provide an institutional setting for the scholarly examination of the historical, political, economic, cultural and military experiences of the North Atlantic Treaty Organization. The North Atlantic security studies minor/certificate program is an interdisciplinary program combining courses focused on NATO and related security issues.

Minor Requirement
HIST 47597 Colloquium on NATO 3

A&S (ETHN) 19

Religion Studies Minor

(David Odell-Scott, Coordinator, 320 Bowman Hall)

The religion studies program relates various approaches and topics to a study of religion and of the expressions and impact of religion within human societies and cultures. In addition to the required core courses, students must elect one of the two cognate options.

Maximum 6 credit hours of coursework counted toward the major may be also counted toward the religion studies minor.

I. Core Studies 12

Choose from at least three of the following four categories:

Comparative Religion

A&S 30095 Special Topics: Studies in the Eastern Christian World (3)
30095 Special Topics: Varieties of Religion (3)
PAS 34000 Introduction to African World View (3)
PHIL 21020 Comparative Religious Thought I (3)
21021 Comparative Religious Thought II (3)

Judaeo-Christian Tradition

ENG 35201 The Bible as Literature (3)

Course is mandatory for students selecting B. Catholic Thought, see below.

Philosophy of Religion

PHIL 31065 Philosophies of Religious Experience (3)
41010 Problems in the Philosophy of Religion (3)

Social Patterns of Religion

ANTH 38250 Religion: A Search for Meaning (3)
SOC 42561 Sociology of Religion (3)

II. Cognate Studies 9-12

Choose either A. General or B. Catholic Thought:

A. General (9)

Choose three courses in at least two areas.

Religion and The Arts

ARTH 22006 Art History I (3)
22007 Art History II (3)
42036 Medieval Art (3)
MUS 42111 African Music and Cultures (3)
42151 Asian Musics (3)
42271 Choral Literature: The Anthem (3)
42331 Music in Worship (3)

Religion and The Sciences

GEOG 32061 Cultural Geography (3)
GEOL 11040 Earth Dynamics (3)
PHY 11030 Seven Ideas that Shook the Universe (3)

Religion and History

HIST 31009 History of Byzantine Civilization (3)
31127 Ancient and Early Medieval Jewish History (3)
41016 The Protestant and Catholic Reformations (3)
41097 Colloquium: Saints, Monks and the Medieval Community (3)

Religion and The Classics:

CLAS 41301, Classical Mythology (3)
41503, Greek Literature in Translation (3)
HIST 41004, Hellenic Contributions to Western Civilization (3)
PHIL 31001, Ancient Greek Philosophy (3)

B. Catholic Thought (11-12)

Choose three to four courses, minimum one from each area.

English

A&S 30095 Special Topics: Classics of Christian Literature (3)
40095 Special Topics: Myth and Religion in Literature (3)
ENG 31055 Literature and Other Disciplines (3)

History/Arts and Sciences

A&S 30095 Special Topics: Modern Catholic Thought (3)
A&S 40095 Special Topics: Modern Catholic Thought (3)
HIST 41016 Protestant and Catholic Reformation (3)

Classics

GRE 14201 Elementary Classical Greek I (4)
14202 Elementary Classical Greek II (4)
34351 New Testament in Greek (3)
HEBR 12101 Elementary Hebrew I (4)
12102 Elementary Hebrew II (4)

TOTAL 21-24

Minimum cumulative 2.00 GPA required for graduation.

Romanian Studies Minor

(Glee E. Wilson, Coordinator, 321 Bowman Hall)

DELETE ~~*This program may be used as the studies emphasis area (core IV) in the ethnic heritage major.*~~

Romanian Civilization 9

GEOG 37050 Geography of Russia and the Commonwealth States 3
HIST 31051 Romanian Civilization 3
Appropriate political science course 3
Romanian Language and Literature 3-6
Special Topic—(as available) 3-6
Language Cognate 14

DELETE ~~*The following courses also fulfill core II of the ethnic heritage major.*~~ *Students may choose other courses equivalent in proficiency.*

HRTG 10101 Elementary I (Variable Language) 4
10102 Elementary II (Variable Language) 4

A&S (ETHN) 20

20201 Intermediate I (Variable Language) 3
20202 Intermediate II (Variable Language) 3

Studies in Romanian Civilization* 6-9

Choose from the following when appropriate topics pertinent to Romania or Romanian culture and civilization are offered.

HIST 38095 Selected Topics in History: Romania (3)
38997 Colloquium in History: Romania (3)
41079 History of the Immigrant in America (3)
48997 Colloquium on the Immigrant in American History (3)
49196 Individual Investigation: Romanian History (3-5)
POL 40996 Individual Investigation (appropriate topic) (1-3)

Cognate Area* 3-6

Choose from the following:

EXPR 30295 Special Topics: History of Orthodox Church (3)
HIST 31009 History of Byzantine Civilization (3)
41003 History of Ancient Greece (3)
41006 Roman History (3)
41010 The Early Middle Ages (3)
41044 Imperial Russia, 1689-1917 (3)
41045 Modern Russia, 1917-Present (3)
41049 Balkans to 1914 (3)
41050 Balkans: 1914-Present (3)

TOTAL 35

**Appropriate specialized offerings may be substituted as available and with prior approval of the coordinator of the Romanian studies program.*

Minimum cumulative 2.00 GPA required for graduation.

Russian Minor

Prerequisites

Prerequisites may be waived by demonstrated proficiency.

RUSS 12201 Elementary Russian I (4)
12202 Elementary Russian II (4)
22201 Intermediate Russian I (3)
22202 Intermediate Russian II (3)

Minor Requirements

RUSS 32201 Intensive Russian Grammar 3
32211 Composition and Conversation 3
32303 Modern Writers 3
32421 Russian Civilization 3

Russian upper-division literature courses 6

TOTAL 18

Minimum cumulative 2.00 GPA required for graduation.

Russian Studies Minor

(Brian Baer, Coordinator, 308-B Satterfield Hall)

~~*This program may be used as the studies emphasis area (core IV) in the ethnic heritage major.*~~

Prerequisites

Prerequisites may be waived by demonstrated proficiency.

RUSS 22202 Intermediate Russian II (3)

Russian Language

Choose from the following: 3

RUSS 32201 Intensive Russian Grammar (3)
32211 Composition and Conversation (3)

Russian Literature and Culture

RUSS 32303 Modern Writers 3
32421 Russian Civilization 3

Russian upper-division literature elective* 3

Russian History

HIST 41044 Imperial Russia, 1689-1917 3
41045 Modern Russia, 1917-Present 3

Contemporary Russia

Choose from the following**: 3

A&S 40197 Russian Area Studies Colloquium (3)
GEOG 37050 Geography of Russia and the Commonwealth of Independent States (3)

TOTAL 21

**RUSS 32325 Russian Poetry and Folklore is recommended.*
***Appropriate specialized offerings may be substituted with approval of the Russian studies program coordinator.*

Minimum cumulative 2.00 GPA required for graduation.

Sociology Minor

SOC 12050 Introduction to Sociology 3
22100 Sociological Analysis 3

Additional sociology courses 15

Minimum 12 of the 15 credit hours must be upper division

TOTAL 21

Minimum cumulative 2.00 GPA required for graduation.

A+S (ETHN) 21

MARY HALEY/VPA/Kent
01/18/2007 11:25 AM

To rmeindl@kent.edu, rcorthell@kent.edu, jlee@kent.edu, jjameson@kent.edu, gshreve@kent.edu, shook@kent.edu, rserpe@kent.edu
cc jfeezel@kent.edu, tmoore@kent.edu
bcc
Subject Inactivation of the Ethnic Heritage Program

Colleagues,

After a series of discussions amongst the Deans in the College of Arts and Sciences, it has been decided to inactivate the Ethnic Heritage program. The program has attracted no students for the past three years and only a few in the years prior. The established curricular process requires that the College solicits responses from all of you, since your departments have courses listed in the program. Attached is the documentation to inactivate the program, including the current catalog copy so you can see which of your courses are included in the program. This inactivation will have no impact on your departments or the enrollments in these courses since there are no students currently in the program. Please respond to this email so the College has evidence that you were informed of this inactivation. If you have any questions, please ask.

Best,
Mary Ann

Mary Ann Haley, Ph.D.
Interim Assistant Dean for Curriculum
College of Arts and Sciences

CCC Email Inactivate ETHN.pdf

A&S (ETHN) 4

KENT STATE
UNIVERSITY

29 January 2007

To: Dr. Mary Ann Haley
Assistant Dean
College of Arts and Sciences
105 Bowman Hall
Kent Campus

From: Jay Lee
Professor and Geography Chair

Re: Ethnic Heritage Program

Per your email on 18 January 2007 regarding the inactivation of the Ethnic Heritage major, I have consulted with Geography's FAC and reached a conclusion that we do not object to the inactivation of this program. We believe this inactivation will not affect our course offerings or our programs.

Should you need any further information, please let me know via email/memo.

Department of Geography
413 McGilvrey Hall, Kent, Ohio 44242-0001
(330) 672-2045 or (330) 672-2231 Fax (330) 672-4304

STEVEN HOOK
<shook@kent.edu>
01/30/2007 05:17 PM

To MARY HALEY <mhaley@kent.edu>
cc
bcc
Subject Re: Second Request: Inactivation of the Ethnic Heritage Program

Mary -- I've checked with our undergraduate coordinator and this move is fine with Political Science. Thanks for your help.

Steven W. Hook
Acting Chair, Department of Political Science
Kent State University
Kent OH 44242 USA
(330) 672-8949 (o)
(330) 672-3362 (fax)

MARY HALEY
<mhaley@kent.edu>

01/24/2007 05:10 PM

To
jjameson@kent.edu, jlee@kent.edu, rmeindl@kent.edu, shook@kent.edu
cc
jfeezel@kent.edu, tmoore@kent.edu
Subject
Second Request: Inactivation of the Ethnic Heritage Program

Please see my earlier email below on the proposed inactivation of the Ethnic Heritage program. The College needs a brief response from each of you to move this proposal through the curricular process. Please let me know if you have any questions.

Thanks,
Mary Ann

Mary Ann Haley, Ph.D.
Interim Assistant Dean for Curriculum
College of Arts and Sciences

Richard Meindl
<rmeindl@kent.edu>
01/25/2007 09:36 AM

To MARY HALEY <mhaley@kent.edu>

cc Richard Feinberg <rfeinber@kent.edu>, Marilyn Norconk <mnorconk@msn.com>, Mark Seeman <mseeman@kent.edu>

bcc

Subject Re: Second Request: Inactivation of the Ethnic Heritage Program

Mary,

After some discussion last week, the Curriculum Committee of the Anthropology department agrees with the proposal to inactive the Ethnic Heritage Program.

---Richard

At 05:10 PM 1/24/2007, you wrote:

>Please see my earlier email below on the proposed inactivation of the
>Ethnic Heritage program. The College needs a brief response from each of
>you to move this proposal through the curricular process. Please let me
>know if you have any questions.
>
>Thanks,
>Mary Ann
>
>Mary Ann Haley, Ph.D.
>Interim Assistant Dean for Curriculum
>College of Arts and Sciences
>
>
>
> MARY HALEY/VPA/Kent
>
> 01/18/2007 04:35 PM To
> rmeindl@kent.edu,
> rcorthell@kent.edu,
> jlee@kent.edu,
> jjameson@kent.edu,
> gshreve@kent.edu,
> shook@kent.edu, rserpe@kent.edu
> cc
> jfeezel@kent.edu,
> tmoore@kent.edu
> Subject
> Inactivation of the Ethnic
> Heritage Program
>
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>
>
>

Ronald Corthell
<rcorthel@kent.edu>
01/19/2007 11:56 AM

To MARY HALEY <mhaley@kent.edu>
cc
bcc
Subject Re: Inactivation of the Ethnic Heritage Program

Thank you for the notification. This seems appropriate.

Ron Corthell

At 05:08 PM 1/18/2007, you wrote:

>Mary Ann Haley, Ph.D.
>Interim Assistant Dean for Curriculum
>College of Arts and Sciences
>----- Forwarded by MARY HALEY/VPA/Kent on 01/18/2007 05:07 PM -----
>
>MARY HALEY/VPA/Kent
>
>01/18/2007 04:35 PM To
>rmeindl@kent.edu, jlee@kent.edu,
>jjameson@kent.edu,
>gshreve@kent.edu,
>shook@kent.edu, rserpe@kent.edu
>cc
>jfeezel@kent.edu,
>tmoore@kent.edu
>Subject
>Inactivation of the Ethnic
>Heritage Program
>
>
>
>
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>
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>
>
>
>Colleagues,
>
>After a series of discussions amongst the Deans in the College of Arts and
>Sciences, it has been decided to inactivate the Ethnic Heritage program.
>The program has attracted no students for the past three years and only a
>few in the years prior. The established curricular process requires that
>the College solicits responses from all of you, since your departments have
>courses listed in the program. Attached is the documentation to inactivate
>the program, including the current catalog copy so you can see which of
>your courses are included in the program. This inactivation will have no
>impact on your departments or the enrollments in these courses since there
>are no students currently in the program. Please respond to this email so
>the College has evidence that you were informed of this inactivation. If
>you have any questions, please ask.
>
>Best,

JOHN JAMESON
<jjameson@kent.edu>
01/26/2007 08:21 AM

To MARY HALEY <mhaley@kent.edu>
cc
bcc
Subject Re: Inactivation of the Ethnic Heritage Program

Dear Dean Haley,

Your email correspondence with attachments concerning the proposed inactivation of the Ethnic Heritage Program has been received. I have no questions.

Thank you,
John R. Jameson
Professor and Chair
History
Kent State University
Kent, OH 44242-0001
330.672.2882

-----MARY HALEY <mhaley@kent.edu> wrote: -----

To: rmeindl@kent.edu, rcorthell@kent.edu, jlee@kent.edu, jjameson@kent.edu, gshreve@kent.edu, shook@kent.edu, rserpe@kent.edu
From: MARY HALEY <mhaley@kent.edu>
Date: 01/18/2007 04:35PM
cc: jfeezel@kent.edu, tmoore@kent.edu
Subject: Inactivation of the Ethnic Heritage Program

Colleagues,

After a series of discussions amongst the Deans in the College of Arts and Sciences, it has been decided to inactivate the Ethnic Heritage program. The program has attracted no students for the past three years and only a few in the years prior. The established curricular process requires that the College solicits responses from all of you, since your departments have courses listed in the program. Attached is the documentation to inactivate the program, including the current catalog copy so you can see which of your courses are included in the program. This inactivation will have no impact on your departments or the enrollments in these courses since there are no students currently in the program. Please respond to this email so the College has evidence that you were informed of this inactivation. If you have any questions, please ask.

Best,
Mary Ann

Mary Ann Haley, Ph.D.
Interim Assistant Dean for Curriculum
College of Arts and Sciences

(See attached file: CCC Email Inactivate ETHN.pdf)

gshreve@neo.rr.com
01/23/2007 09:39 PM

To MARY HALEY <mhaley@kent.edu>
cc
bcc
Subject Re: Inactivation of the Ethnic Heritage Program

I have been informed of the inactivation and concur.

Greg Shreve, MCLS

On 18 Jan 2007 at 16:35, MARY HALEY wrote:

>
> Colleagues,
>
> After a series of discussions amongst the Deans in the College of Arts and
> Sciences, it has been decided to inactivate the Ethnic Heritage program.
> The program has attracted no students for the past three years and only a
> few in the years prior. The established curricular process requires that
> the College solicits responses from all of you, since your departments have
> courses listed in the program. Attached is the documentation to inactivate
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> are no students currently in the program. Please respond to this email so
> the College has evidence that you were informed of this inactivation. If
> you have any questions, please ask.
>
> Best,
> Mary Ann
>
> Mary Ann Haley, Ph.D.
> Interim Assistant Dean for Curriculum
> College of Arts and Sciences
>
> (See attached file: CCC Email Inactivate ETHN.pdf)

RICHARD SERPE
<rserpe@kent.edu>
01/22/2007 10:01 AM

To MARY HALEY <mhaley@kent.edu>
cc
bcc
Subject Re: Inactivation of the Ethnic Heritage Program

Mary Ann,

Thanks for letting sociology know that the program has be inactivated.

Richard

Richard T. Serpe, Ph.D.
Chair and Professor of Sociology
Co-Editor, Sociological Perspectives: The Official Journal of the Pacific Sociological Association

Department of Sociology
Kent State University
P.O. Box 5190
Kent, OH 44242-0001

E-mail: rserpe@kent.edu
Voice: (330) 672-4896
Fax: (330) 672-4724

MARY HALEY
<mhaley@kent.edu>
01/18/2007 04:35 PM

To
rmeindl@kent.edu,
rcorthell@kent.edu,
jlee@kent.edu,
jjameson@kent.edu,
gshreve@kent.edu,
shook@kent.edu, rserpe@kent.edu
cc
jfeezel@kent.edu,
tmoore@kent.edu
Subject
Inactivation of the Ethnic Heritage Program

Colleagues,

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date | Curriculum Bulletin _____
Effective Date **Fall 2008** | Approved by EPC _____

Department **BSCI**
College **AS - Arts and Sciences**
Proposal **Establish ~~Program~~** Center
Program Name **CPHC**
Degree

Description of proposal:
ESTABLISH THE CENTER FOR PUBLIC HEALTH PREPAREDNESS -- NORTHEASTERN OHIO CONSORTIUM FOR BIOPREPAREDNESS

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
If yes, current total credit hours proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites)
NONE. BRINGS TOGETHER UNITS FROM WITHIN THE UNIVERSITY AS WELL AS OUTSIDE STAKEHOLDERS

Units consulted (other departments, programs or campuses affected by this proposal):
COLLEGE OF NURSING, COLLEGE OF CONTINUING STUDIES, CENTER FOR MATH AND SCIENCE EDUCATION, SCHOOL OF BIOMEDICAL SCIENCES, MASTERS IN PUBLIC HEALTH PROGRAM, DEPARTMENT OF ADULT, COUNSELING, HEALTH, AND VOCATIONAL EDUCATION, GOJO INDUSTRIES, STERIS CORPORATION, ENVIROCHIPX LLC, DEPARTMENT OF THE AIR FORCE (910TH AIRLIFT WING), UNIVERSITY OF AKRON, YOUNGSTOWN STATE UNIVERSITY, NEOUCOM, KENT CITY SCHOOLS

REQUIRED ENDORSEMENTS

[signature]	2/22/07
Department Chair / School Director / Campus Dean	
Mary Ann Haley	3/2/07
College Dean	
	___/___/___
Executive Dean of Regional Campuses	
	___/___/___
Provost	

BSCI (NEW CENTER) 2

Department of Biological Sciences Kent State University

Inter-Office Memorandum

To: Mary Ann Haley

From: James Blank, BSCI Professor and Chair

Christopher J. Woolverton, BSCI Professor

Date: February 13, 2007

Re: New Center Proposal

Enclosed please find our proposal for the creation of the Center for Public Health Preparedness: The Northeastern Ohio Consortium for Biopreparedness. With the proposal are the Certificate of Curriculum Proposal, a description to be used as catalogue copy, and supporting letters.

The proposed action will create the Kent State University Center for Public Health Preparedness: The Northeastern Ohio Consortium for Biopreparedness. The Center will serve to organize educational, research and outreach resources directly related to public health preparedness. Bioterrorism prevention not withstanding, public health preparedness defines a planning process by which potential mitigations are considered in case of public health emergencies. The Center will facilitate education and training events that teach the planning process, including risk assessment and consequence management, related to public health events.

This proposal has been reviewed and approved by the Department of Biological Sciences,

The Centers for Disease Control and Prevention recognized our efforts and referred to us as a CDC Center for Public Health Preparedness. We now propose to extend this to formally create such a Center within the University infrastructure.

Please feel free to contact me should you require additional information about our request. Thank you for this consideration.

BSC / (NEW CENTER) /

A PROPOSAL FOR THE CENTER FOR PUBLIC HEALTH PREPAREDNESS: THE NORTHEASTERN OHIO CONSORTIUM FOR BIOPREPAREDNESS AT KENT STATE UNIVERSITY

Background and Purpose

Kent State University recently received $698,000 from the Center for Disease Control and Prevention (CDC) and $774,000 from the US Department of Education to organize public health training efforts within the Department of Biological Sciences. The funding from the CDC came through their infrastructure resulting in their naming this effort at KSU as a Center for Public Health Preparedness. The Department of Biological Sciences informally chose the specific name of the Center as the Northeastern Ohio Consortium for Biopreparedness (NEOCB) to reflect the specific efforts for bioterrorism countermeasures. Since that initial name was chosen, the CDC asked all funded Centers to adopt an "all-hazards" approach to their activities; we dropped the name NEOCB but kept the CDC designation of Center for Public Health Preparedness. This proposal asks to use this designation to name a Kent State University Center, extending the goals and outcomes of the original CDC Center. The tasks of the Center, as designated by the goals of the grants, were to develop curricula and create a dedicated laboratory for biopreparedness education and training. Biopreparedness is a generic term that encompasses education, research and resource management for the prevention and/or control of situations where biological agents are used as weapons. Kent State University has a strong track record of vibrant, multi-disciplinary, multi-institutional approaches to complex problems. Using the National Science Foundation Center for Science and Technology model Kent State University has united academic, industrial, community and government agencies as a consortium focused on biopreparedness issues.

Importantly, Kent State University already supports a number of public health-related efforts: the consortial (Master's in Public Health) graduate program, aspects of the College of Nursing curriculum, health education, and Biomedical Sciences graduate education and research programs, to name a few (see attached letters). Additionally, the (then) NEOCB had recruited the Northeastern Ohio Universities College of Medicine, the University of Akron, Youngstown State University, CASE Western Reserve University, Cleveland State University, Cuyahoga Community College, Cepheid, Steris Corporation, Centallus LLC, GOJO Industries, 910th Airlift Wing Command, Summa Health Care System, and the Kent City School District as partners in its public health efforts (see attached letters). Public health related efforts at Kent State University appear to be increasing and offer substantial opportunities to internal and external stakeholders for education, training, research and outreach.

The Department of Biological Sciences, therefore, proposes to form a university Center, The Center for Public Health Preparedness: Northeastern Ohio Consortium for Biopreparedness, to be housed and administered from within the Department of Biological Sciences and reporting to the Dean, College of Arts and Sciences. The primary goal of this Center will be to unite internal and external partners for the expressed goals of sharing resources, facilitating collaborations and extending the impact of individual programs. The Center would strive to unite academic,

industrial, community and government agencies around public health preparedness serving as a unique resource for northeastern Ohio.

Institutional, Research and Professional Service Activities
The Director and Project Manager will oversee the development, according to normal departmental procedures, and distribution of any curricula addressing public health preparedness for public health-care workers and related professions. Courses may be developed for credit and non-credit offerings, and will be organized as one-hour seminars, one-day trainings, multiple-day workshops or semester-long courses. Instruction and laboratory fees will be assessed on students per university policy. Workshops and courses will be conducted per university policy on instructor of record. Seminars and trainings will be available for continuing education credit. Continuing education credit will be authorized by the appropriate accrediting agency and offered through the KSU College of Continuing Studies. Instructional fees will be charged to students based on university policy and negotiation with stakeholder groups (continuing education credit fees, for example).

Administrative and Reporting Structure
The Center will be led by a Director, whose 4-year renewable, appointment will be made by the Chair of Biological Sciences in consultation with the Dean of the College of Arts and Sciences. (The Director must be well versed in microbiology and laboratory safety.) The Director will report to the Chair of the Department of Biological Sciences. The Director will provide to the Department and College annual reports covering the financial aspects of the center, instructional and outreach accomplishments, and any other matter related to center operation and the associated laboratory in Cunningham Hall. The Director will establish and maintain relationships with internal and external partners, chair an advisory committee, oversee the annual budget, supervise a Project Manager, and report to the BSCI Chair. Issues related to the laboratory space proper will be handled by the building curator in consultation with the Director. The Director will be assisted by a Project Manager, who will be recruited by the Director with approval from the BSCI Chair. The Project Manager will report to the Director and will oversee day-to-day training activities, ordering supplies, laboratory preparations and other duties as assigned by the Director. The Director will be advised by an Advisory Board (defined below), making recommendations for curricular development and implementation, fund raising, resource utilization, and mitigation of potential problems.

Operating Policies and Procedures
An Advisory Board of six members will be organized and chaired by the Director with assistance by the Project Manager. The board will consist of three KSU faculty and three members of the community (e.g. County Health Department, first responders, local businesses, etc.). One KSU faculty member will be from the College of Nursing, the second from a science department in the College of Arts and Sciences, and the third from a field related to health education. If no suitable person is available for a given position, an at large KSU faculty member will serve. The board will meet quarterly to advise the Director on issues related to local and regional preparedness needs, recommendations for partnerships and collaborations, extra-mural funding opportunities, etc. The Board will meet quarterly. Advisory Board member terms of appointment will be three years with rotating starting/ending years to insure that the entire board is not replaced in a given

year. Individuals from companies that are center partners are prohibited from serving on the Board.

Current and Future Space Needs
The recently completed Biosafety Level (BSL) -3 training laboratory provides for current space needs of the Center. Use of any other facilities in Cunningham Hall for the Center requires approval of the building curator and Chair of the Department of Biological Sciences. Ideally an office and conference space would be needed to centralize all Center activities. Thus a potential future space need is such.

Proposed Budget
The $1.472M received from federal agencies has been used to establish the BSL-3 Training Lab and the initial preparedness curricula and activities at KSU. No internal funds are requested for the operation of the Center. Construction of the BSL-3 lab for use by the Center was paid for by grants and it is anticipated that all aspects of the operation of the facility including supplies, equipment, personnel time, and the like will be covered by funds generated by the Center; through grants, services and instructional activities. This includes annual fees paid by center partners. Release time for personnel associated with the Center, including the Director, can be obtained only via purchased release time. The Center will be self-funded and will require no additional financial resources from the University.

Evaluation Procedures
Annual reports provided by the Director of the Center will be evaluated by the Chair of Biological Sciences, in consultation with the department Faculty Advisory Committee, and the Dean of the College of Arts and Sciences. Particular attention will be devoted to the fiscal aspect of the report to insure that the Center is self sustaining financially including costs associated with operation and maintenance of the BSL-3 lab.

Timetable
With the establishment of the BSL-3 lab, the facilities needed for the Center are in place. Acceptance of this proposal for the formal creation of the Center is necessary for the lab to be utilized in instructional activities. Successful acceptance of this proposal by all responsible units should result in an effective date of Fall 2008.

CENTER FOR PUBLIC HEALTH PREAREDNESS
THE NORTHEASTERN OHIO CONSORTIUM FOR BIOPREPAREDNESS

The Center for Public Health Preparedness (CPHP): The Northeastern Ohio Consortium for Biopreparedness, located within the Department of Biological Sciences, coordinates university activities involving public health preparedness education, training, research and outreach. Public health preparedness encompasses education, research and resource management for the prevention and/or control of situations where public health threats (natural or man-made infectious disease, for example) need to be mitigated. The CPHP has a strong track record of vibrant, multi-disciplinary, multi-institutional approaches to complex problems. Using the National Science Foundation Center for Science and Technology model, the CPHP gathers academic, industrial, community and government agencies as a consortium focused on public health preparedness issues.

The Center for Public Health Preparedness: The Northeastern Ohio Consortium for Biopreparedness is housed within the Department of Biological Sciences, sharing core facilities to quantify and evaluate modifications in microorganism structure, function, ecology and physiology. A state-of-the-art Biosafety Training Laboratory permits students to simulate real world microbiology problems, design novel solutions, and share them through video streaming to others around the globe. A microscopy imaging facility equipped with automated confocal and fluorescent light microscopes allow real-time measurement of altered cellular processes potentially caused by exposure to biohazardous agents. A companion cell systems core facility is equipped for high-throughput quantitative proteomics/genomics to allow for the comprehensive assays to analyze the physiological state of the affected cells or tissue. These facilities are linked to a visualization core that contains both high-performance computing equipment and 3D immersive environments to interpret the large data sets produced by the state-of-the-art imaging and cell systems facilities.

The Center for Public Health Preparedness: The Northeastern Ohio Consortium for Biopreparedness provides instructional services to traditional students, public health workers seeking continuing education and industry scientists requiring specialized training. Curricula can be customized for the specific needs of the student group. Additionally, the CPHP assists K-12 educators by providing curricular materials, based on state and national standards, supporting their efforts in teaching hygiene, germ theory, disease prevention and more. Importantly, the Biosafety Training Lab serves as a state and national resource providing just-in-time training during public health emergencies.

Additional information is available at http://cphp.kent.edu, or by contacting the Center for Public Health Preparedness office at (330) 672-2949 or cphp@kent.edu.

To: EPC
From: Laura Dzurec, Dean, College of Nursing
Re: Center for Public Health Preparedness at Kent State University
Date: January 22, 2007

I write in support of the proposed Center for Public Health Preparedness to be housed and administered from within the Department of Biological Sciences (Dean Jerry Feezel). The Center will unite numerous partners internal and external to Kent State to facilitate shared, collaborative programs and serve as a unique resource not only for the University but for the entire state.

The College of Nursing has benefited from the existing Northeast Ohio Consortium for Biopreparedness (NEOCB). Because of its promise to bring together numerous partners, the proposed University Center will facilitate broad, interdisciplinary work fostered by faculty in the College of Nursing that ultimately will benefit not only the University, but citizens of the State of Ohio, as well.

I would be happy to engage faculty in addressing specific questions regarding the proposed Center and its interface with the College of Nursing.

BSCI (NEW CENTER) 7

KENT STATE
UNIVERSITY

Interoffice Memo
College of Continuing Studies

February 2, 2007

To: Dr. Mary Ann Haley,
Assistant Dean, Arts & Sciences

From: Marlene R. Dorsey,
Dean, College of Continuing Studies

Subject: Letter of Support for the Proposed Center for Public Health Preparedness

The College of Continuing Studies is pleased to support the proposal from the Department of Biological Sciences for a Center for Public Health Preparedness at Kent State University.

The proposed Center is clearly aligned with Kent State's outreach mission to develop a broad range of partnerships and collaborations that produce innovative educational opportunities for a wide variety of internal and external stakeholders. Indeed, the Center will be uniquely positioned to collaborate with academic departments and a host of external partners for the delivery of high-demand biopreparedness workshops, training programs and research initiatives. In essence, the Center will serve as a catalyst and focal point for biopreparedness education throughout Northeast Ohio and beyond.

Continuing Studies can serve as a key partner with the Center in the effort to successfully implement its bold and ambitious outreach agenda. More specifically, Continuing Studies/Regional Development can provide support in the areas of program development/ management, staffing, and marketing (research and promotion). Additionally, financial assistance may be available for targeted, market-sensitive programs.

Continuing Studies seeks to invest in the development of new and progressive educational programs and delivery systems in order to reach a wider and more diverse audience on behalf of Kent State. In this regard, the College's goals are congruent with those of the Center.

We look forward to working in partnership with the Center for Public Health Preparedness to achieve our collective goals. Please let us know if we can be of further assistance.

cc: James Blank
Chris Woolverton

BSCI (NEW CENTER) 8

KENT STATE
UNIVERSITY

1/31/07

Dear Arts and Sciences Curriculum Committee,

Please accept this letter in support of Dr. Chris Woolverton's efforts to create the Center for Public Health Preparedness at Kent State University. This center is dedicated to working with issues related to public safety and increased understanding for the role microbiology in our lives and communities. This center offers Kent State a unique opportunity on many fronts including, training public health officials, emergency personnel, state of the art laboratory facilities, community outreach, student and faculty recruitment, and providing meaningful experiences for students and teachers. It is the last element of this list that I would like to address further and how Chris' work impacts the College of Education and the surrounding schools within our community.

The Center for Public Health Preparedness will provide numerous resources for teachers and students in our local community as well as across the nation. Chris' research team has already developed classroom curriculum in the form of detailed lesson plans, aligned with national and Ohio science education standards, to be used in classrooms for grades 3-12. This provides teachers with a needed resource in their classrooms particularly in our current crisis of school funding across the state of Ohio. The creation of this center would provide the needed momentum to not only continue working with teachers and students, but also to seek funded projects that would address educational issues related to Microbiology. This collaboration between the Center for Public Health Preparedness and the Center for Math and Science Education through the College of Education could provide meaningful avenues for future funding of educational projects concerning public health.

I truly believe that creating this center would benefit our university community and simultaneously foster faculty collaboration, visibility within the community and also provide a viable avenue for future funding. Thank you for your consideration in this matter and if you have any further questions or concerns please do not hesitate to contact me.

Sincerely,

Dr. Andrew Gilbert
Assistant Professor, Science Education
404 White Hall
Kent State University

Phone (330) 672-0657
email: agilber1@kent.edu

PSCL (NEW CENTER) 9

KENT STATE.
UNIVERSITY

February 12, 2007

Curriculum Committee
College of Art and Sciences
Kent State University

Members of the College Curriculum Committee:

Chris Woolverton asked me to write a letter in support of his efforts to establish a Center for Public Health Preparedness at Kent State University. As the Director of the School of Biomedical Sciences, I am aware of the need to rebuild the public health infrastructure in the United States, which includes laboratory-based training for graduate students aspiring to careers in the health professions in northeastern Ohio. Therefore, I encourage you to endorse the creation of the Center for Public Health Preparedness, which is focused on laboratory training.

The School of Biomedical Sciences is a multi-disciplinary, interdepartmental and inter-institutional unit that oversees graduate studies and training in a variety of medically-related disciplines. The School draws its faculty from several departments at Kent State University, the Cleveland Clinic, NEOUCOM, the University of Akron, Youngstown State University and the Oak Clinic. The School attracts some of the best graduate students, because of this rich and diverse graduate opportunity. The addition of yet another training option for graduate students in the Biomedical Sciences is welcomed and encouraged.

The Center for Public Health Preparedness, as proposed by Chris, would initiate opportunities for laboratory research in the molecular approaches to infectious disease, forensic anthropology, epidemiology of emerging infectious diseases and the evaluation of newer drugs to treat infection. It is likely that formation of this unique Center would entice additional graduate students, who might have gone elsewhere for the type of training afforded by the Center. Lastly, a formal Center would provide an umbrella under which interested faculty and students could collaborate, share resources and recruit extramural funds. In short, The School of Biomedical Sciences envisions a vibrant and long-term collaboration with the Center for Public Health Preparedness.

Thus, I strongly supports the efforts to establish a Center for Public Health Preparedness at Kent State University. The School, the College and the University will benefit from this venture.

Sincerely,

Robert V. Dorman, Ph.D.
Director, School of Biomedical Sciences
Kent State University
330-672-2363
rdorman@kent.edu

School of Biomedical Sciences
P.O. Box 5190 • Kent, Ohio 44242-0001
(330) 672-2263 • Fax: (330) 672-9391 • http://www.kent.edu/biomedicalsciences • http://www.kent.edu/bms

BSCI (NEW) CENTER) 10

KENT STATE.
UNIVERSITY

1 February, 2007

Curriculum Committee
College of Arts and Sciences
105 Bowman Hall
Kent State University
Kent, Ohio 44242

Dear Concerned:

I am writing to provide support for the establishment of a Center for Public Health and Preparedness at Kent State University. As the director of the Center for Health Promotion in the College of Education, Health, and Human Services I provide educational support related to a variety of health issues in schools and communities. Through the Center I also secure grant funding and work with others who have such funding for health application projects in northeast Ohio and through-out the state. In addition, I coordinate an undergraduate academic program, Integrated Health Studies and serve as the coordinator for the KSU aspect of the Master's of Public Health Program offered in a consortium arrangement with NEOUCOM and other universities in Ohio.

Clearly the programs I am involved with would benefit from and perhaps have something to contribute to a Center for Public Health Preparedness. Many of those who complete our undergraduate and graduate degree programs will enter the public health sector as service providers, educators, and administrators. A linkage with a Center for Health Promotion and Preparedness would seem to be advantageous to our interests.

In addition it seems that a Center for Public Health and Preparedness could play a significant role in strengthening the university's commitment to third frontier efforts in Bioscience and Biotechnology. Thus it seems that the establishment of the center as an entity at Kent State University will enhance many of our efforts.

Sincerely,

Laura Buckeye

Laura Buckeye, MPH

Adult, Counseling, Health, and Vocational Education
P.O. Box 5190 • Kent, Ohio 44242-0001
http://www.kent.edu

BSCI (NEW) CENTER 11

KENT STATE
UNIVERSITY

31 January, 2007

Curriculum Committee
College of Arts and Sciences
105 Bowman Hall
Kent State University
Kent, OH 44242

Dear Concerned:

I am writing as chair of and on behalf of the Department of Adult, Counseling, Health and Vocational Education in support of the effort to have a Center for Public Health Preparedness established at Kent State University. I am most appreciative of the efforts of Dr. Woolverton and his colleagues and partners who have sought and obtained funding for such an effort. Hopefully, and I think realistically, such a center would provide an opportunity for rich collaboration across campus that would enhance the culture of our campus, provide an avenue for external fund generation and be a significant vehicle for the outreach mission of Kent State.

Some of our faculty in health education and counseling, and students and graduates who are employed in health department, hospital and counseling settings are involved in bio-terrorism safety planning and education efforts. They too have discussed seeking funding for educational efforts. At some point perhaps linkages with such a Center would be advantageous.

Thus, it is with gratitude for the work already accomplished and with hope for the work that might be undertaken if such a center is established on campus that we would like to add our support to the efforts to establish a Center for Public Health Preparedness at Kent State.

Sincerely,

Donald L. Bubenzer

Donald L. Bubenzer, Ph.D., Chair
Department of Adult, Counseling, Health, and Vocational Education

Adult, Counseling, Health, and Vocational Education
P.O. Box 5190 • Kent, Ohio 44242-0001
http://www.kent.edu

GOJO Industries, Inc.
One GOJO Plaza, Suite 500
Akron, Ohio 44311
Tel: 330-255-6000 Fax: 330-255-6119
www.GOJO.com

Mailing Address:
P.O. Box 991, Akron, Ohio 44309-0991

June 5, 2003

Dr. Chris Woolverton
Kent State University
500 East Main Street
BSCI – Room 229
Kent, OH 44242

Dear Dr. Woolverton:

GOJO is very interested in participating in the Northeastern Ohio Consortium for Biopreparedness (NEOCB) at Kent State University. The NEOCB mission to unite academia, business, government and lay agencies to better educate Ohio citizens about homeland security and biopreparedness issues is strongly supported by GOJO. Membership in NEOCB will extend our own mission to protect people from the dangers of infectious diseases. We are excited about the potential education and research collaborations represented by NEOCB.

GOJO is a leading supplier of hygiene and skin care products for healthcare, manufacturing, education, foodservice, automotive, and other markets. Our brands are formulated to clean hands, kill germs, and help keep skin soft and healthy, even with the frequent use. Given the funding and outreach opportunities represented by NEOCB, GOJO is very interested in devoting its resources to identifying collaborative projects that focus on biopreparedness and utilize our expertise to assist in community education. We look forward to defining specific collaborations in the near future.

The more recent headlines regarding global infectious disease outbreaks, clearly demonstrate the need for more creative solutions to infectious disease problems. The academic-industrial-community model NEOCB represents a unique opportunity for northeastern OH and possible a much broader service area. Thank you for the invitation to join NEOCB.

Sincerely,

Yusuf Ali, Ph.D.
Vice President, Product Development
GOJO Industries, Inc.
Akron, OH

STERIS®

June 5, 2003

Les C. Vinney
President and
Chief Executive Officer

Dr. Chris Woolverton
Kent State University
500 East Main Street
BSCI – Room 229
Kent, OH 44242

Dear Dr. Woolverton:

STERIS Corporation is very interested in participating in the Northeastern Ohio Consortium for BioPreparedness (NEOCB) at Kent State University. As a corporation, we are devoted to protecting people from the dangers of infection and biological and chemical contamination and believe that our continued pursuit of innovative technologies that foster superior products and services will help make the world a safer place.

As we understand, the NEOCB mission is to unite academia, business and government agencies to better educate Ohio citizens about homeland security issues and that this collaboration will result in shared research, educational outreach and facilitate new ideas and product development that is of mutual interest to the University and STERIS.

Given the funding opportunities that the University is pursuing to facilitate this Center, STERIS Corporation is very interested in devoting its resources to identifying collaborative projects that focus on bio-terrorism preparedness and utilize our expertise in areas such as e-beam irradiation, decontamination technologies and products that prevent infection. We believe the University's Center will be a unique opportunity to bring best technologies, best practices in emergency response and best educational outreach together in a unique partnership that will benefit the citizens of Ohio and this country.

It is clear that issues of homeland security and our region's ability to be prepared for biological and chemical incidents have become more critical to every city in the nation regardless of size or location. On a global level we believe that situations such as SARS will become more common and that critical research will be integral to responding more quickly and efficiently to the masses. As a result, it is increasingly important for collaboration such as those proposed by the University come together and share human and technology capital to safeguard our future.

Sincerely,

Les C. Vinney
President and Chief Executive Officer

cc: Gerry Reis

BSCI (NEW CENTER) 14

EnviroChipx
Sensors, Systems, Solutions for Healthy Environments™

EnviroChipx LLC
1128 W. Pleasant Valley Rd. • PMB 307
Cleveland, OH 44134-6711 U.S.A.
Tel: (216) 374-3377

Christopher J. Woolverton, Ph.D.
Associate Professor of Biological Sciences
BS/MD Program Coordinator
Kent State University

Subject: North East Ohio Consortium for Biopreparedness(NEOCB)

Dear Professor Woolverton:

EnviroChipx is pleased to offer this letter of support for the creation of the North East Ohio Consortium for Biopreparedness(NEOCB).

EnviroChipx is a for profit company that uses a proprietary, polymer-based, technology platform in conjunction with functionalized micro(MEMS) and nano engineered films to sense and detect chemical and biological microorganisms.This technology allows us to identify and speciate specific microorganisms by their unique chemical signatures. Applications for our technology include environmental health, non invasive biomedical, homeland security and chem./biodefense.

The National Institute of Allergy and Infectious Disease(NIAID), the lead NIH research agency for chem./biodefense, has advised us that our technology may have specific application for point of use diagnostics of Category A-C pathogens. The ability to partner with KSU and the proposed NEOCB would greatly enhance chances for success in our pursuit of federal research and development funding opportunities, particularly if we have access to research staff and laboratory facilities.

Additionally, as we use these resources to attract external research funding that could lead to technology commercialization, EnviroChipx would be willing to license technology from the consortium university partners. As an active industry partner, we believe that our efforts could certainly help sustain on- going funding to operate the Consortium.

In a world filled with anxiety and uncertainty as a result of the events of 9/11, and the threat of chem./bio terrorism, we applaud your proactive efforts to create a powerful tool to educate, train and ultimately protect our citizenry.

Please advise if there is any additional assistance you may require.

Best personal regards,

Terrence H. Martell, Chief Operating Officer
EnviroChipx LLC
Cc: Edward Zdankiewicz

BSCI (NEW CENTER) 15

DEPARTMENT OF THE AIR FORCE
910TH AIRLIFT WING
3976 KING GRAVES RD UNIT 10
VIENNA OH 44473-5910

AIR FORCE RESERVE
ABOVE & BEYOND

June 4, 2003

Christopher J. Woolverton, Ph.D.
Biological Sciences, CHH 229
Kent State University
500 East Main Street
Kent, OH 44240

Dear Dr. Woolverton

I wholeheartedly support Kent State University's proposal for funding from the Hayes Investment Grant to establish the Northeast Ohio Consortium for Biopreparedness. This consortial model offers the opportunity to better focus resources and expertise to help address the biopreparedness challenge facing Ohio and the nation.

The 910th Airlift Wing with its aerial spray mission, which is the only one of its kind in the Department of Defense, has an expressed interest in the mission to be performed by the consortium. Collaborative activity may prove to be of mutual benefit as the consortium's capabilities are being brougt on line. The consortium's education, training, and resource activities all hold promise for consortial members and the wider community as well.

I look forward to an affirmative decision on this unique and critically important proposal in direct support for our homeland defense mission.

Sincerely

MICHAEL F. GJEDE, Brig Gen, USAFR
Commander

BSCI (NEW CENTER) .16

Office of the Vice President for Research and Dean of the Graduate School
Akron, OH 44325-4717
(330) 972-6458 Office
(330) 972-2413 Fax

June 4, 2003

Christopher J. Woolverton, Ph.D.
Associate Professor of Biological Sciences
500 East Main Street, CHH 229
Kent State University
Kent, OH 44242

Dear Dr. Woolverton:

The University of Akron is pleased to participate in the Kent State University Hayes Investment Fund proposal to establish the Northeastern Ohio Consortium for Biopreparedness (NEOCB). The University of Akron serves the educational needs of over 24,000 students and supports the research activities of its diverse faculty. The NEOCB goals and objectives are aligned with our University mission and will augment our community outreach goals as well. Additionally, we have the resources necessary to assist in the co-development of curriculum needed to educate Ohio citizens on the significant issues related to biopreparedness.

Results of UA faculty success in research is evidenced in over $3.2 million in extramural funding to biological and biomedical science in the past two fiscal years. Furthermore, The University of Akron has established a Center for Emergency Management and Homeland Security Policy Research under the auspices of Drs. Nancy Grant and David Hoover, which may provide further opportunities for collaboration.

The University of Akron is in an excellent position to contribute to the NEOCB with its strong and dynamic academic programs and the commitment of our faculty and administration. The joint collaborative arrangement within the master of public health (MPH) program is already in place to address the critical public health issues associated with biopreparedness. We also acknowledge the continuing collaboration between you and Dr. Stephanie T. Lopina from UA's Department of Chemical Engineering, and recognize that future research collaborations between The University of Akron, Kent State University, Youngstown State University, and the Northeast Ohio Universities College of Medicine (NEOUCOM) through the NEOCB stand to offer exciting research opportunities for all involved.

With best regards, I remain

Sincerely,

George R. Newkome, Ph.D.
Vice President for Research and Dean, Graduate School
Oelschlager Professor of Science and Technology

cc: Luis M. Proenza, President, The University of Akron
Carol A. Cartwright, President, Kent State University
David C. Sweet, President, Youngstown State University
Lois M. Nora, President and Dean, Northeastern Ohio Universities College of Medicine

BSCI (NEW CENTER) 17

JUN-04-03 09:26 AM

Youngstown State University / One University Plaza / Youngstown, Ohio 44555-0001
Dean of Graduate Studies
330-941-3091
FAX 330-941-1580
E-Mail: graduateschool@cc.ysu.edu

June 5, 2003

Christopher J. Woolverton, Ph.D.
Biological Sciences, CHH 229
Kent State University
300 E. Main Street
Kent, OH 44240

Dear Dr. Woolverton:

Youngstown State University (YSU) is pleased to participate in the Kent State University Hayes Investment Fund proposal to establish the Northeastern Ohio Consortium for Biopreparedness (NEOCB). YSU serves the educational needs of 13,700 students and supports the research activities of its diverse faculty. While we will receive no direct funding from this Hayes Fund Award, should it be granted the NEOCB goals and objectives are in alignment with our university mission and will augment our community outreach goals. Thus we stand ready to assist in the co-development of curriculum necessary to educate Ohio citizens on the issues of biopreparedness.

YSU strongly supports faculty research. YSU received $1.5 million in extramural funding for research in the natural and biological sciences during FY02. Our previous research challenge awards to our faculty have assisted in the development of numerous faculty in the science and engineering area and have yielded a leveraging ratio of 5.1 or a return of $5.10 for every Research Challenge dollar invested. We stand committed to support future, meritorious research challenge proposals in the area of biopreparedness related research. YSU strongly supports collaborative research activities. The prospect of future collaborations between YSU faculty, especially Drs. Bolla and Cooper, and other NEOCB members is exciting. The use of a shared BSL3 laboratory and access to other scientists studying issues of biopreparedness will certainly result in increased research activity and success. We look forward to opportunities for shared the training of graduate students in this research area, as well.

Sincerely,

Peter J. Kasvinsky
Dean and Research Officer

cc: Dean Bolla
Dr. Cooper
Provost Atwater

Post-it® Fax Note 7671	Date 6-4-03	# of pages ▷ 1
To Dr. Woolverton	From YSU	
Co./Dept. Biology	Co.	
Phone #	Phone # 330-941-3091	
Fax # 330 672-3713	Fax #	

BSCI (NEW CENTER) 18

NEOUCOM
NORTHEASTERN OHIO UNIVERSITIES
COLLEGE OF MEDICINE

Division of Basic Medical Sciences
Office of Research and Sponsored Programs

4209 State Route 44 • PO Box 95 • Rootstown, OH 44272-0095
330-325-6498 • fax: 330-325-5910 • www.neoucom.edu

June 4, 2003

Christopher J. Woolverton, Ph.D.
Biological Sciences, CHH 229
Kent State University
500 East Main Street
Kent OH 44240

Dear Dr. Woolverton:

The Northeastern Ohio Universities College of Medicine (NEOUCOM) is pleased to participate in the Kent State University Hayes Investment Fund Proposal to establish the Northeastern Ohio Consortium for Biopreparedness (NEOCB). Our mission as a medical school includes a strong commitment to biomedical science, public health and community outreach. NEOUCOM has a very productive Division of Community Health Sciences and is home to the Northeastern Ohio Consortial Master's in Public Health Program. Additionally, NEOUCOM has received $24 million in extramural funding for biomedical science research over the last four years. More recently NEOUCOM has redirected its Research Challenge Award Program to mirror the goals and objectives of Ohio's Third Frontier Program for research, development and commercialization of technology, especially in one of our primary focus areas - infectious diseases.

NEOUCOM faculty and staff are dedicated to providing the very best medical education and training in Ohio. We routinely design, implement and assess curriculum. We stand ready to develop curriculum related to biopreparedness and assist in content development to support the goals of the NEOCB. Additionally, NEOUCOM will support research activities with the other partners of the NEOCB in areas of mutual faculty interest. We acknowledge and support the continuing collaboration between you and Dr. Gary Niehaus of NEOUCOM and recognize that future research collaborations through the NEOCB may come to fruition.

Sincerely,

Gary B. Schneider, Ph.D.
Associate Dean for Basic Medical Sciences
and Associate Dean for Research

GBS/ds

BSCI (NEW CENTER) 19

Kent City Schools

DR. JOSEPH M. GIANCOLA, ASSISTANT SUPERINTENDENT 321 NORTH DEPEYSTER STREET® KENT, OHIO 44240

May 14, 2003

Dr. Chris J. Woolverton
Associate Professor of Biological Sciences
500 East Main Street, CHH 229
Kent State University
Kent, OH 44240

Dear Dr. Woolverton:

I would like to endorse your grant application with the following letter of recommendation. The Kent City School District's Board of Education often collaborates with Kent State University to improve the welfare of Kent's community. Your grant application would have the kind of impact on the community and society at large that reflects the philosophy, needs, and interests of the Kent City School District.

Your grant would generate support for significant resources to the community in order to provide curriculum, reduce ignorance, and prevent panic about terrorism using biological agents as weapons. National homeland defense and security are of primary interest to Kent's school district mission of educating young people in a safe environment. Although each school building and the whole district have school safety plans in place, most of these plans address lock-down and evacuation procedures in the case of a terrorist entering the building with traditional weapons. That is, the procedures for addressing bioterrorism must be strengthened through curriculum, understanding, and panic prevention.

If there is anything that the Kent City School District could do to assist you with this grant and its potential implementation, please advise me immediately. I would be excited to assemble our school safety committee members and district staff in any attempt to reduce danger to Kent's students.

Sincerely,

Joseph Giancola

Dr. Joseph Giancola
Assistant Superintendent
Kent City School District

BSCI (NEW CENTER) 20

OFFICE 330-676-7610 FAX 330-676-7666

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **2-Mar-07** Curriculum Bulletin _____

Effective Date **Fall 2007** Approved by EPC _____

Department	**ENG**
College	**AS - Arts and Sciences**
Proposal	**Establish Program**
Program Name	**TESL** Teaching English as a Second/Foreign Language
Degree	**MA - Master of Arts**

Description of proposal:

This proposal establishes a new degree program ~~within English~~ (MA TESL), formerly a concentration within the MA Eng program. The new degree has ~~two~~ one concentration~~s~~: ~~1) TESL with two options (1. portfolio/exams or 2. thesis), and 2)~~ TESL Education.

Major - 36 credits ; major and concentration - 48 credits

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

If yes, current total credit hours proposed total credit hours

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

No impact noted. We have collaborated with faculty within Arts and Sciences and Education, Health and Human Services to ensure no duplication of programs/content.

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

Education, MCLS

REQUIRED ENDORSEMENTS

[signature]	03/02/07
Department Chair / School Director / Campus Dean	
Mary Ann Haley	03/05/07
College Dean	
	___/___/___
Executive Dean of Regional Campuses	
	___/___/___
Provost	

Full Proposal

Title
MA TESL/TEFL with Optional Educational Licensure

Summary
This proposal provides changes to Kent State University's current graduate training in Teaching English as a Second Language, including three components: 1) changes the current degree title from MA: English with a Concentration in TESL to MA TESL/TEFL (Teaching English as a Second/Foreign Language); 2) adds the option of a thesis to the MA TESL/TEFL; and 3) provides optional professional training in education leading to Ohio State Licensure in ESL. These changes have been vetted through curricular bodies of the English Department, the College and Graduate School of Education (CGSE), and Arts and Sciences. Additionally, a Program Development Plan has been reviewed by peers in four universities in the NE Ohio region (Akron University, Cleveland State, Miami University, and Youngstown University). The full proposal responds to and incorporates suggestions from these peer institutions.

Background
The MA English with a concentration in TESL is an active graduate program within the Department of English in existence since 1991. 36 credits of designated graduate coursework and completion of either graduate exams or defense of a professional portfolio lead to the degree of MA English with a Concentration in TESL. The program has grown substantially since its inception. In terms of size, the program currently has more than 50% of all MA students in the department and approximately 33% of the total number of graduate students in the department (MA and PhD students actively taking coursework or completing dissertation requirements). The proposed name change makes the program more recognizable to students seeking programs and employers seeking graduates. It provides flexibility for those seeking further graduate education, and, in cooperation with CGSE, it prepares professional teachers for schools.

1. Academic Quality

a)

i) The MA TESL/TEFL complements training in TESL/TEFL possible at Kent State University, including the proposed BA TESL and the recently implemented TEFL Certificate, an undergraduate program requiring an overseas teaching component. While the BA TESL provides students with an overview of the field, inquiry opportunities (such as through a new course in World Englishes), and professional practice, the MA professionalizes the ESL/EFL training experiences by more fully drawing on the research literature as well as promoting primary research through coursework and in the final capstone project (either a thesis, a professional portfolio, or graduate exams). In addition, the MA TESL/TEFL coordinates with and enhances coursework offered in the PhD in Rhetoric and Composition within the English Department and language teacher education programs in MCLS (Modern and Classical Language Studies) and CGSE.

ii) Inquiry into professional practice through theoretical models generated in linguistics, second language acquisition studies, and language teaching pedagogy

highlight the connection between research and practice in all coursework in the MA TESL/TEFL. This includes understanding and applying qualitative and quantitative research methods to language use and classroom/individual instruction.

iii) Professional experiences are built into the coursework to include classroom and individual learner observations, textbook and software reviews, and service learning. Faculty ask students to critically consider alternative practice, generate supplements for published teaching materials, and review and critique ESL/EFL curricula and assessment practices. Students gain independence in developing and implementing language courses and programs.

iv) Students gain knowledge and practice in the major disciplinary fields making up the typical profile of an ESL/EFL professional (applied linguistics, second language acquisition, pedagogy).

v) MA students choose one of three options as a capstone experience to the MA TESL/TEFL: 1) a thesis, enabling in-depth primary and secondary research on a problem current in the field identified by the student in collaboration with faculty; 2) a professional portfolio where students compile revised academic and professional products suitable for demonstrating depth and breadth as an ESL/EFL teaching professional; or 3) graduate exams where students demonstrate their knowledge of the major disciplinary fields of TESL/TEFL. Documentation on capstone options are distributed during advising.

vi) The English Department at Kent State University employs three full-time, tenure-track faculty devoted to the BA TESL and the MA TESL/TEFL. A fourth faculty member is being added through a current approved hire of a tenure-track assistant professor with expertise in child language acquisition and pedagogies. In addition, through cooperation with MCLS, three additional full-time, tenure-track faculty cooperate to teach cross listed courses serving graduate students in TESL/TEFL and foreign/classical languages. (See attached short CVs.).

vii) The curriculum for the MA TESL/TEFL and the MA TESL/TEFL with optional educational licensure were designed mindful of NCATE/TESOL accreditation standards.

viii) Preliminary alignment of course content to NCATE/TESOL accreditation guidelines for professional development has been vetted through the CGSE. Faculty in TESL/TEFL will coordinate with CGSE faculty for timely submission of accreditation documentation. TESL faculty participation on the University Council on Teacher Education support communications on accreditation processes.

b)

i) Admissions criteria for the MA TESL/TEFL will remain unchanged and include: the usual documentation required by the university (e.g., transcript, fees), a cumulative undergraduate GPA of 3.0 from an accredited institution of higher education, TOEFL scores for non-native speakers of English of 550 (computer-based TOEFL: 213), three letters of recommendations, a statement of purpose, and GRE scores from native speakers of English (no specific scores required for admissions). Student experience, for example, previous teaching or international experiences, as well as the above are especially scrutinized when selecting candidates for graduate teaching assistantships.

ii) Field experience is especially important in language teacher education and includes in the MA TESL/TEFL: a required supervised practicum teaching or team teaching in a language classroom; extensive observations of language classrooms in many courses, but especially Methodology; and service learning where students provide volunteer teaching/tutoring in schools, literacy agencies, and the ESL Writing Center. These experiences are closely monitored by Kent State faculty, and students draw on these in developing course projects and the capstone experience. Students can complete the practicum course in an international context where documentation and observation may take place via video tape and other electronic means. Students seeking international teaching experience for the practicum will be advised to complete this course in Dresden Germany where in spring and summer, Kent State University faculty are on hand to complete observations and provide structured feedback on student practicum teaching.

Students pursuing the optional educational licensure are required to spend their practicum in one or more language teaching environments in schools as well as completing supervised student teaching in one or more school contexts. These experiences will involve cooperating teachers from the area who are involved in second language learner education, and they will be closely monitored by a TESL/TEFL faculty member from Kent State University, who will observe the student teacher in the school context as well as provide substantive comments on student documentation of learning, such as observation logs, reflective journals, and classroom-based research projects. Cooperation between Kent State faculty and area ESL coordinators demonstrate real potential for continued successful endeavors to meet the needs of area pupils while providing valuable professional training opportunities to Kent students.

iii) All faculty in the MA TESL/TEFL program have the usual experience and professional credentials for graduate faculty status in the area of Teaching English as a Second/Foreign Language, including doctoral degrees in applied linguistics, international and domestic ESL/EFL and other language teaching experience, supervision of graduate and undergraduate students teaching and researching in the field, professional publication and presentation records, etc. Cooperation with faculty in foreign language teacher education is also often found in TESL/TEFL preparation programs around the US, and TESL/TEFL collaborations with rhetoric and composition in English, MCLS, and CGSE add to the range of professional experiences valued by students, faculty, and the field and are clearly present in cooperative efforts across department and college lines here at Kent State.

iv) NCATE/TESOL standards for accreditation require professional training in three broad areas: 1) language and culture learning; 2) language acquisition; and 3) second language pedagogies, including assessment. Multiple courses in MA TESL/TEFL meet these standards. For example, in the area of language and culture learning, we require courses in linguistics for the language professions, descriptive grammar, and literate practices and sociolinguistics or the pragmatics of conversation. Language acquisition is treated in several courses, most notably second language acquisition and research in second language pedagogy. Pedagogy is addressed by the required methodology course as well as by electives such as second language curriculum and testing (required for licensure), and recent special topics courses such as second language writing or language for specific purposes.

v) The balance of theory and practice is key in applied linguistics and teacher preparation programs, and this balance is emphasized in all courses within the MA TESL/TEFL. For example, in literate practices in sociolinguistics, students read and discuss issues related to the politics of transcription, and then through the practice of rendering oral texts into written ones, students experience how choices the transcriber makes is driven by the transcriber's research or pedagogical purposes. As another example, in methodology, students read about and discuss task-based pedagogies within a constructivist model of education. By producing a task portfolio, students grapple with how to operationalize 'task' in the preparation of pedagogically sound learner materials/activities. Through this synthesis of theory and practice, students learn informed methods for conducting meaningful research and application to the classroom and materials development.

vi) Graduation requirements for the MA TESL/TEFL (see Appendix A) include: 36 graduate credits, a capstone project, and demonstration of intermediate command of a foreign or second language. 36 credits provide a broad range of required and elective courses providing a solid foundation of knowledge in TESL/TEFL and practical training experiences. By incorporating service learning and observations in many of the courses, the MA TESL/TEFL meets the needs of students to practically apply concepts introduced in the courses.

Many TESL/TEFL graduate students come to programs with international experience and foreign/second language proficiencies. Foreign/second language experience is valued by the field as it provides experience in and empathy with being in the language learner's role. Past students have typically met the foreign language requirement by having completed a second year of college foreign language prior to admission to the program. International students with a non-English home language meet the requirement at admissions with a documented TOEFL minimum score of 550, paper based, or 213, computer based. A small number of other students are tested in intermediate reading comprehension in a foreign language by faculty in English or MLCS.

Graduation requirements for the MA TESL/TEFL with optional educational licensure include: 48 graduate credits (as outlined in Appendix B), a capstone project, and demonstration of intermediate command of a foreign or second language. Students take 27 required hours from TESL/TEFL and 21 credits of professional training through courses in CGSE (12 hours) and student teaching (9 hours).

vii) The capstone project has always been important in graduate TESL education at Kent State. Currently, students can complete comprehensive exams or prepare a professional portfolio. Comprehensive exams have been attractive to students who wish to pursue advanced degrees in applied linguistics and typically ask students to synthesize research in specific areas and apply that research to classroom or curricular practices. Portfolios have been a very popular option for students, as most of our students are preparing to be professional teachers rather than researchers or teacher trainers. The portfolio allows students to document academic and professional practices. Items in the portfolio include revised research papers from coursework, annotated bibliographies that summarize and apply research, observations with reflective essays, lesson plans, originally developed classroom or learner materials (often those created for the electronic classroom), and among others, evidence of professional development, such as a

conference paper presented or proposal made, a conference attended and documented, or documented related community work.

The addition of an optional 6 hour thesis to the MA TESL/TEFL will provide students with further opportunities to conduct and document research in the field. The apprenticeship into field research through research and thesis writing at the MA level provides students with academic experience geared toward assisting them in determining whether they are suited for advanced study in related fields, such as applied linguistics, linguistics or composition and rhetoric. Tenure track faculty in TESL will guide and advise on students' independent research and writing. Students in the optional educational licensure program will be unable to avail themselves of the thesis option as specific courses are required to ensure meeting NCATE/TESOL standards for P-12 teachers.

2. Need

a) Student interest:

Students come to TESL programs with many goals, some seeking meaningful employment domestically and overseas, others pursuing academic interests in language acquisition and applied linguistics. The MA English with a concentration in TESL is a viable program in English. Recent graduates have gained employment in the US and abroad. In the past five years, 54 students have completed the degree. Of these, 8 have continued studies in doctoral level programs, and 3 have continued into related master's degree programs. Professionally, 13 have gained full-time employment overseas in such countries as Japan, Turkey, and S. Korea while 11 students have gained full-time employment in the US with high schools, community colleges, universities, and the State Department. 13 of our graduates work part-time in ESL teaching positions in the US, and one works full-time in a non-related field. 6 remain unaccounted for.

In addition, since 2004, we have worked with LeadChief Institute in Taiwan with formal university relations to Ming Chuan University and Diwan College to prepare TESL/TEFL professionals. We have admitted 28 of these special program students to the MA English with a concentration in TESL, all fulfilling our MA admissions requirements outlined above. Interested students without the requisite TOEFL scores have spent one or more semesters in our ESL Center working on their academic English skills. Of the 27 Taiwanese who have been fully admitted to the MA program (one has been admitted part-time and part-time ESL Center), 12 have completed the degree, and an additional four are on track to complete requirements for May 2006 graduation. Three were advised out of our program due to inadequate language or academic skills.

Student interest in Ohio educational licensure in ESL has been keen, especially at the graduate level. Kent State University currently endorses students in ESL (licensed teachers who complete 21 graduate credits drawn from the TESL/TEFL core requirements can be endorsed with support from the TESL and CGSE advisors). Licensure has only recently become an option due to changes in Ohio laws now allowing licensure in ESL, a recent trend observed in many states. No other program in NE Ohio offers licensing, and approximately half of all inquiries to our graduate program (80-100 per year) request licensure.

b) Institutional Need:

TESL/TEFL programs at both the graduate and undergraduate levels meet University goals for educational diversity, professionalization, and internationalization. Graduate courses in the MA TESL/TEFL program further serve the needs of students in other graduate programs in English, especially rhetoric and composition with the occasional literature student benefiting from dialect and discourse analysis techniques practiced in many of our courses (e.g., literature practices and sociolinguistics, the pragmatics of conversation, or descriptive grammar). In addition, MCLS pedagogy students and doctoral students in CGSE have taken our courses, in particular research in second language pedagogy.

c) Societal Demand:

TESL/TEFL professionals meet many societal needs for literacy, intercultural communications, and multilingualism. TESL/TEFL professionals work in settings as varied as single room schools to high tech learning programs, enabling students to learn language at a distance. TESL/TEFL professionals serve as literacy volunteers and trainers, parent-school-child liaisons, materials writers, and classroom teachers and supervisors. There is no one-size-fits-all pattern for a TESL professional as careers take us on international journeys, through the jungle of the urban classroom, into federally funded community education programs, and to academic preparation programs. Coursework in our program allows students to tailor a program around individual career goals with guidance and assistance through individual advising.

d) Scope (local, regional, international)

The MA TESL/TEFL program prepares students for careers in a number of venues, and through careful advising, students prepare for a suitable career in TESL/TEFL.

Calls to Kent faculty in recent years have come from schools in nearby and surrounding counties seeking ESL teachers or volunteers, in-service providers, and tutors. Kent has been able to meet a number of these needs. Two fertile areas for career building for our graduates are schools and international education. School children nationally are increasingly coming from homes where standard English is not the language of communication, and predictions point to this being a continuing trend throughout the US. TESL professionals are increasingly sought in public schools as changes in state laws around the country require ESL licensure, including Ohio, which only recently allowed licensing in ESL. NE Ohio schools outside of the urban centers have recent immigrant populations necessitating at least part-time licensed teachers. Licensure seekers are advised of this situation and are encouraged to have a second area in which to seek endorsement (such as a foreign language or English), subjects many TESL/TEFL professionals come prepared with from their undergraduate education.

Internationally, positions abound for the well-trained TESL/TEFL professional, especially as schools around the globe seek to meet professional needs with English increasingly in the role of international medium of communication. Because of international connections between Kent State University and partner universities in Germany, Japan, and Turkey, we have been able to make some placements directly.

Other graduates of the program have found rewarding employment in countries from S. Korea to Macau.

Language programs at US universities preparing international students for academic study (intensive English programs -- IEPs) is one area many students show interest, but IEPs have suffered over the past decade although recent trends show an increase in applications with student difficulties in obtaining visas. IEPs sprang up and were proliferated in the US during the second half of the 20th century, serving the demand by international scholars for US degrees. Both world economics and politics affect student willingness and ability to study abroad, however, creating a volatile market for ESL academic preparation programs. The trend in recent years has been that ESL professionals in such programs have been laid off, and some IEPs have closed entirely. Even under the best of conditions, IEPs have traditionally underemployed instructors, often through course-by-course, short-term contracts with few if any benefits. Community education professionals, teaching ESL through adult basic education programs or federally funded ESL programs, suffer a similar plight to the IEP professional, often working only part time at a given institution on a term-by-term contract. US-based adult education and IEPs are only one area for TESL/TEFL professionals to build their careers, however. Candidates seeking such full-time employment often live in urban areas where several part-time jobs can be cobbled together, and through careful advising, students are not mislead about potential career possibilities.

In the past three years, we have incorporated optional professional development workshops for our graduate students covering such topics as *curriculum vitae* and application letter writing for jobs, writing proposals for conferences, and finding venues for publication. At these workshops, we share with students online and print-based resources for career searches and services, increasing student access to professional opportunities.

3. Access and Retention of Underrepresented Groups

Graduate Programs in English at Kent State University are advertised through *Petersen's Guides*, providing program information to a wide range of program seekers. In addition, the MA and BA in TESL/TEFL are advertised through TESOL's *Directory of Teacher Education Programs*, a directory often used by degree seekers in the area of Teaching ESL/EFL.

Most TESL preparation programs attract international students, and KSU's programs are no exception. Especially of note is the cooperation we have embarked on with Taiwan, as noted above; however, it must also be noted that we routinely admit and provide graduate teaching assistantships to international applicants with outstanding qualifications. For example, in the past few years, we have hosted students from such various countries as Brazil, Germany, PR China, and Serbia. We find our international students provide domestic TESL/TEFL students with valuable insights into various educational practices and language training experiences.

Retention of all students is sought through individual advising, faculty guidance in courses, professional resources, and professional development workshops. Part-time students are admitted to the program, and admissions may take place in any semester. In

addition, courses in the MA program are generally offered once per week in the late afternoon/early evening to accommodate school teachers, for example, and we attempt to routinely offer courses in the summer to provide flexibility for students.

As part of our Kent's efforts to assess and improve our success (AQIP), through English Graduate Studies as well as TESL faculty efforts, yearly surveys are being conducted of students through courses in order to gain feedback on our courses, programs, and support. Through being responsive to student concerns, we hope to address retention of all students.

4. Statewide Alternatives

While there are a number of MA TESL programs in the state, Kent State appears to be the only one prepared to license teachers in ESL in the NE Ohio area. Peer reviews of the Program Development Plan by universities in the region indicate no overwhelming objections. There is a need in NE Ohio for trained language teaching professionals. Our existing MA with expanding faculty resources, the expansion of programs at the undergraduate level, and cooperation within English with rhetoric and composition as well as across campus with MCLS and CGSE all work together to create a highly favorable climate for the expansions to our programs as proposed here. Faculty and students are excited about these changes as we move forward.

Appendix A

MA: TESL/TEFL **Total Credit Hours** **36**

Required Courses: (15 credits)

ENG 63040 Linguistics for the Language Professions
ENG 63041 Descriptive Grammar of English
ENG 63033 Second Language Acquisition
ENG 63001 Methodology of TESL
ENG 68492 Practicum in Teaching International Students

Choose One: (3 credits)

ENG 63034 Literate Practices and Sociolinguistics OR
ENG 63037 The Pragmatics of Conversation

Electives, which may include up to six credits in appropriate graduate courses in other departments (check with your advisor): (18 credits)

ENG 63034 Literate Practices and Sociolinguistics
ENG 63035 Computers for L2 Teaching
ENG 63037 Teaching Conversation Strategies
ENG 63039 L2 Curriculum and Testing
ENG 63038 Teaching Literature and Culture
ENG 63098 Research in L2 Pedagogy
Any ENG 63391 Special Topics Courses in Linguistics and Language Pedagogy
ENG 69199 Thesis I (6 credit option)

Capstone Experience:

Exams, a portfolio, or a thesis. See advisor for further details.

Appendix B

MA TESL/TEFL with Licensure Option **Total Credit Hours 48**

A. Content Area Coursework 27 Credit Hours

Eng. 63001 Methodology of TESL	3
Eng. 63040 Linguistics for the Language Professions	3
Eng. 63033 Second Language Acquisition	3
Eng. 63034 Literate Practices & Sociolinguistics	3
Eng. 63041 Descriptive Grammar	3
Eng. 63098 Research in Second language Pedagogy	3
Eng. 51002 Computers for Second Language Teaching	3
Eng. 63039 Second Language Curriculum and Testing	3

Choose One (3 credits)

Eng. 63037 Pragmatics of Conversation	3 OR
Eng. 63038 Teaching Literature and Culture	3

B. Education Coursework 21 credit hours

Required Courses:

ENG 51009 Student Teaching	9
C&I 61130 Multicultural Education: Strategies	3
EDUC 65524 Learning Theories	3

Choose one

C&I 67330 Reading in the Content Area	3 OR
C&I 67310 Theory and Practice in Teaching Reading	3

Choose one

SEED 62146 Instructional Strategies	3 OR
C&I 67105 Improving Classroom Instruction	3

Capstone Experience:

Exams or a portfolio. See advisor for further details.

Students must pass the Praxis tests and fulfill other Ohio state requirements to become a licensed teacher.

English

ENGLISH

Ronald Corthell, Chair
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Martha J. Cutter, Coordinator of Graduate Studies
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The English Department offers four degrees: (1) Master of Arts in Literature and Writing; (2) Master of Arts in TESL , (3) Master of Fine Arts in Creative Writing; and (4) Doctor of Philosophy with concentrations in a variety of areas.

At the master's level the department offers a choice of two concentrations: (1) English literature and writing, for those who plan to proceed for a doctorate in literature or rhetoric and composition; or to enter careers in writing, publishing, community college teaching or business; and (2) English for teachers, for those who seek enrichment of their teaching careers through advanced study in literature and composition. ~~;(3) teaching English as a second language, for those who plan to instruct foreign students and work in international programs.~~

The Master of Arts in TESL is designed for individuals who plan to instruct foreign students and work in international programs. The Master of Fine Arts in Creative Writing is designed for individuals who specialize in creative writing and wish to teach creative writing or work in allied fields. Kent State University is part of the Northeast Ohio Universities Master of Fine Arts in Creative Writing program. The NEO MFA is a multidisciplinary, interdepartmental and inter-institutional program.

The doctoral program is designed primarily for those who wish to teach literature and composition at the college or university level. The Ph.D. is offered in two areas of specialization: (1) literature, and (2) rhetoric and composition.

Visit http://dept.kent.edu/english/graduate/gradprograms.htm for more information.

Master of Arts in English

Admission

In addition to general requirements for admission, applicants should have a 3.0 GPA (A=4.0) in at least 12 hours of undergraduate work in English or related subjects beyond the sophomore level. Applicants are required to submit scores on the Graduate Record Examination (general test only), three letters of recommendation, and a one- to two-page statement of purpose. Applicants are also required to submit an 8-15 page writing sample of scholarly work in the field to which they are applying.

Program Requirements

All graduate students are required to complete 33-36 hours of graded coursework. Students pursuing the M.A. in Literature and Writing or the Concentration for Teachers must take ENG 61000. All graduate assistants must also take ENG 61094~~, with the exception of TESL graduate assistants.~~

A full description of requirements for each of the two Master of Arts concentrations is available on request and on the department Web site at http://www.kent.edu/english/graduate/gradprograms.htm.

Concentrations

MA English Litera ture and Writing

The concentration in literature and writing allows students to emphasize one of the following: rhetoric and composition, literary traditions or literary theory. The degree requires a reading knowledge of one foreign language. Students in Literature and Writing may present a thesis in lieu of 6 hours of required coursework. Students in Rhetoric and Composition will complete graduate coursework in Literacy, Rhetoric and Social Practice.

MA Teachers

The concentration for teachers provides secondary school professionals with a structured but flexible approach to the analysis of literature and the teaching of writing while permitting interdisciplinary work in related fields or areas particularly relevant to the candidate's professional objectives. The program can be completed on a part-time basis.

Master of Arts in Teaching English as a Second/Foreign Language (TESL)

The MA in Teaching English as a Second/Foreign Language (TESL) trains students to teach effectively while drawing on a solid theoretical foundation. Students gain relevant experience through supervised practicums and have the opportunity to teach in a variety of ESL/EFL contexts. The degree requires demonstrated proficiency at the intermediate level or above of one foreign language. The MA TESL prepares students to teach in a variety of ESL/EFL contexts, from literacy and adult education programs in the US to international teaching positions. The MA TESL degree requires 36 credits of coursework and students complete a capstone project with options of a 1) thesis, or 2) portfolio or exams. The MA TESL also offers a concentration in TESL Education, which is a 48-hour program of study (including student teaching) to prepare teachers for state licensure in Ohio and teaching in early childhood, primary and secondary education.

ADMISSION TO THE MA TESL

In addition to general requirements for admission, applicants are required to submit scores on the Graduate Record Examination (general test only) or the TOEFL (for international applicants), three letters of recommendation, and a one- to two-page statement of purpose.

MASTER OF FINE ARTS IN CREATIVE WRITING

Tenure-Track TESL Faculty

English:

Job Announcement to hire for August 2006 (see below)
Dr. Klaus Gommlich, Associate Professor, Director of ESL Center
Dr. Kristen Precht, Assistant Professor
Dr. Sarah Rilling, Assistant Professor, TESL Program Chair

Modern Classical Language Studies:

Dr. Jessie Carduner, Assistant Professor
Dr. Rebecca Chism, Assistant Professor, Pedagogy Program Chair
Dr. Vickie Ellison, Assistant Professor

Advertised Fall 2005 in the Chronicle of Higher Education, on TESOL and NCATE professional job websites and on various public lists.

Tenure-track, Assistant Professor in English.

TESL professional with P-12 experience sought to teach graduate and undergraduate courses in linguistics and language pedagogy and to supervise ESL licensure students. PhD in hand by beginning of contract period. Preferred qualifications: ESL/EFL supervision; child SLA; P-12 language education pedagogies; curriculum, materials, and program development; and/or assessment.

Kent State, located in Northeast Ohio, is the second largest among Ohio universities. Kent State, regarded as one of the nation's top 90 public research universities, serves more than 34,000 students on eight campuses. We offer the following TESL programs on the Kent campus: BA TESL with optional licensure, TEFL Certificate, MA English with a concentration in TESL, and Master's level ESL Endorsement.

Send by December 16, 2005 a cover letter, vita, three letters of recommendation, sample publications, and one of the following: teaching philosophy statement, sample lesson plans/syllabus, or teaching video to: Ron Corthell, Chair, Department of English, Kent State University, Kent, OH 44242. Attn: TESL Search Committee.

Klaus Gommlich

Tel.: (330) 672-3818 e-mail: kgommlic@kent.edu

ACADEMIC RANK: Associate Professor
At Kent State University since 1991
GRADUATE FACULTY STATUS: F-4

EDUCATION:

Second doctoral dissertation (in the German system "Habilitation") 1987
"Translation Textprocessing"
Karl Marx University Leipzig

First doctoral dissertation (in the German system "Promotion") 1980
"The Phrasal Verb and its semantic descriptions. A selected chapter of English phraseology"
Karl Marx University Leipzig

Diploma - Teacher of English and Russian 1973
(Diplom-Fremdsprachenlehrer für Englisch und Russisch)
Department of Theoretical and Applied Linguistics, Karl Marx University Leipzig

PROFESSIONAL EXPERIENCE:

Associate Professor of English since 1994
Kent State University, Department of English

Assistant Professor of English 1991 - 1994
Kent State University, Department of English

Visiting Professor of English 1990 - 1991
Kent State University, Department of English

Hochschuldozent für Englische Übersetzungswissenschaft 1988 - 1991
(Associate Professor of English Translation Studies)
Karl Marx University Leipzig, Department of Theoretical and Applied Linguistics

ADMINISTRATIVE EXPERIENCE:

Director, TEFL Certificate Program & KSU Office at TU Dresden/Germany since 2003
(coordinate student exchanges and scholarly visits between Kent State and Technische Universität Dresden; develop curriculum, staff, recruit and advertise, and provide student advising; prepare students for study-abroad; coordinate practicum with seven Dresden area schools.)

Director, ESL Center and Programs at Kent State University since 1992
(plan strategically, develop curriculum, staff and enable staff development, recruit and advertise, create and maintain international contacts with partner universities; supervise non-credit certificate programs taught in cooperation with LeadChief International Taiwan and Robinson College, Toronto)

Coordinator of the MA Program Teaching English as a Second Language 1992 - 2002

Assistant Chair in the Department of Theoretical and Applied Linguistics 1987 - 1990
Karl Marx University Leipzig, Germany

SAMPLE PUBLICATIONS:

Neubert, A., Shreve, G. M. & K. Gommlich (eds.). 1995. *Basic Issues in Translation Studies. Proceedings of the Fifth Conference. Kent Forum on Translation Studies, vol. II.*

Jäger, G., Gommlich, K. & Shreve, G. M. (eds.). 1993. *Text and Meaning. Kent Forum on Translation Studies, vol. 1*. Kent: Institute for Applied Linguistics.

Gommlich, K. "Text Typology and Translation-Oriented Text Analysis". ATA Scholarly Monograph Series, vol. VI (1993). Eds. S. E. Wright and L. Wright. 175-184. Amsterdam/Philadelphia: John Benjamins.

Gommlich, K. “The X-bar Principle As An Analogon For Textpatterns”. Basic Issues in Translation Studies. Proceedings of the Fifth International Conference, vol II (1995). Eds. A. Neubert, G. M. Shreve, K. Gommlich. 221-230. Kent: Institute for Applied Linguistics.

Gommlich, K. “To Ban, or not to Ban - The Translation ‘Syndrome’ in Second Language Acquisition”. Modelle der Translation/Models of Translation. Festschrift for Albrecht Neubert (1997). Eds. G. Wotjak, H. Schmidt. 171-191. Frankfurt am Main: Vervuert Verlag.

Gommlich, K. “Can Translators Learn Two Representational Perspectives?” Cognitive Processes in Translation and Interpreting. Applied Psychology, vol. 3 (1997). Eds. J. H. Danks, G. M. Shreve, S. B. Fountain, M. K. McBeath. 57-76. Thousand Oaks, London, New Delhi: Sage Publications.

Gommlich, K. & S. Rilling. (Forthcoming). Building teacher preparation programs for TESL/TEFL. In M. Carroll, (Ed.), Developing a new program or curriculum for adults, TESOL Curriculum Development Series. Alexandria, VA: TESOL, Inc.

Gommlich, K. & T. Minick. (Forthcoming). Re-Invention of an Online Teacher Education Course. In E. Hanson-Smith & S. Rilling. Learning Languages Through Technology: The Computer-Assisted/Computer-Enhanced Environment. Alexandria, VA: TESOL, Inc.

KRISTEN PRECHT

ACADEMIC RANK: Assistant Professor
At Kent State University since 2000
GRADUATE FACULTY STATUS: A-3

kprecht@kent.edu www.kprecht.net

Education

NORTHERN ARIZONA UNIVERSITY, Flagstaff, Arizona
Ph.D. in Applied Linguistics, with distinction, 2000
Dissertation title: Patterns of stance in English.

EASTERN MICHIGAN UNIVERSITY, Ypsilanti, Michigan
MA-TESOL, 1996

CONCORDIA COLLEGE, Ann Arbor, Michigan
Bachelor of Arts, *magna cum laude*, 1989

Experience

Assistant Professor, Department of English
Kent State University, 2000 –
Courses Taught at Undergraduate Level: Grammar (31001, 1 time), Linguistics (31003, 6 times), Special Topics: Sociolinguistics (31095, 1 time))
Courses Taught at Graduate Level: Linguistics for the Language Professions (66895, 3 times), Schools of Linguistics (6/73031, 1 time), Sociolinguistics (6/73032, 6 times), Research in Second Language Pedagogy (63098, 1 time)

Instructor, Department of English
Northern Arizona University, 1998
Course taught: Sociolinguistics (ENG518)

Teaching Assistant, Department of English
Northern Arizona University, 1996-1998

Visiting Lecturer, English as a Second Language Program
Eastern Michigan University, 1996

Adjunct Lecturer, English as a Second Language Program
Oakland Community College, 1996

EFL Instructor
City University, Trencin, Slovakia, 1992-1993

Publications (*denotes peer-reviewed journal or book)

*Precht, K. (2003a). *Great* vs. *lovely*: Grammatical and lexical stance differences in American and British English. In C. Meyer & P. Leistyna (Eds.), Corpus Analysis: Language Structure and Language Use. Amsterdam: Rodopi.

*Precht, K. (2003b). Stance moods in spoken English: Attitude, emotion and evidentiality in British and American conversation. Text, 23(2), 239-257 (Special issue: Negotiating Heteroglossia: Social perspectives on evaluation; Guest editors: Mary Macken-Horarik and James Martin.).

*Connor, U, & Precht, K. (2002). Business English: Learner data from Belgium, Finland and the U.S. In S. Granger & J. Hung (Eds.) Computer learner corpora, second language acquisition and foreign language teaching. Amsterdam: John Benjamins.

Precht, K. (1998a). Review of Corpus linguistics: Investigating language structure and use by Doug Biber, Susan Conrad, and Randi Reppen. TESOL Quarterly, 32, 342-343. San Francisco.

*Precht, K. (1998b). A cross-cultural comparison of letters of recommendation. English for Specific Purposes Journal, 17, 241-265.

Precht, K. (1997). Review of Contrastive Rhetoric: Cross-cultural aspects of second language writing by Ulla Connor. TESOL Quarterly, 31, 377-378.

Recent Presentations

Precht, K., & Byrne, K. (2005, May). Men and Hedging in American Conversation. Paper presentation at American Association for Applied Corpus Linguistics, Ann Arbor, Michigan.

Precht, K. (2004, May). Factor Analysis of Stance and Sex in Conversation. Paper presentation at American Association for Applied Linguistics, Portland, Oregon.

Precht, K. & Steinberg, J. (2002, November). Gender and hedging in informal American conversation. Paper presentation at the North American Association of Corpus Linguistics, Indianapolis.

Precht, K. (2002, March). Gender and stance in American conversational English. Paper presentation at American Association for Applied Linguistics, Salt Lake City.

Precht, K. (2002, January). Gender Differences in affect, evidentiality and hedging in American conversation. Paper presentation at the Linguistic Society of America, San Francisco.

Precht, K. (2001, March). Stance moods in English: A corpus analysis. Paper presented at North American Symposium on Corpora and Language Teaching, Boston.

Precht, K. (2001, March). Multidimensional analysis of stance in spoken English. Paper presented at American Association for Applied Linguistics, St. Louis.

Sarah Elisabeth Rilling srilling@kent.edu

ACADEMIC RANK: Assistant Professor
At Kent State University since 2002
GRADUATE FACULTY STATUS: A-3

Education

1998 **PhD: Applied Linguistics**
Northern Arizona University, Flagstaff, AZ
Dissertation title: The language of composition classrooms: Teaching diverse students in computerized and traditional classes.

1987 **MA: English: Teaching English to Speakers of Other Languages**
Portland State University, Portland, OR

1985 **MAT: German**
Portland State University, Portland, OR

1981 **BA: German**
Willamette University, Salem, OR

Recent Professional Experience

2002- present **Assistant Professor,** Department of English, Kent State University
Taught undergraduate grammar (31001) and linguistics (31003), graduate TESL linguistics (63040), L2 Curriculum and Testing (63039), Research in L2 Pedagogy (63098), Second Language Writing (66895), and Schools of Linguistics (73031). Service on program, department and university committees, and independent research and writing. Faculty exchange in Germany, 2005, taught linguistics and discourse analysis of computer-mediated communications at Leipzig University and Technical University Dresden, and TEFL Practicum for Kent State in Dresden.

2003-present **TESL Program Chair** Department of English, Kent State University
Develop programs (e.g., BA TESL, MA TESL with optional licensure) through appropriate curricular bodies; advise students; maintain outreach for recruiting, retention, and career development; coordinate student professional development.

2003-present **ESL OWL Coordinator**, An Online Writing Lab for International Students at Kent State. Develop, tutor, and coordinate and oversee operations, facilitate language learning research.

1998- 2002 **Assistant Professor** Department of English, Colorado State University
Taught Linguistics (320); TESL Methods (324); Sociolinguistics (320; 507); Computers in Language Teaching (590); TESL Practicum (684); ESL Graduate Research/Writing (501); and composition for the sciences (301).

Recent Publications

Hanson-Smith & Rilling (Eds.) (under contract). *Learning Languages Through Technology: The Computer-Assisted/Computer-Enhanced Environment*. TESOL, Inc.

Rilling. (2005). The Development of an ESL OWL, or Learning How to Tutor Writing Online. *Computers and Composition, 22*, 357-374.

Rilling, Dahlman, Dodson, Boyles, & Pazvant. (2005). Connecting Theory with Practice in Computer Integration in Language Teaching. *CALICO Journal, 22* (2) 213-235.

Rilling & Biles. (2004). Explorations of Language and Gender in a Graduate Technology Course. In A. Pavlenko and B. Norton (Eds.), *Gender in Language Learning* (pp. 111-124). Alexandria, VA: TESOL, Inc.

Rilling & Pazvant. (2002). Computer Concordancing for ESP Materials. *TESOL Journal, 11* (3), 43-44.

Rilling (2002). One IEP's Approach to Preparing Students for Graduate Study in the Disciplines. In N. Dimmitt & M. Dantas-Whitney (Eds.), *Intensive English Programs* (pp. 37-48). Alexandria, VA: TESOL, Inc.

Rilling. (2001). How TESL Scholarship Can Inform WAC. *Academic.writing*, online journal.<http://aw.colostate.edu/forums/fall2001/>

Dahlman & Rilling. (2001). Technologies and Tasks in an EFL Distance Learning Course in Finland. *TESOL Journal 10* (1), 4-8.

Rilling. (2000). A Teacher Preparation Course for Computer Assisted Language Learning. In E. Hanson-Smith (Ed.), *Technology-Enhanced Learning Environments* (pp. 149-161). Alexandria, VA: TESOL, Inc.

Rilling & Csomay. (2000). Building a Web for literacy instruction. In S. Gruber (Ed.), *Weaving a virtual Web* (pp. 103-119). Urbana, IL: NCTE.

Jessie Carduner jcardune@kent.edu

ACADEMIC RANK: Assistant Professor
At Kent State University since 1998
Graduate Faculty Status: A2

EDUCATION

2005- Graduate Certificate Program in Academic Advising, Kansas State University

1994-1998 Ph.D., in Spanish Applied Linguistics and Methodology, University of Pittsburgh, Pittsburgh PA.

1989-1993 M.A., in Hispanic Languages and Literatures, San Diego State University, San Diego CA.

1983-1987 B.A., in Spanish, La Salle University, Philadelphia PA

PROFESSIONAL EMPLOYMENT

1998-Present Assistant Professor, Kent State University, Kent, OH. Department of Modern and Classical Language Studies (MCLS)

1994-1998 Graduate Teaching Fellow, University of Pittsburgh, Pittsburgh, PA.

1996 Lecturer, Chatham College, Pittsburgh PA.

1993-1994 Lecturer, San Diego State University, San Diego, CA.

1990-1992 Graduate Teaching Assistant, San Diego State University, San Diego, CA.

PROFESSIONAL ACTIVITIES

Publications

In Print

2005 "Making Advising Happen." ADFL Bulletin 36: 40-45.

2004 "Advising Foreign Language Majors and Minors: Strategies and Resources." In Di Donato, R, & Humbach, N.A., Eds. Making Connections from the Classroom to the World Beyond. (pp. 1-17). Eau Claire, WI: Crown Prints.

2003 "Productive Dictionary Skills Training: What do Learners Find Useful?" in Language Learning Journal 28: 70-76.

2003 "Strengthening Your Academic Program Through One-on-One Advising" in Recruitment and Retention in Higher Education, 17.2: 5 & 8

Also appears per publisher request in Academic Leader, v.19, no.2, as "Enhancing the Undergraduate Experience through One-on-One Faculty-Student."

2002 "Using Classroom Assessment to Improve Foreign Language Composition Courses." Foreign Language Annals 35: 543-553.

2001 With Rebecca Chism and Ann Salomone. "Teamwork in Teacher Training: Key to Collaboration at Kent." In L. Oukada & A. Garfinkel (Eds.), Teamwork in Foreign Languages (pp. 1-15). Valdosta, GA: Lee Bradley.

1999 "Beyond Grammatical Competence: Learning How to be Polite in a Second Language." Proceedings of the Youngstown State University's Twenty-Third Annual Conference on the Teaching of Foreign Languages and Literatures. Volume XIII: Perspectives in Foreign Language Teaching.

1997 Interdisciplinary lessons in Gutiérrez, Rosser and Rosso-O Laughlin, ¡Ya Verás!, an elementary Spanish text. Boston, MA: Heinle & Heinle.

Presentations

March 11, 2005 "Advancing Advanced Conversation in the Year of Languages" with two colleagues and two graduate students. 2005 Central States/OFLA Conference, Columbus, Ohio.

March 10, 2005 "Mentor Me!" with one colleague and five undergraduate students and alumni. 2005 Central States/OFLA Conference, Columbus, Ohio.

April 3, 2004 "Advising Foreign Language Majors: Tools and Strategies." 2004 Central States Conference, Dearborn, MI.

April 4, 2003 "Composition, Grammar, and Editing Skills – What Does One Have to Do with the Other?" Ohio Foreign Language Association Annual Conference. Cleveland, OH.

REBECCA L. CHISM
rlchism@kent.edu

FACULTY RANK: Assistant Professor
At Kent State University since 2000
GRADUATE FACULTY STATUS: A-3

EDUCATION

Ph.D.—French and Second Language Acquisition, April 2000

Department of Modern Languages and Linguistics
The Florida State University
Tallahassee, Florida

Areas of Interest: Second Language Acquisition, Technology in the Foreign Language Classroom, Eighteenth-Century French Literature
Dissertation Title: A Vygotskian Perspective on Electronic Bulletin Boards: An Exploratory Study
Major Professor: Leona B. LeBlanc

M.A.T.—French, December 1991

Department of Classical and Modern Languages
University of Louisville
Louisville, Kentucky

M.A.--French, August 1987

Middlebury College Schools Abroad: Paris
Middlebury College
Middlebury, Vermont
Thesis: A la poursuite de la vérité: l'art de Jean-Jacques Rousseau

B.A.—French and Political Science, May 1986

Hanover College
Hanover, Indiana

PROFESSIONAL EXPERIENCE

Feature Editor, The Teaching of Literature and Culture, *Academic Exchange Quarterly*. Summer 2002-present.

University Supervisor of Student Teaching, Department of Modern and Classical Language Studies, Kent State University, Kent, Ohio. January 2000-present.

Assistant Professor of Foreign Language Pedagogy, Department of Modern and Classical Language Studies, Kent State University, Kent, Ohio. January 2000-present.

PUBLICATIONS

Chism, Rebecca L. (ed.). The Teaching of Literature and Culture." *Academic Exchange Quarterly*, Winter 2002.

Lou, Wen-Ling Lou & Rebecca L. Chism. "Integrating Chinese Culture into the EFL Classroom." *Academic Exchange Quarterly.*

Chism, Rebecca L. and Michael A. Weingart. "Electronic Portfolios and the Teacher Training of Deaf Educator: A Case Study." Pete Adamy and Natalie Milman, eds. *Evaluating Electronic Portfolios in Teacher Education*, volume in series on research methods in educational technology, Information Age Publishing.

Chism, Rebecca L. "L-LINCC: Choosing Electronic Networking for Collaborative Communities." Peggy Boyles and Paul Sandrock, eds. *Central States Conference Proceedings 2005*. Columbus, Ohio. 61-67.

Chism, Rebecca L. "Electronic Message Boards: Conversations and Communication Beyond the Classroom." Lara Lomicka and Jessamine Cooke-Plagwitz, eds. *Best Practices for Using Technology to Teach and Learn in the Foreign Language Classroom.* Boston, MA: Thomson-Heinle (2004): 149-154.

Chism, Rebecca L. "Collective Scaffolding in a Computer Mediated Environment." Philip Crant, ed. *Florida Foreign Language Journal* 1.1 (2003): 19-26.

Chism, Rebecca L. "Review of *Here's How to Reach Me: Matching Instruction to Personality Types in Your Classroom.*" Barbara L. McCombs, ed. *Learner-Centered Principles: A Framework for Teaching* 42.2 (2003).

Chism, Rebecca L. "Electronic Message Boards: Linking Learners and Literacy." JoAnn Hammadou Sullivan, ed. *Research in Second Language Learning: Vol. 1. Literacy and the Second Language Learner*. Greenwich, CT: Information Age Publishing (2002): 131-148.

Chism, Rebecca L. "Cognates and Other Clues: Strategies of Reading Comprehension." Steve Pec, ed. *Academic Exchange Quarterly* 5.3 (2001): 124-129.

Semones, Lara and Rebecca L. Chism. "Learning Behind the Screen: Computers, Conversations, Communities." Maurice Cherry, ed. *Dimension 2001*. Southern Conference on Language Teaching: Furman, South Carolina. 31-44.

Carduner, Jessie, Rebecca L. Chism and Ann M. Salomone. "Teamwork and Collaboration: Keys to Teacher Training at Kent." Alan Garfinkel and Larbi Oukada, eds *Central States Conference Proceedings 2001*. West Lafayette, Indiana. 1-15.

VICKIE RENEE ELLISON

ACADEMIC RANK: Assistant Professor
At Kent State University since 2004
GRADUATE FACULTY STATUS: A1

EDUCATION:

Doctor of Philosophy – Education Foreign Language
The Ohio State University June 2002
Columbus, Ohio

Master of Arts, Teaching Foreign Language – Spanish
MA TFL December 1995
Monterey Institute of International Studies
Monterey, California

Bachelor of Arts, Spanish 1981
University of Michigan
Ann Arbor, Michigan

TEACHING EXPERIENCE:

Assistant Professor of Spanish and Pedagogy
Kent State University
August 2004 - present

Visiting Assistant Professor Foreign Language Education
M. ED. Coordinator
The Ohio State University
September 2002 – June 2003

Spanish/French/Spanish for Spanish-speakers Teacher – Grades 9 – 12
August 1990- June 1997
North Monterey County High School
Castroville, California

Spanish Teacher, grades 3-8
Junipero Serra School
Carmel, California

PRESENTATIONS:

Ohio Foreign Language Assoc., Columbus, OH, March 15, 2002
What FLED Research is Being Conducted at OSU

Central State Conference, Kansas City, MO, March 22, 2002
Implications of the 2000 Census for Foreign and Second Language Education

ACTFL, Philadelphia, PA, November 21-23, 2003
Does Subject-matter knowledge really matter?

10th Anniversary Conference on Teaching Spanish to Native Speakers, Las Cruces, New Mexico July 16-18, 2004
A Preliminary Knowledge Framework for Non-native Spanish-speaking Teachers teaching Spanish for Spanish-speakers
.
ACTFL, Chicago, IL, November 19-21, 2004
Cultural Awareness knowledge and Spanish for Native speakers

Ohio Foreign Language Association/Central StatesConference, Columbus, OH, March 10-12, 2005
Subject matter Knowledge and Spanish for Spanish-speakers

11th Anniversary Conference on Teaching Spanish to Native Speakers
Las Cruces, New Mexico July 22-23, 2005
Differentiated methods training for teachers teaching Spanish to Native-speakers

SCHOLARSHIPS AND HONORS:

Richardson-Merrell Scholarship
Michigan Annual Giving Scholarship
Sharon Jo Ann Educational Fellowship
Forest Park Athletic Boosters Scholarship
Karol Wells Scholarship
College of Education Minority Scholarship
Dai Ho Chun Graduate Scholarship

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January 25, 2007

Dr. Danielle Finotello
Associate Dean, Professor of Physics
Research and Graduate Studies
Kent State University
124 Auditorium Building
P.O. Box 5190
Kent, Ohio 44242-0001

Dear Dan:

You will be pleased to know that, at their meeting held at our offices last week, the Regents on the Program Effectiveness, Research and Technology Committee endorsed the program recommendation coming from the Regents' Advisory Committee on Graduate Study for approval of the degree name change for the Kent State University program currently entitled Teaching English as a Second/Foreign Language (within the Master of Arts in English degree program) to Master of Arts in Teaching English as a Second/Foreign Language (MA TESL). The attached background piece was provided to the Regents at the January 18 Program Effectiveness, Research and Technology Committee meeting.

You have our best wishes for every success in the delivery of this newly titled degree offering.

Sincerely,

Harry Andrist

Harry Andrist
Director, Research and
Graduate Programs

c.c.: Dr. Paul Gaston, Provost

PROVOST'S
JAN 31 2007
OFFICE

30 EAST BROAD STREET ✦ 36TH FLOOR ✦ COLUMBUS, OHIO 43215-3414 ✦ (614) 466-6000 ✦ FAX: (614) 466-5866 ✦ www.regents.state.oh.us

Background

Kent State University
Master of Arts in Teaching English as a Second/Foreign Language

Kent State University proposes to create a stand-alone degree program entitled Master of Arts in Teaching English as a Second/Foreign Language (MA TESL). This program is currently operating at KSU as the TESL concentration within the Master of Arts in English degree program and, therefore, the change will require no new resources and is not expected to attract additional graduate students.

The current TESL concentration within the MA in English has been shown to be a highly successful graduate degree program with a strong record of successful career placements for its graduates.

In the new MA in TESL degree program the KSU Department of English will be adding a master's thesis option and providing optional course work to prepare students for licensure in the ESL area. The proposed change in degree title will reflect this new focus and will provide a more accurate description of the degree program to prospective graduate students.

Since Kent State University already possesses degree authority at the master's degree level in this disciplinary area, the Regents' Advisory Committee on Graduate Study (RACGS) does not require a formal program review of the plans to modify the degree designation. At the RACGS meeting of December 1, 2006 the graduate deans were in complete agreement that Kent State University had satisfied all expectations for the necessary program quality and faculty resources.

With the consent of the Board, Kent State University is prepared to admit graduate students under the revised degree designation of Master of Arts in TESL beginning in the fall term of AY 2007-08.

ASSOC. PROVOST
FACULTY AFFAIRS
MAR 07 2007

KENT STATE
UNIVERSITY

Regional Campuses
Interdepartmental Correspondence

TO: Gayle Ormiston, Associate Provost

FROM: Shirley J. Barton, Executive Dean, Regional Campuses S.B.

DATE: March 6, 2007

SUBJECT: ***PDP for B.S. in Music Technology at Stark Campus***

Dean Boze at the Stark Campus has requested that a Program Development Plan for a B.S. in Music Technology be sent to the Ohio Board of Regents for their review. Attached is a copy of the Plan which I am submitting to the Educational Policies Council as an information item.

SB
Enclosure: PDP

c: Dr. Betsy Boze, Dean, Stark Campus

RECEIVED
MAR - 7 2007
CURRICULUM SERVICES
PROVOST OFFICE

Program Development Plan

Kent State University, Stark Campus

Bachelor of Science in Music Technology

Designation, Rationale, Purpose, and Centrality to the University Mission

A. Designation. Kent State University, Stark Campus, is proposing a new degree, the Bachelor of Science in Music Technology. This degree will not duplicate any existing degree offered at the University or any nearby public institution in Northeast Ohio.

B. Rationale. Advances in music technology have made knowledge of technology a necessity for all students preparing for a career in commercial music ventures. At the same time, a strong traditional background in musicianship is essential for musicians seeking careers in studio performance, arranging and production, and live performance. Individual courses in music technology, such as Digital Sound Production, have drawn increasing numbers of students on the Stark Campus in recent semesters, as have informal performance groups using contemporary styles of playing. To meet this increasing professional need and student interest, Kent State University Stark Campus proposes a degree which will include traditional courses in music theory, music history, performance study in voice and various instruments, and ensemble performance opportunities with state-of-the-art coursework in computers, digital sound production, fundamentals of business, and communication. At the completion of the program, the student will be awarded the B.S. in Music Technology from Kent State University. This degree will enable students to find employment in corporate and agency advertising, music publishing, media production, and performance.

C. Purpose. Although the Kent State Stark Campus has a strong and diverse music faculty, offering coursework contributing to the B.A. in Music, students who wish to focus on contemporary music and employment in the commercial music industry need specific training in technology, experience with contemporary musical styles and instruments, and internship opportunities with regional employers. The proposed Bachelor of Science in Music Technology is intended to meet these needs while retaining the strong grounding in musicianship and theory that is a hallmark of the Kent State University music programs.

D. Mission. The proposed program responds to the mission of Kent State University, Stark Campus to meet the region's educational and workforce development needs and to increase four-year degree completion for students who are both time- and place-bound. It also addresses the University's goals as identified by the strategic plan: *encourage innovation in learning, focus on those we serve, engage*

with the world beyond our campuses, and build and foster relations that lead to success.[1]

Curriculum Description

The Bachelor of Science in Music Technology is an academic program designed to provide students the musical and technical skills and competencies needed to succeed in the music industry, including music for cinema, radio, television, multi-media events, performing arts organizations, and advertising. The Bachelor of Science in Music Technology combines a foundation of liberal education coursework with the development of knowledge and applied skills in three core areas: musicianship, music technology, and general information technology. The third component will not only prepare students for the current state of musical technology but will give them the conceptual grounding to adapt to inevitable changes in technology.

With its emphasis on technology and new media, valuable linkages could be forged between this program and offerings in the areas of Journalism and Mass Communication, Applied Communication, or Advertising.

Administrative Arrangements

The academic home of the degree will be the School of Music within the College of the Arts, Kent State University. The degree will be offered on the Kent State University Stark Campus.

Evidence of need

An immediate indicator of need for the program comes from the demand of current students. Sixty-five students have taken the initial course in digital sound production that has been offered as an elective Special Topic course. Each semester enrollment in the digital sound production courses grows, even though they are Special Topics courses that do not as yet count toward a degree. It is anticipated that the demand would be even greater if a degree could be advertised and awarded. A number of current students indicate that, although they have declared as B.A. in Music or as Exploratory (undeclared) majors, their desire is to enroll in a Music Technology program.

To measure the need for graduates of a music technology program, the Kent Stark conducted a preliminary on-line interest survey of local professionals in the music industry. The majority indicated that music technology was used in their organization. The areas rated as most important for employment in those organizations were general computer literacy, music production, digital audio editing, and digital audio

[1]Kent State University Mission Statement and Strategic Plan, http://www.kent.edu/Administration/strateg_init/MissionStatement.cfm and http://www.kent.edu/Administration /strateg_init/Strategic Plan.cfm.

production. This confirms the structure and approach of the degree.

Local businesses in the music industry have expressed interest in hiring graduates of the proposed program, and one student is currently serving an apprenticeship. Typical occupational titles identified by the survey include: audio engineer, editor, assistant audio engineer, composer, production assistant/associate, production director, and production engineer. Interestingly, many of the surveyed organizations are small, entrepreneurial enterprises, indicating a strong possibility that graduates with strong technical skills can work independently in the area, without relocation to traditional hubs of music production such as New York or Nashville.

Independent indicators also support the promise of growth. The Occupational Employment Projections Report for Northeast Central Ohio projects a 13.7% increase in employment for the category of "Arts, Design, Entertainment, Sports, & Media Occupations" for the years 2002-2012, representing 289 annual openings and 1,210 total openings over the period.[2] Graduates of this program would certainly fall within the categories of Arts, Entertainment and Media, with some elements of Design possibly incorporated. The entrepreneurial nature of the music, entertainment and media industries further suggests that employment opportunities are not limited to established work places. For example, a recent article in the New York Times indicates that opportunity for participation in the movie industry, with its attendant needs for musical scoring, is growing in the Cleveland area[3]

There is no comparable program to meet these needs at a public university within a fifty-mile radius. The proposed program is unique in its grounding in information technology that will prepare the student for evolving technological needs in the music industry. Capital University in Columbus and Duquesne University in Pittsburgh are the closest programs, each over one hundred miles from most students in our primary service area of Stark County. Malone College, a private religious-affiliated institution in Stark County, offers a baccalaureate degree in commercial music (incorporating music technology) but this program offers only limited exposure to technology.

Stark State College of Technology (SSCOT) has recently (June 15, 2006) received approval for an Associate of Applied Science in Commercial Music Technology. Students with this degree could articulate into the proposed Kent State Stark baccalaureate degree, although they would need to take courses in musicianship, theory and ensemble work in addition to their SSCOT coursework in order to acquire the grounding in musical skills necessary to succeed in the upper-division music courses and

[2]The report describes Economic Development Region 9, including Stark, Summit, Portage, and Wayne counties.

[3]"Filmmakers Say Hooray for Cleveland." Lisa Chamberlain. The New York Times. nytimes.com, Sept. 10, 2006.

to avoid additional coursework after entering the Kent Stark program.

Prospective enrollment

Acceptance into the program will be limited to twenty-five students each year. Although some attrition is to be expected in any program, it is possible that additional students may be admitted as transfer students from the neighboring Stark State College of Technology Associate's degree program. These students would most likely enter in during the third year of the program or later.

Anticipated enrollment for the first six years is as follows:

Year	Total New FTE
1	15*
2	39
3	62
4	86
5	94

*A number of current students have expressed interest in a degree in Music Technology. These students are presently enrolled at the Stark Campus as Exploratory majors or majors in the Bachelor of Arts in Music program. They will change their declared major when the program comes into effect. Thus, although twenty-five students would be admitted in the first year, we are conservatively estimating that 10 of them would be current students and would have to be considered as shifting FTE from one program to another, rather than counting as new FTE.

Special Enrollment Efforts

The proposed degree requires two internships (one in the junior and one in the senior year). These internships will be strong recruiting factors, as students will see the opportunity to apply their skills and to make connections with potential employers. A number of local music businesses have indicated interest in having interns from the program.

An advisory board comprised of local music industry employers will be formed to advise the program and as a means to foster enrollment, internship placement, and employment opportunities.

Special efforts will be made to recruit women and minorities to the program. Music faculty members schedule numerous recruiting initiatives with local schools, and the Stark campus has a minority admissions officer who works closely with local schools and organizations.

Faculty

Kent State University Stark Campus has a strong and diverse faculty including specialists in technology, theory, composition, music education, and voice and instrument.

It is anticipated that at least one new full time position will be added at Kent State University Stark Campus to support the program in its fourth year. Adjunct faculty members will be hired for isolated courses in the first three years. A coordinator will be assigned to oversee the progress of the program, with the assignment calculated in terms of a portion of a teaching load.

Need for Additional Facilities and Staff—Plan for Meeting Need

Adequate classroom and computer facilities exist on campus to support the program. A modest extension of piano and digital sound production lab equipment and space will be required to accommodate the anticipated growth in enrollment. These will require the customary computer refreshes and upgrades of software. (Please note that, while these expenses are listed in this proposal as costs for the Music Technology degree, they will also serve all music majors for piano lab classes and theory work, areas in which our enrollment is growing.) A small recording facility for recording campus events can be created by retrofitting currently under-utilized space. A local music producer is partnering with the campus to provide a professional recording studio for specific courses to give students hands-on experience in a professional setting. Using this facility will allow the campus to evaluate technology needs and to consider the significant investment of building a full recording studio on campus. Instructional support and student services are adequate to support this new program. Additional library resources may include sheet music for the Sheet Music collection.

Program costs and revenues

Subsidy & Fee Projections
New Enrollments in Music Technology Program
First Five Years

Year	Projected Subsidy Earnings	Projected Tuition & Fee Earnings	Projected Total Earnings
Year 1	$34,755	$126,450	$161,205
Year 2	$99,294	$328,770	$428,064
Year 3	$236,755	$522,660	$759,415
Year 4	$418,892	$724,980	$1,143,872
Year 5	$490,163	$792,420	$1,282,583

Assumptions

Used 2006-07 subsidy rates for projections for all five years

0 % of new students would be out of state students and not eligible for subsidy

90 % of new freshmen would be enrolled in their sophomore year and 90% the junior and senior years

All eligible enrollments would be fully funded by the state subsidy

Each student would be full time and would generate one subsidy FTE per year

Used 2006-07 tuition and fee rates for projections for all five years

Office of Research, Planning & Institutional Effectiveness
October 2, 2006

Direct Costs (instructional, operating, administrative, capital)

Instructional costs (full and part time faculty, salary + benefits)

Year

1 $67,290 (one full-time and adjunct instruction*)
2 $69,308 (above plus 3%)
3 $71,387 (above plus 3%)
4 $113,592 (full-time plus non-tenure track salary)
5 $117,000 (above plus 3%)

*the full-time instruction cost represents the salary of a tenure-track faculty member currently teaching the Special Topics courses in technology as well as composition and theory. While his courses would continue to benefit students outside the program, attributing his salary to this proposal provides a sense of the maximum faculty costs possible. His assignment would also include load assigned to coordinate the program.

Operating costs (annually) $5000 for computer and software upgrades
$6000 for rental of professional recording studio

Capital costs $73,484 (see next pages)

Piano DSP LAB

This LAB should have a central storage unit so that students can save and retrieve projects to one single location. The teacher can also view projects from one location.

16 student Piano\DSP lab in room 123

			already own	Need to Purchase	Unit cost	Total	
Student Stations	keyboards	16	8	8	900	7200	
	computers	16		16	1000	16000	
	Computer desks	16		16	300	4800	
	swivel chairs	16		16	250	4000	
	Alesis MultiMix 8USB Alesis MultiMix 8USB	16		16	149	2384	
	Maudio Sound Card	16		16	100	1600	
	Cubase SX	16		16	400	6400	
	M-Audio Pro Tools M-Powered	16		16	120	1920	
	Sibelius	16		16	300	4800	
						Total	**49104**
Teacher station Piano	Keyboard	1	1	0		0	
	Sound System	1		1	400	400	
				0		Total	**400**
Teacher Station DSP			0		0		
	Computer	1		1	1000	1000	
	Desk/lectern			0		0	
	Sound system	1		1	800	800	
	Projector	1		1		0	
	Mixer	1		1	600	600	
	Maudio Sound Card	1		1	100	100	
	Cubase SX	1		1	300	300	
	M-Audio Pro Tools M-Powered	1		1	120	120	
	Sibelius	1		1	300	300	
						Total	**3220**

8 Student Lab in room 121

	Keyboards	8	4	4	100	400
	Computers	8		8	1000	4000
	Mixer	8		8	150	600
	Maudio Sound Card	8		8	100	400
	Cubase SX	8		8	300	1600
	M-Audio Pro Tools M-Powered	8		8	120	960
	Sibelius	8		8	300	1200

Chairs	8	4	4	150	600	
			0	0	0	
			0	0	0	
					Total	**9760**
					Grand Total	**62484**

RECORDING STUDIO In the UPPER THEATER
This would be used by students/faculty and staff to record concerts and events in the theater. It can also be used as a studio when available. A basic setup would require a computer a mixing boards and the installation of microphone wiring

Computer	1500		
Sound Card	500		
Controller Surface	2000		
		Total	4000
		Grand Total	**66484**

KENT STATE
UNIVERSITY

ASSOC. PROVOST
FACULTY AFFAIRS
FEB 23 2007

February 22, 2007

RECEIVED
FEB 23 2007
CURRICULUM SERVICES
PROVOST OFFICE

Ms. Cathy Hill
Ohio Board of Regents
3600 State Office Tower
30 East Broad Street
Columbus, OH 43215-3414

Dear Ms. Hill:

As a follow up to our recent telephone conversation, I am enclosing for your review a completed Request for Preliminary Approval form and other supporting documents from the Kent State University Ashtabula Campus to develop a proposal for an Associate of Applied Science degree in Respiratory Therapy.

Please contact me if you have questions or require any additional information. Meanwhile, we look forward to receiving approval from the Board of Regents to move forward with the development of this proposal.

Thank you for your assistance with this request.

Sincerely,

Shirley J. Barton

Shirley J. Barton, Ph.D.
Executive Dean, Regional Campuses

Enclosure (1)

cc: Dr. Gayle Ormiston, Associate Provost
Dean Susan Stocker, Ashtabula Campus

Regional Campuses
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2286 • Fax: 330-672-2000 • http://www.kent.edu

KENT STATE UNIVERSITY ASHTABULA

Interdepartmental Correspondence

TO: Shirley Barton, Executive Dean for Regional Campuses

FROM: Susan Stocker, Dean

DATE: February 12, 2007

SUBJECT: **Respiratory Therapy Preliminary Approval**

The Ashtabula Campus is requesting preliminary approval to develop a proposal for a new Associate of Applied Science major in Respiratory Therapy. I have attached the completed Ohio Board of Regents *Request for Preliminary Approval* form for your review and transmittal.

This request is predicated on several important indicators of local and regional need. Kevin Miller, CEO of the Ashtabula County Medical Center, first approached the campus about developing this program because of the current and projected need for respiratory therapists at ACMC and within the Cleveland Clinic Health System. Following these discussions with Mr. Miller, an initial needs survey (attached) was sent to area health care providers to gauge need in the region. The responses to the survey showed strong local and regional need for respiratory therapists.

The needs assessment was sent to 47 health care organizations; of these, 3 were no longer in operation. Of the remaining 44 possible sites, we received responses from 15, for a return rate of 34%. Here is a summary of the results:

- 14 sites (93%) either agreed (4) or strongly agreed (10) that there is a need for respiratory care graduates at their institution over the next 3-5 years
- 15 sites (100%) either agreed (4) or strongly agreed (11) that there is a need in the region
- 15 sites (100%) said that they would hire graduates from a respiratory care program at the Ashtabula Campus
- The estimated number of graduates these organizations anticipated hiring
    - In the next 3 years: 64-71
    - In the next 5 years: 89-119
- The average estimated starting salary range for these graduates was $35,473-$36,573
- 10 sites (77%) said that they would be willing to serve as clinical sites
- 9 respondents (64%) said they would be interested in serving on a program advisory board.

We also received a personal call from Dr. James Stoller, Vice Chairman and Head of Respiratory Therapy at the Cleveland Clinic, who emphasized the Clinic's great need for graduates in respiratory care, and expressed a willingness to partner with the campus in order to meet this need.

Our environmental scan shows that programs in respiratory care currently exist at the following institutions, none of which is within 30 miles of the Ashtabula Campus:

Lakeland Community College (38 miles)
Gannon College PA (55 miles)
Youngstown State University (61 miles) (Bachelors Degree)
Cuyahoga Community College Western Campus (72 miles)
Stark State College of Technology (97 miles)

The accrediting agency, the Commission on Accreditation for Respiratory Care (CoARC), requires that an initial application for accreditation include the review and support of a study group whose members represent "an independent, external, community of interest." The study group should include representatives from potential clinical sites and potential employers of graduates." Kimberly Gray, Director of Respiratory Care at ACMC has agreed to Chair our study group. The group will be convened on February 14th.

The Ashtabula Campus Faculty Council discussed this matter during their February 5th meeting. A motion to develop an Associate of Applied Science Degree in Respiratory Therapy on the Ashtabula Campus passed unanimously. We plan to house this new degree program in the College of Education, Health and Human Services; specifically Speech, Pathology and Audiology (SPA). Dean England and Department Chair Lynne Rowan support this request. Dr. Rowan has explored this initiative with SPA faculty members and they are supportive. The SPA Faculty Advisory Council meets on February 20th and will take formal action on this request at that time.

An Associate of Applied Science major in Respiratory Therapy is needed in Ashtabula County and in our region. It would complement our existing programs and faculty in Nursing, Physical Therapist Assistant Technology, Occupational Therapy Assistant Technology, Radiologic Technology, and the basic sciences. Respiratory Therapy would also be housed in our Health and Science facility that is currently under design.

I hope that your review of this request results in your support. If I can provide any additional information or insights, please do not hesitate to contact me.

:SJS/mam

Kent State University Ashtabula Campus

Associate of Applied Science in Respiratory Therapy
Program Needs Assessment

Kent State University Ashtabula Campus is conducting a needs assessment to determine support for the development of a new associate degree major in Respiratory Therapy. The results obtained from this assessment will determine, in part, whether or not the campus decides to proceed with development, so your response is very important to us.

Please complete the following information (you may also attach a business card); if you are not the most appropriate person to complete this survey, I ask that you please forward it to that individual.

Name: _____ Title: _____

Company / Organization: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Email: _____

According the U.S. Department of Labor, Respiratory Therapists "evaluate, treat and care for patients with breathing or other cardiopulmonary disorders." In addition, respiratory therapists, under the direction of a physician, "...assume primary responsibility for all respiratory care therapeutic treatments and diagnostic procedures, including the supervision of respiratory therapy technicians." Graduates of this program would require licensure, and the program would seek national accreditation by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP) in collaboration with the Committee on Accreditation for Respiratory Care (CoARC).

1. Based upon the information above and knowledge of your organization, do you foresee a need for graduates of the proposed program over the next 3 -5 years:

   a. In your institution/agency?
      ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

   b. In Ashtabula County?
      ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

   c. In this region (northeast Ohio and western Pennsylvania)?
      ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

2. Based upon your review of the information above, would your organization hire graduates from a Kent State Ashtabula program?

   ☐ Yes ☐ No

   If you answered yes, please estimate the number of graduates your organization would anticipate hiring:

   a. In the next 3 years: _____

   b. In the next 5 years: _____

3. If your organization would hire graduates from a Kent State Ashtabula program, please estimate the annual starting salary: $ _____

4. If the Ashtabula Campus develops a program in Respiratory Therapy, would your organization be willing to serve as a clinical site for students?

   ☐ Yes ☐ No

5. If we continue with the planning process, would you be interested in serving on an advisory committee?

   ☐ Yes ☐ No

Thank you for completing this important survey. Please return it in the enclosed, self-addressed, stamped envelop or fax it to me at (440) 964-4269 **by December 1, 2006**. If you have any questions about the survey or the proposed program, please contact me at (440) 964-4329 or by email at mmay@kent.edu.

Sincerely,

Mel Anthony May, Ph.D.
Assistant Dean

OHIO BOARD OF REGENTS
Request for Preliminary Approval

Kent State University Ashtabula Campus
Name of Campus

[X] **Develop proposal for a new two-year ASSOCIATE DEGREE program.**

Title of Program: Associate of Applied Science, Respiratory Therapy Technology

[ ] **Offer a MAJOR under an associate degree program already approved for this campus.**

Title of Program: _____

Title of Major: _____

[ ] **Offer a one-plus-one (1+1) program**

Title of Program: _____

Cooperating Campus: _____

Susan J. Stocker
Signature of Campus Official Making Request

2/19/07
Date of Request

Return to: Director, Two-Year Campus Programs
Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, Ohio 43266-0417

Campus Contact Person:
Susan J. Stocker, Dean
440-964-4211
stocker@ashtabula.kent.edu

OBR STAFF ACTION:

- [ ] **Approved**
- [ ] **Denied**
- [ ] **Held for further consideration**
- [ ] **Comments/Conditions** _____

Director, Workforce Development

Date

I. Why is this proposed addition to the curriculum necessary?

The mission of the Kent State Regional Campus System is to provide quality programs that meet the educational and workforce development needs of the communities we serve. Ashtabula County and the surrounding region are experiencing significant current need for respiratory therapists. The Ashtabula County Medical Center (a Cleveland Clinic affiliate) approached Kent State Ashtabula Campus to explore establishment of a program. Initial needs assessments show that the need for respiratory therapists is real, regional, and expected to grow significantly as both the Cleveland Clinic and University Hospitals Health System add new facilities in the region. The proposed program complements existing campus faculty, course offerings, and allied health programs in Nursing, Physical Therapist Assistant Technology, Occupational Therapy Assistant Technology, and Radiologic Technology. The program will be housed in the new Science and Allied Health building that is in the planning stages.

II. Is this program/major currently offered by any higher education institution (public, private, or proprietary) within a thirty-mile radius of the requesting campus?

A. ☐ Yes ☒ No
B. If yes, name of institution: _____
C. If yes, why should an additional program in the area be initiated?

_____

III. Preliminary estimate of additional costs which would be incurred by the addition of this program/major, taking into account the costs of new faculty, equipment, remodeling, and other instructional and indirect costs:

Initial CoARC Accreditation Application Deposit	$500
CoARC Accreditation study group expenses	$500
CoARC Initial Evaluation Fee	$1,300
Program Director Salary	$65,000
Director of Clinical Education Salary	$45,000
Medical Director Services	$25,000
Adjunct Faculty Salaries	$15,000
Equipment	
Ventilators (3)	$81,000
Blood Gas Machine	$35,000
Monitors (3)	$45,000
Beds (3)	$12,000
Resuscitation Dummies (3)	$15,000
EKG	$6,000
Portable Vitals Machine	$5,000
Pulse OX	$1,000
Emergency Cart and Supplies	$8,000
Misc. Equipment and Consumable Supplies	$10,000
Total Preliminary Cost Estimate	$370,300

IV. Preliminary estimate of headcount enrollments:

	2008 - 2009	2009 - 2010
First Year Students	20	20
Second Year Students		20
Total	20	40

KENT STATE
UNIVERSITY

MEMORANDUM

DIVISION OF RESEARCH AND GRADUATE STUDIES

To: Paul Gaston, Provost

From: Peter C. Tandy, Acting Vice President for Research

Date: March 11, 2007

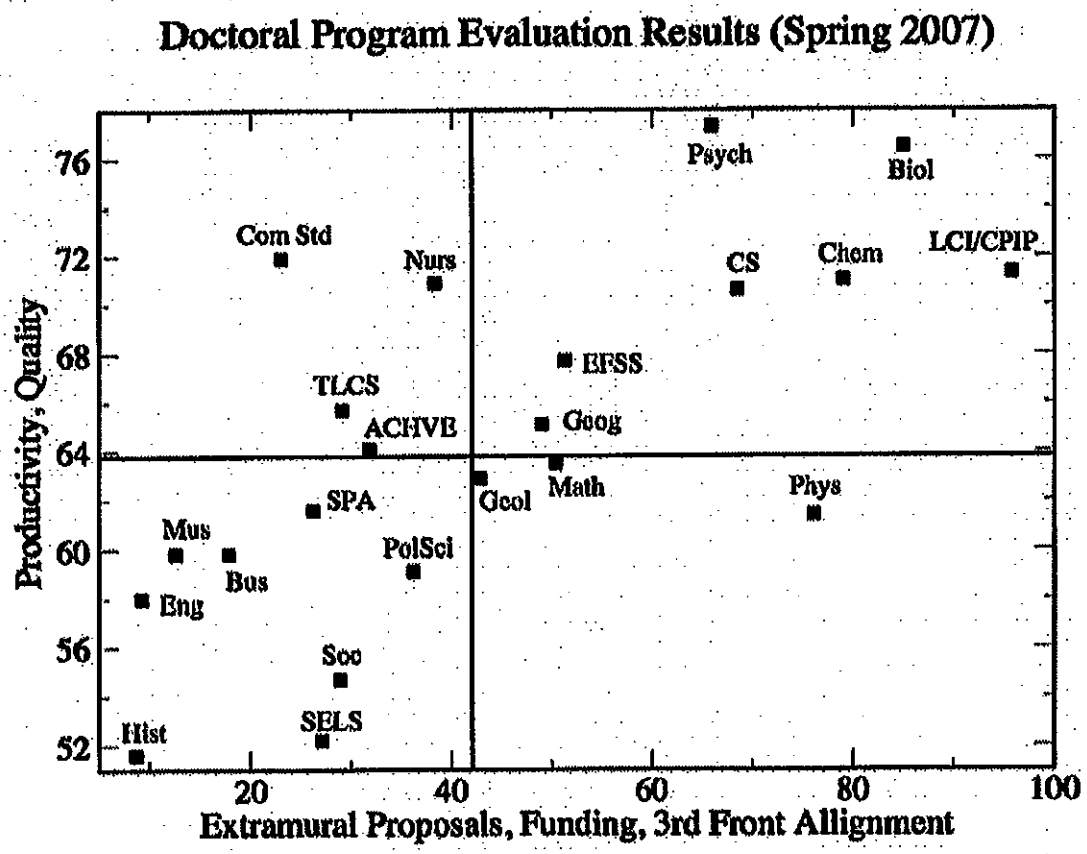
Subject: **Recommendation on Doctoral Reallocation for OBR's IIP Round 2**

This recommendation I am making to you comes after meetings with the Steering Committee that began in mid-December 2006 and have taken place essentially weekly through the Spring 2007 semester; in total about 3 weekly meetings were skipped to allow either doctoral units more time in preparing their data and report submissions, or to allow Committee members more time for their assessment of the information we collected. The information collected about the doctoral units and their doctoral programs was, of necessity, partly self-reported (scholarly publications and presentations, creative activities and performances, prizes, honors, internal use of the GA budget, external sponsorship of graduate assistants, etc), and partly provided by university administrative units such as RPIE and SPO/RAGS (for graduation rates, allocated Graduate Assistantship budget, extramural funding, etc). Some items of information were sought in both of these ways as a cross check.

A section of the requested report also asked units that currently, or potentially, have doctoral research effects in the KSU target areas for IIP (Liquid Crystal Science and Bioscience/Biotechnology) to provide information on their capabilities, potential, and plans in these areas of science. This information can be useful to inform specific distributions of reallocated budget, especially in regard to the involvement of multiple units over several years of this OBR program. The charge to the Steering Committee did not request advice on such details of budget additions; rather it asked for a general assessment of which doctoral units are potential recipients of reallocated budget, and which doctoral units are potential contributors to reallocated budget. However I thought it wise to collect such information at this time in case the Vice-President for Research is consulted in framing a strategy for boosting these two general areas over a period of years.

The Steering Committee's evaluation of the doctoral units is expressed in terms of the same metrics developed last year by John West and the Committee. They were included in KSU's plan submitted in June 2006 to the OBR; they are also available on KSU-RAGS website and made available to all units when the Doctoral Review form was distributed on January 10, 2007. These metrics are a composite of quantitative data on grants, proposals and 3rd Frontier

alignment (x-axis, 0-100 points), and items requiring professional value judgments from narrative descriptions of such things as capabilities, potentials, teaching productivity, external assessments, use of the GA budget, and any other information that units thought relevant (y-axis, 0-100 points). The plot below shows the Committee's assessment of the units.



The Interdisciplinary School of Biomedical Science (BMS) doctoral program is not shown in this plot for the following reasons. It has no budgeted faculty. KSU faculty who participate in the program are located mainly in the Department of Biological Science, with a lesser number in the Departments of Chemistry, Anthropology , and Psychology. All except Anthropology have a doctoral program. The research and teaching data on performance and production of faculty are already included in the profile of their home Departments and there is no reasonable algorithm for separating out that part of their efforts devoted to the BMS program. Furthermore, affiliated with the BMS program as Graduate Faculty are more than 100 medical researchers external to KSU and located in North-East Ohio medical institutions such as the Cleveland Clinic, the Oak Clinic, and NEOUCOM. There are agreements in place with these institutions. The total extramural funding of affiliated faculty who are advising KSU graduate students through this program is about $35M per year. This program is so different from the others that a relative comparison is not well defined at this time. It is part of one of the target areas for our IIP plan and is obviously a potential recipient of reallocated budget.

In the evaluation plot, the horizontal line approximately separates units into an upper half of high performance/quality and a lower half of lesser performance/quality. The vertical line approximately separates units into a right-hand half with higher grant funding and 3rd Frontier alignment and a left-hand half with lesser such attributes. Thus, for the OBR-IIP program, those units that are clearly in the upper right sector have a greater claim for receiving budget reallocation. Those that are clearly in the lower-left sector have a greater exposure towards yielding some budget for reallocation elsewhere in this process.

That said, there are broad and fundamental considerations that cut across the university and that need to be acknowledged in the decision making. The position of English in the evaluation plot causes one to pause. As a discipline that enables everything we do, it is perhaps better to respond to this finding with a plan for improvement including benchmarks over the next few years, rather than an early decrease in doctoral budget. A similar sized doctoral program is that in Music, and in this case it is the only PhD program in the arts at KSU. This program is not in performance; it is in musicology and theory-composition. It may be the closest to developing a performance PhD at KSU in the future. One hesitates to seriously decrease such a fundamental capability. But in the short term one may have to. The instructional programs of the Mathematics Department are fundamental, or enabling, to all programs at a university and to the sciences in particular. This, and the evaluation data, suggest that math should not lose doctoral budget through this process; its claim to gain budget may be greater than what is shown by the evaluation plot.

Recommendation

The following Table summarizes the recommendation as to potential recipients of reallocated budget and potential contributors of reallocated budget. A rough measure of priority is indicated by the number of stars: more stars means higher priority to gain or higher priority to lose budget. These relative measures are my indications. I shared and discussed these suggested priorities with the Committee.

Potential to Receive Budget	Priority		Potential to Contribute Budget	Priority
Biology	****		Music	***
BioMedSci	***		English	***
LCI/CPIP	****		History	****
Chem (Bio)	***		Political Sci	**
Chem (LC)	**		Sociology	**
CompSci	*		Business	***
Math	*		TLCS	*
Phys (LC)	***		SELS	***
Phys (Bio)	**		S&PA	*
Psych	***			

In more specific terms, I recommend that the university cease funding for new students entering the History doctoral program after April 1, 2007. History have 16 GA lines, and typically 7 are PhD students; they graduate typically 2-3 PhDs per year. The time to degree is one of the

longest at KSU: 8-10 years. The OBR ceased funding the KSU doctoral program in History through doctoral subsidy (SSI) some years ago after a State-wide external review. It is still the lowest rated program in performance and quality at KSU. There is a History doctoral program at U. Akron and there is a consortium relationship. In the present circumstances, it is difficult to justify continuation of the program. The university could allow the doctoral program to continue without providing doctoral GA budget. The total number of graduate GA lines allocated to the Department would decrease yearly by the number of doctoral graduates per year, until at least 7 GA lines plus tuition were given up. After that time the GA budget would be restricted to Masters students.

I also recommend that the 7 doctoral GA lines plus tuition held by the School of Exercise Leisure and Sport (SELS), within the EHHS College, be transferred to the School of Biomedical Sciences. An agreement should be set up to ensure that present supported SELS doctoral students continue to receive assistantship support, and supervision by their present research advisors, until graduation. Future students would be admitted through the BMS program and the 3 SELS doctoral faculty would have the same access rights as do all BMS faculty. The SELS doctoral program is a small one with 3 Graduate Faculty at the appropriate level and it is in exercise physiology. The faculty have status as faculty in the School of Biomedical Science, which independently has overlapping research programs in physiology, and access to affiliated faculty and state of the art laboratories at the Cleveland Clinic and other institutions. In the interest of making our graduate research programs a more efficient use of State and institutional funds, the BMS program has better long term prospects for handling high quality research in all aspects of physiology. This transfer of 7 GA lines contributes to the required enhancement in the budget for the Bioscience/Biotechnology area. The Steering Committee supports this transfer.

The doctoral program in Business typically appoints 32 Graduate Assistantships and the remainder of their 78 GA lines are typically used for Masters students. The extramural funding awards to Business faculty through the Sponsored Programs Office average to $400 per faculty per year. I know that other external funds are received through the Foundation. However, very few of the entire graduate assistantship appointments are funded from extramural funds. The unit acknowledges that it should make efforts to improve in this regard. I agree that a better entrepreneurial outlook towards external support of graduate assistantships (masters and doctoral) is a realistic expectation for a College of Business. In particular I suggest that the College develop, over a number of years, extramural support for about 15% of its GA lines to make up for GA lines that might have to be reallocated in the years ahead to meet the requirements of the OBR-IIP program.

New Faculty

The areas of Liquid Crystal Science and Bioscience/Biotechnology need to be boosted strongly enough, and early enough, to ensure increased extramural funding and research output by the Spring 2009 report to the OBR which will require such evidence. Hence I recommend that both LCI/CPIP and the Department of Biological Science be approved as soon as possible to hire a senior faculty in each unit. With immediate approval, the hires could be in place for Spring 2008 at the earliest. Both these two faculty should be at the Full Professor or Associate

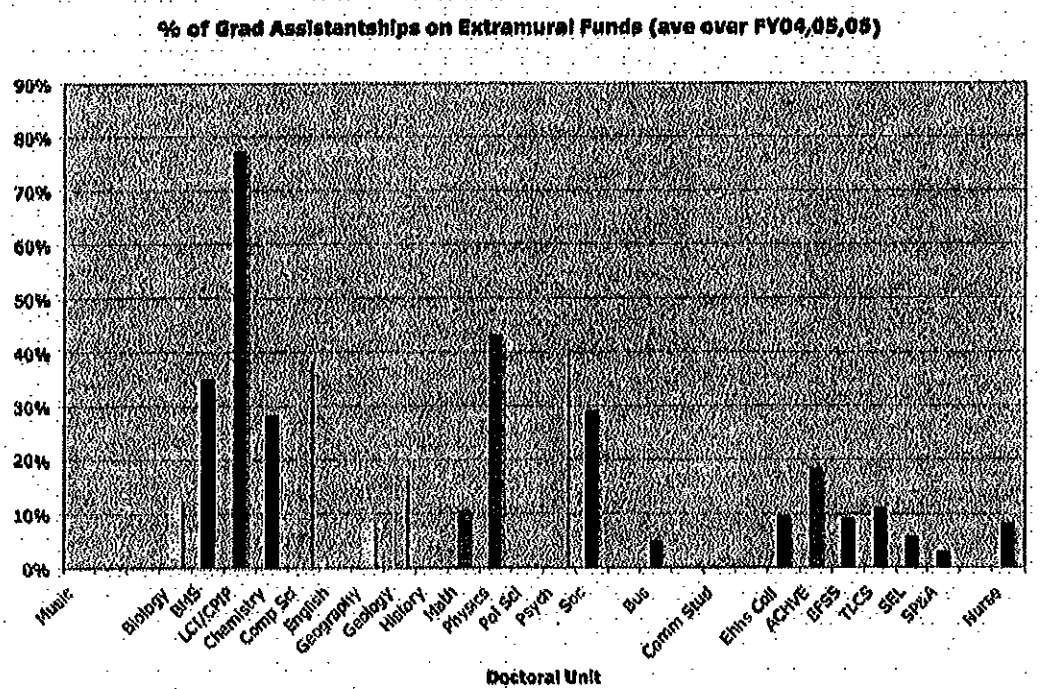
Professor rank, and there should be a high expectation that the individuals hired will bring existing research grants (preferably from Federal agencies) with them. This added budget more than covers the minimum reallocation of $202,000 required by OBR for FY08 (Round 2). Both hires are consistent with the recent Lewis-Burke consultant report. Faculty lines vacated through retirements from units identified as potential budget contributors, or new investment, should fund the added faculty lines.

For the following year FY09, I recommend that the principal support units for these areas should be considered for approval to hire research faculty under the OBR-IIP program. For the general area of Bioscience/Biotechnology, these units are the Departments of Chemistry, Psychology, Physics, Computer Science, in that order of priority. For the general area of Liquid Crystal Science these units are the Departments of Physics, Chemistry, and Math, in that order of priority. This is consistent with the Table above, and with the Lewis-Burke consultant report. In the event that the university's research boost agenda will involve a greater investment in FY08 and FY09, one can add further doctoral budget to the central units LCI/CPIP and Biological Science/BMS, and to the supporting units if funds allow. Very high performance clusters would therefore emerge faster.

New faculty in the sciences require substantial start-up funding. The OBR-IIP program provides State matching funds each year, and start-up is one obvious use. In FY07 we have received $224K in IIP State match; next year it will be about $350K, and it will increase by about $100K per year. The IIP program is scheduled to last 9 more years. If an independent mechanism is developed to fund the entire university start-up burden, then the yearly State match can be used for additional new faculty salary and benefits. Due to the escalating cost of start-up, I am assuming that the IIP State match will be needed as part funding of start-up for faculty hired. The two senior faculty recommended immediately for LCI/CPIP and Biology will probably require start-up payouts of about $200K/year for 3 years each. Thus the State IIP match for FY08, FY09, FY10 will cover both those faculty. Since this IIP program will accelerate the rate of hiring of new science faculty, other start-up funds will be needed.

Graduate Assistantships

In general, the units hiring new faculty in this process should be allocated an additional GA line per year for the two years following the hire. Over and above that, I recommend that some GA lines be reallocated to the recipient units identified in the above evaluation Table, but based on priorities guided by need. Need can be informed by the following plot.

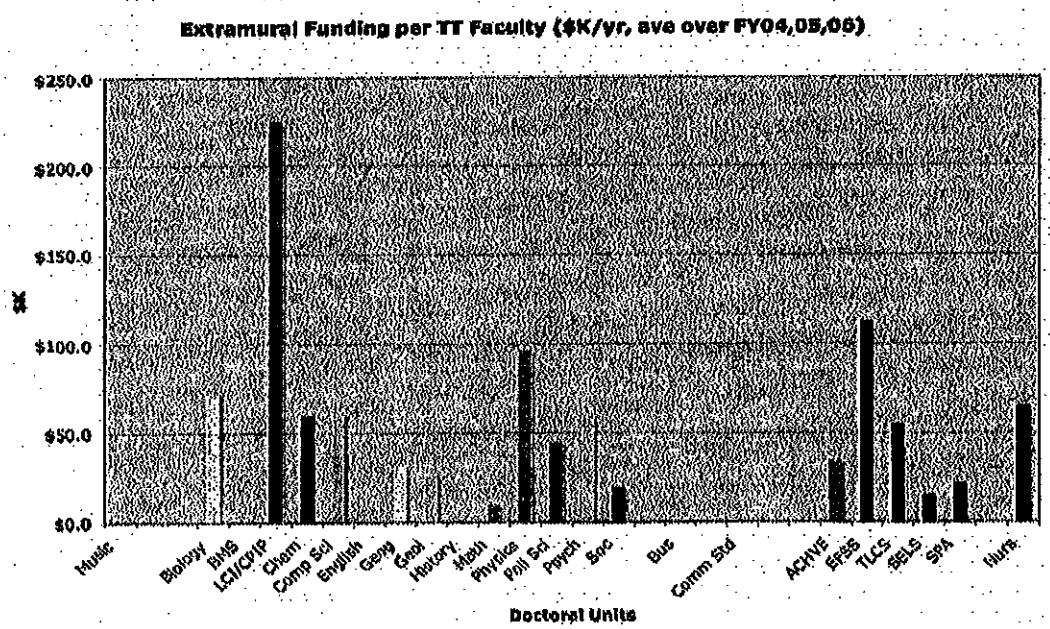


This plot indicates that LCI/CPIP, Physics, Psychology, BMS, Computer Science, Chemistry and Sociology are funding a reasonably high proportion of their Graduate Assistantships from research grants. An ideal for the sciences is about 50% (a pipeline model indicates university support for two years until the Qualifying Exam, and then grant support for a slightly reduced number for 3-4 years thereafter). These science units are essentially GA-limited: their progress in research is significantly limited by their limited intake, due to restricted GA budget. They should have high priority to receive any reallocated GA lines. At the other extreme, any units with a very low proportion of grant supported assistantships, could be characterized as research-grant-limited: their progress in research is limited by their low grant support---a given student number provides a greater drain on the GA budget and its harder to move graduate students from teaching to research. They should have lower priority to receive any reallocated GA lines, and some may expect to lose some. This judgement especially applies to such science units; for no-science units, and Math, in this category, the judgement should be tempered by the realities of much reduced opportunity to support assistantships from grants.

Infrastructure

A crucial need in the sciences, especially in the areas to be enhanced under this OBR program, is infrastructure to support what has already been put in place in recent years: shared equipment facilities, maintainance, technical laboratory staff, etc. These items need continuing budget

lines. It does not seem possible to address this via reallocation since units identified as potential budget contributors do not usually have such infrastructure items as continuing budget lines. One can envisage the use of IIP State match funds for this purpose, but the entire investment picture and the status of start-up funding needs to be resolved first, it seems to me. Thus the infrastructure needs, urgent as they are, seem to fall outside the capability of the OBR-IIP program.



Data

The files and charts of data collected during this process will be stored electronically and made available to the Provost's office. As a example of the varied analysis that has been done, and which can be useful in forming investment strategies, I include above a plot of extramural funding per year per faculty of our doctoral units.

Steering Committee Motion

Moved (Gaudino/Chandler): That the information presented to the OBR-IIP Steering Committee on March 9, 2007 accurately reflects the Committee's discussion and summary of the quantitative and qualitative information presented by the doctoral programs and by the Division of Research and Graduate Studies.

Vote: 12-yes, 2-no, 0-abstain.

OBR Innovation Incentive Program-----Round 2

- Internally reallocate, each year, doctoral program budget equivalent to 1.5% of Doctoral SSI, for 10 years [currently $202K].
- Receive yearly State matching funds based partly on KSU's State-wide % share of Doctoral SSI, and partly on our % share of Research Incentive awards (% of approved extramural research expenditure). The mix becomes more heavily weighted towards extramural research expenditure each year. Presently 45%--55%.
- KSU's target areas were determined last year: Liquid Crystal Science, Bioscience/Biotechnology.
- Programs/units receiving added budget must be identified each year.
- Programs/units that yield budget must be identified each year except the present year.
- OBR: "The required reallocation of funds at the institutional level will, by definition, result in the downsizing, or complete elimination, of doctoral programs that are not performing at, or above, a level consistent with national norms."
- One of the OBR aims: "The attraction of preeminent senior research personnel to Ohio's universities who will catalyze Ohio's economic growth while developing research programs [I the STEMM areas] of both interatonal and national distinction."
- Detailed report required in Spring 2009 that identifies the new research extramural funding and the concrete progress achieved towards innovative research and development.

FALL 2007 FIRST YEAR COLLOQUIUM
PROPOSED FLASH TOPIC SECTIONS

REVISED 3/15/07

Arts & Sciences

Section 001 Wednesday, 7:45-8:35am	**Role of Univ.inAmer. Life**	Pechenuk
Section 003, Tuesday, 8:50-10:05am	**Natural Hazards**	Palmer
Section 004, Tuesday, 8:50-10:05am	**Natural Hazards**	Holm
Section 007, Monday, 9:55-10:45am	**Geography of Football**	Olszak
Section 009, Thursday, 3:20-4:10pm	**The Culture of the 60s**	Davis
Section 013, Tuesday, 4:25-5:15pm	**Weapons of Mass Destruct**	Brown
Section 016, Tuesday, 1:10-2:00pm	**Influence of Globalization**	Walker
Section 018, Wednesday, 1:10-2:00pm (Honors)	**Who Are You Anyway**	Winebrenner
Section 019, Wednesday, 1:10-2:00pm (Honors)	**Who Are You Anyway**	Winebrenner
Section 021, Friday, 1:10-2:25pm	**Just The Facts, Mam?**	Stalvey
Section 023, Monday, 2:15-3:05pm	**Afr.Amer History at KSU**	Piccirillo-Smith
Section 026, Wednesday, 2:15-3:05pm	**Great American Roadtrip**	Shears
Section 028, Thursday, 2:15-3:05pm	**Big Brother/Media Manip**	Moore

Business

Section 040, Tuesday, 9:55-10:45am	**From Martin to Mahatma, to Mohammed & Moses - Exploring Your "Guide for Living"**	Sanders
Section 041, Tuesday, 9:55-11:10am	**Market - Pre-Market Maj**	Hartzler
Section 044, Tuesday, 12:15-1:30pm	**Freakonomics**	Wilson
Section 045, Wednesday, 1:10-2:00pm	**Corp Financial Stmnts**	Zucca
Section 052, Thursday, 3:20-4:10pm	**Ethics in Workplace**	SinclairColando
Section 055, Thursday, 12:15-1:30pm	**Explor Bus Mgmt Maj**	Hogue
Section 056, Monday, 11:00-12:15pm	**Global Experience**	Losey
Section 057, Thursday, 9:55-10:45am	**Team and Project-based Learning**	Gustavson

Education, Health & Human Services

Section 061, Monday, 9:55-11:10am	**Expand Cultrl Worldview**	Jencius
Section 064, Tuesday, 11:00-11:50am	**Disabilities in Cinema**	Zuckerman
Section 068, Thursday, 12:05-1:20pm	**Leadership-Path to Success**	Peer
Section 069, Wednesday, 11:00-12:15pm	**Five Faiths**	Turner
Section 070, Wednesday, 11:00-12:15pm	**Who Will You Be**	Sandman
Section 071, Wednesday, 11:00-12:15pm	**Healthy Living 101**	Thompson
Section 074, Wednesday, 11:00-12:15pm	**Hidden Lessons on Gender**	Blankemeyer

Exploratory

Section 090, Friday, 9:15-10:30am	**Critically Thinking for Fun and Profit**	Robinson
Section 093, Monday, 9:15-10:30am	**Freshmen/Movies & Media**	Capellman
Section 096, Tuesday, 11:00-12:15pm	**Shop Till You Drop**	Deep
Section 099, Wednesday, 11:00-12:15pm	**Hip Hop In America**	Mason
Section 102, Monday, 12:30-1:45pm	**Harry Potter Goes College**	Robertson
Section 105, Monday, 12:30-1:45pm	**What do I want to be when I grow up?**	Reynolds
Section 108, Monday, 2:15-3:30pm	**Your Parents' World**	Helton
Section 110, Tuesday, 3:20-4:10pm	**Building Community and Challenging Differences**	Iverson Fleming
Section 111, Thursday, 3:45-5:00pm (Honors)	**Your Parents' World**	Padak
Section 113, Wednesday, 3:20-4:10pm	**Dr. Phil and Me**	Richardson-Berry
Section 114, Wednesday, 3:45-5:00pm	**May 4 1970**	Lewis
Section 115, Tuesday, 4:25-5:15pm	**Please Don't Supersize Me**	Factor
Section 118, Thursday, 3:20-4:35pm (Exploratory Students who want pre-nursing)	**The Helping Hand**	Hays

Technology

Section 139, Wednesday, 9:55-10:45am	**Progressing Through the Aerospace Industry**	Weber

Architecture & Environmental Design

Section 145, Wednesday, 12:05-12:55pm	**Design Leadership and Innovation**	Strand

Communication and Information

Section 155, Monday, 9:55-10:45am	**Technologies of Freedom: Movies, TV, the Internet, and the "New" Media**	Haridakis

The ARTS

Section 179, Monday, 1:10-2:00pm (Design majors only)	**Project Runway**	Ohrn
Section 193, Friday, 8:50-9:40am	**The Arts and Society**	Richie & Stillings

ARTS & SCIENCES

First Year Colloquium (US 10097)
Flash Topics

Call 19447, Sect. 003, Tuesday, 8:50-10:05am

Natural Hazards

Natural Hazards
Donald Palmer, Professor, Geology

Natural Hazards
Natural geologic hazards (earth processes that are harmful to humans), are both devastating and fascinating. In this colloquium, students will learn about historically important natural hazards that have wreaked havoc on societies, including catastrophic earthquakes, volcanic eruptions, major landslides, severe floods, rapid ground subsidence, and life-threatening meteorite impacts. What are the processes and conditions that give rise to natural hazards? And how can the scientific method be used to study, predict, and avoid geologic hazards? Case studies will be used to evaluate risk and to consider the human response to geologic hazards.

ARTS & SCIENCES

First Year Colloquium (US 10097)
Flash Topics

Call 19469, Sect. 026, Wednesday, 2:15pm-3:05pm

The Geography of American Road Trip Narratives

The Geography of American Road Trip Narratives
Andrew Shears

A kind of traveling uniquely embraced by Americans is the automobile based road trip. This infatuation is reflected throughout American literature, in which road trip narratives have comprised a separate subgenre. These narratives provide a look at the American landscape through the eyes of another, while projecting personal experience into the representation of space. Through this class, students will examine not only the landscapes of America, but also the importance of road trips and automobile based tourist spaces to American society.

Possible Books to Read:
On the Road – Jack Kerouac
Travels with Charley – John Steinbeck
The Air-Conditions Nightmare – Henry Miller
Old Glory or *Hunting Mister Heartbreak* – Jonathan Raban
Killing Yourself to Live – Chuck Klosterman
Blue Highways – William Least Heat-Moon
Free Air – Sinclair Lewis
Zen and the Art of Motorcycle Maintenance – William Pirsig

BUSINESS

First Year Colloquium (US 10097)
Flash Topics

Call 19485, Sect. 044, Tuesday, 12:15-1:30pm

Freakonomics

Freakonomics, (Subject),
Kathryn Wilson

Course Description: The national bestselling book *Freakonomics* has revolutionized the way Americans view the field of economics, showing that perhaps rather than the dismal science it is a field that sheds light on all aspects of behavior. Some of the questions examined in the book are: "Which is more dangerous, a gun or a swimming pool? What do schoolteachers and sumo wrestlers have in common? Why do drug dealers still live with their moms? How much do parents really matter? What kind of impact did Roe v. Wade have on violent crime?" Using the *Freakonomics* book as a springboard, we will examine the world around us including understanding how people respond to incentives, the fact conventional wisdom is often wrong, how unintended consequences may be huge, and how a rose by any other name may not be as successful in life. Along the way, you may just learn to think like an economist.

Required Text: Freakonomics by Steven Levitt and Stephen Dubner

Assignments: Participation in on-line discussion threads

EDUCATION HEALTH & HUMAN SERVICES

First Year Colloquium (US 10097)
Flash Topics

Call 19503, Sect. 064, Tuesday, 11:00am-11:50am

Some Good. Some Bad. Some Ugly. Portrayal of Disabilities in the Cinema

Some Good, Some Bad, Some Ugly, Portrayal of Disabilities in the Cinema, Dr. Robert Zuckerman

Critical viewing of mainstream Hollywood films where individuals and the disabilities they possess provide motif as well as a distinct element of character to the plot. Socratic discourse employed for contrasting film depiction to the life careers of individuals with disabilities in "everyday" society. How well do the films reflect reality? To what degree do the films "educate" about disabilities and those who have disabilities?

Films include My Left Foot, Rainman, Miracle Worker, The Tic Code, Stanley & Iris, At First Sight, Butterflies are Free, Forrest Gump, Tim, The Ringer.

Note: Class will meet Tuesdays at 11:00 a.m. Film lab will meet Thursdays, 4:30 – 7:00 p.m.

EXPLORATORY

First Year Colloquium (US 10097)
Flash Topics

Call 19544, Sect. 108, Monday, 2:15pm –3:30pm

Understanding the World of Your Parents: American Popular Culture in the 1970's

Understanding the World of Your Parents: American Popular Culture in the 1970's
Gene Helton, Ph.D.

As a member of the new Millennial Generation, do you ever wonder why your parents believe, think, and act the way they do? Although genetics, ethnic and cultural background, and specific child rearing practices play crucial roles in determining individual and group behaviors, broader common experiences also serve to shape the thinking and actions of each generation.

This course will examine the ways in which events and phenomena in 1970's American popular culture influenced your parents as they came of age during their formative tweener and teenage years. Writer Tom Wolfe has referred to this period as the "Me Decade." Content will include (1) the political context from Watergate to the Iran Hostage Crisis, (2) the musical context from Dylan to Disco to Punk, (3) the technological context from color TV's to computers, (4) the economic context from the Gasoline Crisis to Reaganomics, and (5) the social context from Hippies to Gay Rights.

CELEBRATE CENTENNIAL
KENT STATE UNIVERSITY
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OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Gayle L. Ormiston, Associate Provost, Faculty Affairs and Curriculum

SUBJECT: Agenda for Monday, April 30, 200; Kent Student Center, Room 310 A-B, 3:20 p.m.

DATE: April 23, 2007

In the event that any of the hyperlinked proposals require corrections or generate actions that have significant impact not addressed in the response memos, please bring these matters to the attention of the Office of the Provost before the meeting. If you wish to elevate a lesser action on the agenda to an action or discussion item, please notify the Office of the Provost by Friday, April 27, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of March 19, 2007.
   Attachment 1

University Requirements and Curriculum Committee

2. Establishment of Liberal Education Requirements (LER–Basic Sciences) status for the following existing courses, which have had their credit hours and descriptions revised:
   PHY 13021 General College Physics Laboratory I
   PHY 13022 General College Physics Laboratory II
   Status confirmation of the following Liberal Education Requirements (LER–Basic Sciences) courses, which have had their credit hours, corequisites and descriptions revised:
   PHY 13001 General College Physics I — PHY 13011 College Physics I
   PHY 13002 General College Physics II — PHY 13012 College Physics II
   Effective Fall 2008 — ***Dean Larry Andrews***
   Attachment 2: proposal summary | course information | supporting materials

3. Establishment of Liberal Education Requirements (LER–Basic Sciences) status for NUTR 23511 Science of Human Nutrition (which has its title Nutrition Related to Health) and description revised:
   Effective Fall 2008 — ***Dean Larry Andrews***
   Attachment 9

WITHDRAWN

4. First Periodic Review Report on Writing-Intensive Course (WIC) Requirement.
   Revision of WIC guidelines, proposal form and catalog copy.
   Effective Fall 2007 (guidelines, form) — ***Dean Larry Andrews***
   Effective Fall 2008 (catalog)
   Attachment 3: review report
   Appendix A: recommendations of the EPC Writing Skills Committee (1986) |
   Appendix B: periodic review of WIC memo (2001)
   Appendix C: WIC student survey (2003)
   Appendix D: WIC instructor status survey (1999-2004)
   Appendix E: WIC section size summary (1999-2007)
   Appendix F: WIC grade summary (1996-2005)
   Appendix G: revised WIC guidelines, form and catalog copy

ACTION ITEMS *continued*

Regional Campuses

5. Revision of the policy for required additional hours for a successive associate degree, decreasing hours from 16 to 15, to align with requirement for the concurrent associate degree.
Effective Fall 2008 ***Executive Dean Shirley J. Barton***
Attachment 4

DISCUSSION ITEM

1. Due to course equivalency issues, the Registrar is requesting that the Office of the Provost establish a policy to mandate that a course number be changed if the course is revised "substantially" (i.e., more than 70 percent). The Registrar is requesting also that the policy for reassigning course numbers be revised. Current policy: Course numbers that have been inactivated may not be reassigned to another title for five years.
Attachment 5 ***University Registrar Glenn Davis***
Attachment not received and uploaded, yet

INFORMATION ITEMS

Office of the Provost

1. Reauthorization of the Higher Education Act.
Attachment 6: *to be handed out at the meeting*

2. The Secretary of Education's Commission on the Future of Higher Education (Spellings commission report).
Attachment 7: *to be handed out at the meeting*

College of Arts and Sciences

3. Program Development Plan for preliminary establishment of the Women's Studies major within the Bachelor of Arts [BA] degree program.
Attachment 8

LESSER ACTION ITEMS

College of Arts and Sciences

1. Inactivation of the pre-major categories in humanities [PHUM], natural science and math [PNSM] and social sciences [PSSC].
Effective Fall 2008

College of Education, Health and Human Services

Department of Teaching, Leadership and Curriculum Studies

2. Revision of the Reading Specialization [READ] major within the Master of Arts [MA] and Master of Education [MED] degree programs. Revision is replacing CI 67317 Teaching Reading of Children's Literature with MCED 50007 Teaching Reading with Literature in Middle Education. Total credit hours to programs completion are unchanged at 32.
Effective Fall 2008

College of Technology

3. Inactivation of the concentrations Desktop Publishing Technology [DAA], Legal Office Technology [EAA] and Medical Office Technology [FAA] in the Information Technology for Administrative Professionals [ITAP] major within the Associate of Applied Business [AAB] degree program. Total credit hours to program completion are unchanged at 61.
Effective Fall 2007

CORRECTIONS

November 20, 2006, EPC Agenda

1. Establishment of ECON 32030 International Money, Credit and Banking is effective fall 2007.

March 19, 2007, EPC Agenda

2. Establishment of special course fee for CHEM 30104 Instrumental Analysis Laboratory (not CHEM 30140).

Agenda prepared by Therese E. Tillett, director of curriculum services.

Course Changes

Key for course changes:

a	Title Abbreviation	Fee	Fee	N	Number	T	Title
C	Credit Hours	G	Grade Rule	New	New	V	Diversity
c	Course Content	H	HEGIS (CIP)	P	Prerequisite	W	Writing Intensive
D	Description	Inact	Inactivate	p	Activity Type	X	Subject/Prefix
E	Credit-by-Exam	L	LER Status	S	Slash/Cross-List		

Effective Fall 2007

ARCH 30022 Urban Design and Urban Writing (3)..... New

Effective Spring 2008

PHY 13001 General College Physics I (5) to:
General College Physics I (4) ..... CPD

PHY 13002 General College Physics II (5) to:
General College Physics II (4) ..... CPD

PHY 13011 College Physics I (3) to:
College Physics I (2) ..... CPD

PHY 13012 College Physics II (3) to:
College Physics II (2) ..... CPD

PHY 13021 General College Physics Laboratory I (0) to:
General College Physics Laboratory I (1) ..... CDL

PHY 13022 General College Physics Laboratory II (0) to:
General College Physics Laboratory II (1) ..... CDL

Revision of course prerequisites as a result of the Banner conversion—effective spring 2008—is outlined on the agenda's addendum.

Effective Fall 2008

CHEM	10060	General Chemistry I (4)	D
CHEM	10061	General Chemistry II (4)	D
CHEM	20098	Introduction to Chemical Research (1-3)	New
CHEM	20481	Basic Organic Chemistry (4) to: Basic Organic Chemistry I (4)	Ta
CHEM	20482	Basic Organic Chemistry (2) to: Basic Organic Chemistry II (2)	Ta
CHEM	40000	Chemical Information (2)	Inact
CHEM	40001	Industrial Chemistry (2)	Inact
CHEM	40195	Special Topics in Chemistry (1-3) to: Special Topics in Analytical Chemistry (1-3)	TaD
CHEM	40295	Special Topics in Chemistry (1-3) to: Special Topics in Biochemistry (1-3)	TaD
CHEM	40395	Special Topics in Chemistry (1-3) to: Special Topics in Inorganic Chemistry (1-3)	TaD
CHEM	40476	Spectroscopic Identification of Organic Compounds (2)	D
CHEM	40481	Intermediate Organic Chemistry (2)	Inact
CHEM	40495	Special Topics in Chemistry (1-3) to: Special Topics in Organic Chemistry (1-3)	TaD
CHEM	40595	Special Topics in Chemistry (1-3) to: Special Topics in Physical Chemistry (1-3)	TaD
CHEM	50476	Spectroscopic Identification of Organic Compounds (2)	D
CHEM	50481	Intermediate Organic Chemistry (2)	Inact
CHEM	70476	Spectroscopic Identification of Organic Compounds (2)	D
CHEM	70481	Intermediate Organic Chemistry (2)	Inact
NUTR	23511	Nutrition Related to Health (3) to: Science of Human Nutrition (3)	TaDL
SPAN	68200	History of the Spanish Language (3)	Inact
TECH	36350	Programming Office Productivity Applications (3)	New
TECH	36410	Security for Business Students (3)	New
TECH	36420	Physical Security (3)	New
TECH	36430	Security Management (3)	New
TECH	36440	Security Investigation (3)	New
TECH	46340	Database Design and Implementation (3)	New
TECH	46410	Crisis and Disaster Management Planning (3)	New
TECH	46420	Legal Issues in Security (3)	New

Course list prepared by Lisa N.H. Delaney, academic program coordinator for curriculum services.

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OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Gayle L. Ormiston
Associate Provost, Faculty Affairs and Curriculum

SUBJECT: Agenda for Monday, April 30, 2007
ADDENDUM: COURSE PREREQUISITE REVISIONS
Kent Student Center, Room 310 A-B, 3:20 p.m.

DATE: April 23, 2007

The following course perquisites have been revised as a result of the SIS-to-Banner conversion. All are effective spring 2008. Please see the March 19, 2007, EPC agenda for more course prerequisite revisions.

ACCT 23020 *Current:* 28 or more credit hours.
Revised: None.
Addition to description: Minimum 28 credit hours should be completed before taking this course.

ACCT 33000 *Current:* Junior standing; nonaccounting majors; see notes 2 and 3.
Revised: Minimum 2.50 cumulative GPA; and ACCT 23020 or ACTT 11000; and ACCT 23021 or ACTT 11001; not open to accounting (ACCT) majors.

ACCT 33001 *Current:* ACCT 23021; see current catalog notes 1 and 2.
Revised: Accounting (ACCT) major; and minimum 2.50 cumulative GPA; and ACCT 23021 or ACTT 11001.

ACCT 33004 *Current:* ACCT 23021 and M&IS 24053.
Revised: Accounting (ACCT) major; and minimum 2.50 cumulative GPA; and ACCT 23021 or ACTT 11001.

ACCT 33010 *Current:* ACCT 33001 and 33004.
Revised: Accounting (ACCT) major; and minimum 2.50 cumulative GPA; and ACCT 33001 and ACCT 33004.

ACCT 33012 *Current:* ACCT 33001 and 33004.
Revised: Accounting (ACCT) major; and minimum 2.50 cumulative GPA; and ACCT 33001 and ACCT 33004.

ACCT 33061 *Current:* Junior standing; ACCT 23021; see notes 2 and 3.
Revised: Minimum 2.50 cumulative GPA; and ACCT 23021 or ACTT 11001; not open to accounting (ACCT) majors.

ACCT 33063 *Current:* ACCT 23021; nonaccounting majors; see notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; and ACCT 23021 or ACTT 11001; not open to accounting (ACCT) majors.

ACCT 43010 *Current:* ACCT 330102 and 33012.
Revised: Minimum 2.50 cumulative GPA; and senior standing; and accounting (ACCT) major; and ACCT 33010 and ACCT 33012.

ACCT 43013 *Current:* ACCT 33010; see notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; and senior standing; and accounting (ACCT) major; and ACCT 33010 and ACCT 33012.

ACCT 43014 *Current:* ACCT 33004; see notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; and senior standing; and accounting (ACCT) major; and ACCT 33001 and ACCT 33004 and ACCT 33010 and ACCT 33012.

ACCT 43020 *Current:* ACCT 33012 and 43031.
Revised: Minimum 2.50 cumulative GPA; and senior standing; and Accounting (ACCT) major; and ACCT 33001 and ACCT 33004 and ACCT 33010 and ACCT 33012 and ACCT 43031.

ACCT 43031 *Current:* ACCT 33012; see current catalog notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; and senior standing; and Accounting (ACCT) major; and ACCT 33001 and ACCT 33004 and ACCT 33010 and ACCT 33012.

ACCT 43033 *Current:* ACCT 43031.
Revised: Minimum 2.50 cumulative GPA; and senior standing; and Accounting (ACCT) major; and ACCT 43031.

ACCT 43034 *Current:* ACCT 33012.
Revised: Minimum 2.50 cum GPA; and senior standing; and Accounting (ACCT) major; and ACCT 33001 and ACCT 33004 and ACCT 33010 and ACCT 33012.

ACCT 43092 *Current:* Junior standing; permission of instructor; see notes 1 and 2.
Revised: Junior standing; and accounting (ACCT) major; and special approval.

ACCT 43093 *Current:* Permission.
Revised: Senior standing; and accounting (ACCT) major; and special approval.

ACCT 43095 *Current:* Senior standing. Permission. See notes 1 and 2.
Revised: Senior standing; and accounting (ACCT) major; and special approval.

ACCT 43096 *Current:* Senior accounting majors; permission; see notes 1 and 2.
Revised: Senior standing; and accounting (ACCT) major; and special approval.

ADED 32142 *Current:* ITEC 19525, EDPF 29525. Admission to advanced study.
Revised: ITEC 19525 and EDPF 29525.

ADED 32268 *Current:* Advanced standing: cohort seminars I and II: MATH 22005
Revised: ADED 32142 and MATH 22005.

ADED 32277 *Current:* ADED 32142 and advanced standing.
Revised: ADED 32142.

ADED 42268 *Current:* Advanced standing; cohort seminars I, II, III, ADED 32268.
Revised: ADED 32268.

ADED 42358 *Current:* Eligibility for admission to student teaching.
Revised: ADED 42292.

ADED 49525 *Current:* Admission to student teaching.
Revised: Corequisite: ADED 42358.

ANTH 38050 *Current:* ANTH 18210 and junior standing or permission.
Revised: ANTH 18210.

ANTH 38480 *Current:* ANTH 18420 and permission.
Revised: ANTH 18420.

ANTH 48093 *Current:* Junior standing and permission.
Revised: Special approval.

ANTH 48095 *Current:* ANTH 18210 or 18420 and junior standing or permission.
Revised: ANTH 18210 or 18420.

ANTH 48210 *Current:* ANTH 18210 or SOC 12050 and junior standing or permission.
Revised: ANTH 18210 or SOC 12050.

ANTH 48220 *Current:* ANTH 18210 and junior standing or permission.
Revised: ANTH 18210.

ANTH 48225 *Current:* ANTH 18420, junior standing, or permission.
Revised: ANTH 18420.

ANTH 48230 *Current:* ANTH 18210 and junior standing or permission.
Revised: ANTH 18210.

ANTH 48240 *Current:* ANTH 18210 or SOC 12050 and junior standing or permission.
Revised: ANTH 18210 or SOC 12050.

ANTH 48270 *Current:* ANTH 18210 and junior standing, or 12 hours of anthropology coursework including ANTH 18210.
Revised: ANTH 18210.

ANTH 48410 *Current:* ANTH 18420 and junior standing or permission.
Revised: ANTH 18420.

ANTH 48420 *Current:* ANTH 18420 and junior standing or permission.
Revised: ANTH 18420.

ANTH 48425 *Current:* ANTH 18420 and junior standing or permission.
Revised: ANTH 18420.

ANTH 48440 *Current:* ANTH 18420 and junior standing or permission.
Revised: ANTH 18420.

ANTH 48630 *Current:* ANTH 18210 and junior standing or 12 hours of anthropology course work including 18210.
Revised: ANTH 18210.

ANTH 48692 *Current:* Approval of project and faculty sponsor.
Revised: Special approval.

ARCH 20301 *Current:* Architecture majors only. MATH I and II; PHY 13001 or 13011
Revised: Open to junior and senior architecture (ARCH) or architectural studies* (ARCS) or fine arts (ARTS) or interior design (ID) majors.

ARCH 45610 *Current:* Open to upper level fine and professional arts design majors.
Revised: Open to junior and senior architecture (ARCH) or architectural studies* (ARCS) or fine arts (ARTS) or interior design (ID) majors.

ARTE 31001 *Current:* 2.75 GPA and sophomore standing in art education, or admission to professional education, or permission.
Revised: 2.75 overall and major GPA and sophomore standing in Art Education.

ARTE 41525 *Current:* 2.75 GPA and ARTE 41009 or permission.
Revised: 2.75 overall and major GPA and ARTE 41009 and special approval. Corequisite: ARTE 41557.

ARTE 41557 *Current:* ARTE 41525 and eligibility for admission to student teaching; 2.75 GPA
Revised: 2.75 overall and major GPA and ARTE 41009 and special approval. Corequisite: ARTE 41525.

ARTH 62075 *Current:* ARTH 12001, 22007 or 42051 recommended. Graduate standing.
Revised: Graduate standing.

AS 30891 *Current:* Completion of freshman English sequence and the college requirement in a foreign language.
Revised: Special approval.

AS 40197 *Current:* Senior standing; knowledge of Russian language or permission.
Revised: Special approval.

AS 40897 *Current:* Completion of college English sequence and at least one prior literature course.
Revised: Special approval.

BMRT 11000 *Current:* US 10006 and ENG 10000 or equivalent.
Revised: US 10006 and ENG 11001.

BAD 60092 *Current:* 24 hours of MBA program, internship form, no previous internship. Graduate standing.
Revised: Graduate standing and special approval.

BAD 60096 *Current:* 12 hours of graduate study and permission. Graduate standing.
Revised: Graduate standing and special approval.

BAD 63022 *Current:* Admission to MSA program; accounting undergraduate major or completion of MSA core undergraduate accounting courses.
Revised: Graduate standing and special approval.

* ARCS has not been approved by the Ohio Board of Regents, yet.

BAD 63093 *Current:* To be determined when course in offered. Graduate standing.
Revised: Graduate standing and special approval.

BAD 64042 *Current:* Basic computer proficiency. Graduate standing.
Revised: Graduate standing.

BAD 64185 *Current:* Completion of MBA core. Graduate standing.
Revised: Completion of 24 credit hours of BAD courses. Graduate standing.

BAD 64270 *Current:* Foundation courses. Graduate standing.
Revised: Graduate standing.

BAD 64275 *Current:* Completion of MBA core. Graduate standing.
Revised: Completion of 24 credit hours of BAD courses. Graduate standing.

BAD 65050 *Current:* Completion of MBA core. Graduate standing.
Revised: Completion of 24 credit hours of BAD courses. Graduate standing.

BAD 70092 *Current:* 24 hours of MBA program, internship for, no pervious internship. Doctoral standing.
Revised: Special approval and doctoral standing.

BAD 72022 *Current:* BAD 64005; MBA proficiency in calculus. Doctoral standing.
Revised: BAD 64005; and MATH 11012 or MATH 12002 or ECON 62010; and doctoral standing.

BAD 73022 *Current:* Admission to MSA program; accounting undergraduate major or completion of MSA core undergraduate accounting coursed. Graduate standing.
Revised: Special approval and doctoral standing.

BAD 73037 *Current:* Open only to MBA and MA students. Cannot be used toward MSA degree. Doctoral standing.
Revised: Special approval and doctoral standing.

BAD 73038 *Current:* BAD 6/73037. Open only to MBA and MA students. Cannot be used toward MSA degree. Doctoral standing.
Revised: Special approval and doctoral standing.

BAD 73093 *Current:* To be determined when course is offered. Doctoral standing.
Revised: Special approval and doctoral standing.

BAD 74042 *Current:* Basic computer proficiency. Doctoral standing.
Revised: Special approval and doctoral standing.

BAD 74185 *Current:* Completion of MBA core. Doctoral standing.
Revised: Special approval and doctoral standing.

BAD 74270 *Current:* Foundation courses. Doctoral standing.
Revised: Special approval and doctoral standing.

BAD 74275 *Current:* Completion of MBA core. Doctoral standing.
Revised: Special approval and doctoral standing.

BAD 75050 *Current:* Completion of MBA core. Doctoral standing.
Revised: Special approval and doctoral standing.

BAD 77007 *Current:* EMBA admission. Doctoral standing.
Revised: Special approval and doctoral standing.

BAD 80199 *Current:* Admission to candidacy for doctoral program. Doctoral standing.
Revised: Special approval and doctoral standing.

BAD 83091 *Current:* Varies with topic; will be indicated in the schedule of classes each semester. Doctoral standing.
Revised: Special approval and doctoral standing.

BSCI 20021 *Current:* BSCI or (BSCI 10110 and 10110) and one course in college level chemistry.
Revised: BSCI 20020; or BSCI 10100 and BSCI 10110; and CHEM 10060.

BSCI 20140 *Current:* BSCI 10110, 10120; CHEM 10060, 10061, 10062, 10063; pre- or corequisite: MATH 11011 or 12001.
Revised: BSCI 10110 and BSCI 10120; and CHEM 10060 and CHEM 10061 and CHEM 10062 and CHEM 10063.

BSCI 30010 *Current:* HPE major or minor or permission and BSCI 20020.
Revised: BSCI 20020 and an athletic training (ATTR), physical education (PEP), recreation, parks and tourism management (RPTM) or sport administration (SPAD) major.

BSCI 30360 *Current:* BSCI 10110 and 10120; MATH 120001; junior or senior standing.
Revised: BSCI 10110 and BSCI 10120; and MATH 11011; and junior or senior standing.

BSCI 40432 *Current:* Five hours of 40000 level physiology.
Revised: BSCI 40430.

BSCI 40515 *Current:* BSCI 20140 and course in zoology of major animal group.
Revised: BSCI 20140.

BSCI 50432 *Current:* 5 hours of advanced physiology and graduate standing.
Revised: BSCI 40430 and graduate standing.

BSCI 50515 *Current:* Course in zoology of a major animal group and BSCI 40430. Graduate standing.
Revised: BSCI 40430 and graduate standing.

BSCI 70432 *Current:* 5 hours of advanced physiology and graduate standing.
Revised: BSCI 40430 and doctoral standing.

BSCI 70515 *Current:* Course in zoology of a major animal group and BSCI 40430. Graduate standing.
Revised: BSCI 40430 and graduate standing.

BSCI 80199 *Current:* Admission to candidacy for doctoral degree.
Revised: Special approval and doctoral standing.
Addition to description: This course should be taken sometime during student's first 30 semester hours.

BUS 10123 *Current:* Course should be taken sometime during the first 30 semester hours.
Revised: None.

CHDS 68066 *Current:* CHDS 6/77530, 6/77531 and counseling practicum. Graduate standing.
Revised: CHDS 67530 or CHDS 77530; and CHDS 67531 or CHDS 77531; and CHDS 67635 or CHDS 68036. Graduate standing.

CHDS 77692 *Current:* Completion or near completion of all coursework. Open to admitted community counseling students only. Doctoral standing.
Revised: Community counseling (CCON) major. Doctoral standing.

CHDS 78066 *Current:* CHDS 6/77530, 6/77531 and counseling practicum. Doctoral standing.
Revised: CHDS 67530 or CHDS 77530; and CHDS 67531 or CHDS 77531; and CHDS 67635 or CHDS 68036. Doctoral standing.

CHDS 88166 *Current:* Basic counseling practicum or permission. Doctoral standing.
Revised: CHDS 67637 or CHDS 68036. Doctoral standing.

CHDS 88167 *Current:* Basic counseling practicum or permission. Doctoral standing.
Revised: CHDS 67637 or CHDS 68036. Doctoral standing.

CHDS 88180 *Current:* Master's in counseling and human development services and EDPF 60098 and 68706 and 78716 and 78898 or permission. Doctoral standing.
Revised: Special approval and doctoral standing.

CHDS 88292 *Current:* Completion of program course requirements. Doctoral standing.
Revised: Doctoral standing and special approval.
Addition to description: Completion of program course requirements is necessary prior to registration.

CHEM 10050 *Current:* High school algebra or equivalent.
Revised: ACT math score of 16 or MATH 10005 or MATH 10035 or MATH 10036 or MATH 11010 or MATH 11011 or MATH 11012 or MATH 12001 or MATH 12002 or MATH 12011 or MATH 12021 or CHEM 10030.

CHEM 10054 *Current:* High school algebra or equivalent.
Revised: ACT math score of 16 or MATH 10005 or MATH 10035 or MATH 10036 or MATH 11010 or MATH 11011 or MATH 11012 or MATH 12001 or MATH 12002 or MATH 12011 or MATH 12021 or CHEM 10030.

CHEM 10060 *Current:* 1½ years of high school algebra or equivalent.
Revised: ACT math score of 18 or MATH 11010 or MATH 11011 or MATH 11012 or MATH 12001 or MATH 12002 or MATH 12011 or MATH 12021.

CHEM 40245 *Current:* CHEM 30481 or equivalent or ILS.
Revised: CHEM 30481. Pre-or corequisite: CHEM 30482.

CHEM 50795 *Current:* Bachelor's degree in science or permission. Graduate standing.
Revised: Special approval and graduate standing.

CHEM 80199 *Current:* Admission to candidacy and doctoral standing.
Revised: Special approval and doctoral standing.

CI	47502	*Current:*	Successful completion-minimum C (2.0) grade- of 6 credit hours of basic science LER courses.
		Revised:	Advanced study.
CI	57330	*Current:*	Sophomore inquiry seminar. Graduate standing.
		Revised:	Graduate standing.
CI	61133	*Current:*	Two years of teaching experience. Graduate standing.
		Revised:	Graduate standing.
CI	67224	*Current:*	Advanced standing, or master program. Courses: mathematics courses through MATH 22005. Graduate standing.
		Revised:	Graduate standing and one course in mathematics at MATH 11010 or above.
CI	67320	*Current:*	24 credit hours toward master's degree, including UPR research courses. Graduate standing.
		Revised:	EDUC 65510 or EDUC 65511 or CI 67351 and graduate standing.
CI	67333	*Current:*	Graduate standing. Courses that have required a written final paper from the student, including: reading/language arts, history, nursing, communications studies, anthropology, women's studies, English and public health, among others.
		Revised:	Graduate standing.
CI	71133	*Current:*	Doctoral standing; two years of teaching experience.
		Revised:	Doctoral standing.
CI	77333	*Current:*	Doctoral standing. Courses that have required a written final paper from the student, including: Reading/language arts, history, nursing, communications studies, anthropology, women's studies, English and public health, among others.
		Revised:	Doctoral standing and special approval from instructor.
CI	87791	*Current:*	CI 6/77225; Doctoral standing in mathematics education.
		Revised:	Doctoral standing and curriculum and instruction (CI) major and special approval from instructor.
CICP	10095	*Current:*	Acceptance into study abroad program.
		Revised:	Special approval.
CLS	49010	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49011	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49012	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49013	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49014	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.

CLS 49015 *Current:* Professional study in medical technology.
Revised: Medical technology (MEDT) major.

CLS 49020 *Current:* Professional study in medical technology.
Revised: Medical technology (MEDT) major.

CLS 49021 *Current:* Professional study in medical technology.
Revised: Medical technology (MEDT) major.

CLS 49022 *Current:* Professional study in medical technology.
Revised: Medical technology (MEDT) major.

CLS 49023 *Current:* Professional study in medical technology.
Revised: Medical technology (MEDT) major.

CLS 49030 *Current:* Professional study in medical technology.
Revised: Medical technology (MEDT) major.

CLS 49031 *Current:* Professional study in medical technology.
Revised: Medical technology (MEDT) major.

CLS 49032 *Current:* Professional study in medical technology.
Revised: Medical technology (MEDT) major.

CLS 49033 *Current:* Professional study in medical technology.
Revised: Medical technology (MEDT) major.

CLS 49034 *Current:* Professional study in medical technology.
Revised: Medical technology (MEDT) major.

CLS 49040 *Current:* Professional study in medical technology.
Revised: Medical technology (MEDT) major.

CLS 49095 *Current:* Professional study in medical technology.
Revised: Medical technology (MEDT) major.

COMT 21009 *Current:* Must have completed all other COMT core courses.
Revised: COMT 11002 and COMT 11005 and COMT 11006 and COMT 11009 and COMT 21002 and COMT 21010.

CPHY 62250 *Current:* BS in chemistry or physics. Graduate standing.
Revised: Special approval and graduate standing.

CPHY 72250 *Current:* BS in chemistry or physics. Doctoral standing.
Revised: Special approval and doctoral standing.

CPHY 72415 *Current:* BS in chemistry or physics. Doctoral standing.
Revised: Special approval and doctoral standing.

CPHY 72418 *Current:* BS in chemistry or physics. Doctoral standing.
Revised: Special approval and doctoral standing.

CPHY 72641 *Current:* BS in chemistry or physics. Doctoral standing.
Revised: Special approval and doctoral standing.

CPHY 80199 *Current:* Admission to candidacy. Doctoral standing.
Revised: Special approval and doctoral standing.

CS 10051 *Current:* MATH 11009 or 11010 or 11011 or 12001, or 2 years of high school algebra.
Revised: MATH 11009 or MATH 11010 or MATH 11011 or MATH 12001.

CS 10061 *Current:* MATH 11011 or 12001, or two years of high school algebra.
Revised: MATH 11011 or MATH 12001.

CS 23022 *Current:* CS 10051; a grade of C (2.0) or better in MATH 12001, or in MATH 11022 and one of 11010 or 11011, or appropriate placement test score into MATH 12002; no credit for MATH 31011.
Revised: CS 10051; and a grade of C (2.0) or better in MATH 12001; or in MATH 11022 and either MATH 11010 or MATH 11011; or Compass algebra score of 55 or better and either SAT math score of 540 or better or ACT math score of 23 or better.

CS 62201 *Current:* MATH 21011, 22005, and computer programming (C or C++ or Fortran); graduate standing.
Revised: MATH 21011 and MATH 22005; and graduate standing.

CS 65208 *Current:* CS 33001 and graduate standing or senior with permission of the instructor.
Revised: CS 33001 and graduate standing.

CS 72201 *Current:* MATH 21011, 22005, and computer programming (C or C++ or Fortran); doctoral standing.
Revised: MATH 21011 and MATH 22005; and doctoral standing.

CS 75208 *Current:* CS 33001 and doctoral standing or senior with permission of the instructor.
Revised: CS 33001 and doctoral standing.

CS 89199 *Current:* Admission to candidacy for doctoral degree. Doctoral standing.
Revised: Special approval and doctoral standing.

CTTE 46002 *Current:* Must be admitted into the professional development program for teachers recruited for business/industry.
Revised: None.

CTTE 46003 *Current:* Must be admitted into the professional development program for teachers recruited from business/industry.
Revised: None.

CTTE 46031 *Current:* Eligible for admission to student teaching. Corequisite: CTTE 49525
Revised: Eligible for admission to student teaching and CTTE major. Corequisite: CTTE 49525

CTTE 56002 *Current:* Must be admitted into the professional development program for teachers recruited for business/industry; graduate standing.
Revised: Graduate standing.

CTTE 56003 *Current:* Must be admitted into the professional development program for teachers recruited for business/industry; graduate standing.
Revised: Graduate standing.

CTTE 56031 *Current:* Eligible for admission to student teaching. Graduate standing. Corequisite: CTTE 59525
Revised: Eligible for admission to student teaching and CTTE major and graduate standing. Corequisite: CTTE 59525.

DAN 27070 *Current:* DAN 27071or 27072.
Revised: DAN 27071 or DAN 27072 and special approval.

DAN 27071 *Current:* DAN 17051.
Revised: DAN 17051 and special approval.

DAN 27074 *Current:* DAN 17151 or permission needed from department. Corequisite: DAN 27071.
Revised: DAN 17151 and special approval. Corequisite: DAN 27071.

DAN 27170 *Current:* DAN 27070.
Revised: DAN 27070 and special approval.

DAN 27171 *Current:* DAN 27071.
Revised: DAN 27071 and special approval.

DAN 27172 *Current:* DAN 27072.
Revised: DAN 27072 and special approval.

DAN 27174 *Current:* DAN 27074.
Revised: DAN 27074 and special approval.

DAN 37053 *Current:* DAN 17053.
Revised: DAN 17053 and special approval.

DAN 37058 *Current:* DAN 27057.
Revised: DAN 27057 and special approval.

DAN 37067 *Current:* DAN 27172.
Revised: DAN 27172 and special approval.

DAN 37068 *Current:* DAN 27171.
Revised: DAN 27171 and special approval.

DAN 37070 *Current:* DAN 27174.
Revised: DAN 27174 and special approval.

DAN 37167 *Current:* DAN 37067.
Revised: DAN 37067 and special approval.

DAN 37168 *Current:* DAN 37068.
Revised: DAN 37068 and special approval.

DAN 37170 *Current:* DAN 37070.
Revised: DAN 37070 and special approval.

DAN 47054 *Current:* DAN 37168.
Revised: DAN 37168 and special approval.

DAN 47055 *Current:* DAN 37167.
Revised: DAN 37167 and special approval.

DAN 47070 *Current:* DAN 27170.
Revised: DAN 27170 and special approval.

DAN 47095 *Current:* Permission.
Revised: Dance major.

DAN 47154 *Current:* DAN 47054.
Revised: DAN 47054 and special approval.

DAN 47155 *Current:* DAN 47055.
Revised: DAN 47055 and special approval.

DAN 47170 *Current:* DAN 47070.
Revised: DAN 47070 and special approval.

DAN 47174 *Current:* DAN 37170.
Revised: DAN 37170 and special approval.

DAN 47193 *Current:* Permission.
Revised: Junior standing and special approval.

ECON 62022 *Current:* BAD 64005; MBA proficiency in calculus. Graduate standing
Revised: BAD 64005; and MATH 11012 or MATH 12002 or ECON 62010; and graduate standing.

ECON 62096 *Current:* For candidates who have completed 12 hours of superior quality work, with permission of the chair of the department of economics. Graduate standing.
Revised: Graduate standing.

EDPF 29525 *Current:* Pre or Corequisite ITEC 19525; Admission to pre-education as major or minor.
Revised: None.

EDPF 29535 *Current:* ITEC 19525; EDPF 29525; admission to education as a major or minor.
Revised: ITEC 19525; and EDPF 29525; and an earth science (ESCI), integrated language arts (INLA), integrated mathematics (IMTH), integrated science (ISCI), integrated social studies (INSS), life science (LFSC), life science chemistry (LSCM), physical science (PHSC), school health education (SHED), early childhood education (ECED), middle childhood education (MCED), gifted (GFTD), intervention specialist (INSP), integrated business education (IBED), family and consumer sciences education (FCSE), marketing education (MKT), art education (ARTE), or music education (MUED) major.

EDPF 78898 *Current:* EDPF 60098 and 68706. Doctoral standing.
Revised: Doctoral standing.

EDPF 78905 *Current:* EDPF 6/78900 or 6/78903 or 6/78912 or 6/78913. Doctoral standing.
Revised: Doctoral standing.

EDPF 80085 *Current:* Any education law course. Doctoral standing.
Revised: EDPF 79552 and doctoral standing.

EDPF 80090 *Current:* Complete one full semester of doctoral study. Doctoral standing.
Revised: Doctoral standing.

EDUC 49525 *Current:* EDPF 39525; Corequisite EDUC 49526; admission to professional education.
Revised: EDPF 29535. Corequisite: EDUC 49526.

EDUC 49526 *Current:* Permission; Corequisite: EDUC 49525; admission to professional education.
Revised: ITEC 19525 and EDPF 29525. Corequisite: EDUC 49525.

EERT 22013 *Current:* EERT 12010 or equivalent. EERT 22002 should be listed as an alternative to EERT 12010.
Revised: EERT 12010 or EERT 22002.

ELS 56080 *Current:* Senior standing.
Revised: Graduate standing.

ELS 65081 *Current:* ELS 55080 or equivalent, undergraduate chemistry and physics recommended.
Revised: ELS 55080 and graduate standing.

ELS 65082 *Current:* ELS 55080 or equivalent, undergraduate chemistry and physics recommended.
Revised: ELS 55080 and graduate standing.

ELS 75081 *Current:* ELS 55080 or equivalent, undergraduate chemistry and physics recommended.
Revised: ELS 55080 and doctoral standing.

ELS 75082 *Current:* ELS 55080 or equivalent, undergraduate chemistry and physics recommended.
Revised: ELS 55080 and doctoral standing.

ELS 75083 *Current:* ELS 65081, 65082 and biochemistry. Doctoral standing.
Revised: ELS 65081 and ELS 65082 and CHEM 70247; and doctoral standing.

ELS 83199 *Current:* Admission to candidacy for doctoral degree and permission.
Revised: Special approval and doctoral standing.

ENG 10101 *Current:* Successful completion of ENG 10205 or test score.
Revised: Grade of C (2.0) or better in ENG 10205 and special approval.

ENG 10201 *Current:* Placement test.
Revised: Special approval.

ENG 10202 *Current:* Placement test, or successful completion (C or better) of ENG 10201.
Revised: Grade of C (2.0) or better in ENG 10201 and special approval.

ENG 10203 *Current:* Placement test, or successful completion (C or better) of ENG 10202.
Revised: Grade of C (2.0) or better in ENG 10202 and special approval.

ENG 10204 *Current:* Placement test, or successful completion (C or better) of ENG 10203.
Revised: Grade of C (2.0) or better in ENG 10203 and special approval.

ENG 10205 *Current:* Placement test, or successful completion (C or better) of ENG 10204.
Revised: Grade of C (2.0) or better in ENG 10204 and special approval.

ENG 10211 *Current:* Placement test.
Revised: Special approval.

ENG 10212 *Current:* Placement test, or successful completion (C or better) of ENG 10211.
Revised: Grade of C (2.0) or better in ENG 10211 and special approval.

ENG 10213 *Current:* Placement test, or successful completion (C or better) of ENG 10212.
Revised: Grade of C (2.0) or better in ENG 10212 and special approval.

ENG 10214 *Current:* Placement test, or successful completion (C or better) of ENG 10213.
Revised: Grade of C (2.0) or better in ENG 10213 and special approval.

ENG 10215 *Current:* Placement test, or successful completion (C or better) of ENG 10214.
Revised: Grade of C (2.0) or better in ENG 10214 and special approval.

ENG 10216 *Current:* Placement test.
Revised: Special approval.

ENG 10221 *Current:* Placement test.
Revised: Special approval.

ENG 10222 *Current:* Placement test, or successful completion (C or better) of ENG 10221.
Revised: Grade of C (2.0) or better in ENG 10221 and special approval.

ENG 10223 *Current:* Placement test, or successful completion (C or better) of ENG 10222.
Revised: Grade of C (2.0) or better in ENG 10222 and special approval.

ENG 10224 *Current:* Placement test, or successful completion (C or better) of ENG 10223.
Revised: Special approval.

ENG 10225 *Current:* Placement test, or successful completion (C or better) of ENG 10224.
Revised: Grade of C (2.0) or better in ENG 10224 and special approval.

ENG 10231 *Current:* Placement test.
Revised: Special approval.

ENG 10232 *Current:* Placement test, or successful completion (C or better) of ENG 10231.
Revised: Grade of C (2.0) or better in ENG 10231 and special approval.

ENG 10233 *Current:* Placement test, or successful completion (C or better) of ENG 10232.
Revised: Grade of C (2.0) or better in ENG 10232 and special approval.

ENG 10234 *Current:* Placement test, or successful completion (C or better) of ENG 10233.
Revised: Grade of C (2.0) or better in ENG 10233 and special approval.

ENG 10235 *Current:* Placement test, or successful completion (C or better) of ENG 10234.
Revised: Grade of C (2.0) or better in ENG 10234 and special approval.

ENG 10241 *Current:* Placement test.
Revised: Special approval.

ENG 10242 *Current:* Placement test, or successful completion (C or better) of ENG 10241.
Revised: Grade of C (2.0) or better in ENG 10241 and special approval.

ENG 10243 *Current:* Placement test, or successful completion (C or better) of ENG 10242.
Revised: Grade of C (2.0) or better in ENG 10242 and special approval.

ENG 10244 *Current:* Placement test, or successful completion (C or better) of ENG 10243.
Revised: Grade of C (2.0) or better in ENG 10243 and special approval.

ENG 10245 *Current:* Placement test, or successful completion (C or better) of ENG 10244.
Revised: Grade of C (2.0) or better in ENG 10244 and special approval.

ENG 10261 *Current:* Placement test.
Revised: Special approval.

ENG 10262 *Current:* Placement test, or successful completion (C or better) of ENG 10261.
Revised: Grade of C (2.0) or better in ENG 10261 and special approval.

ENG 10263 *Current:* Placement test, or successful completion (C or better) of ENG 10262.
Revised: Grade of C (2.0) or better in ENG 10262 and special approval.

ENG 10264 *Current:* Placement test, or successful completion (C or better) of ENG 10262.
Revised: Grade of C (2.0) or better in ENG 10262 and special approval.

ENG 10266 *Current:* Placement test.
Revised: Special approval.

ENG 10267 *Current:* Placement test, or successful completion (C or better) of ENG 10266.
Revised: Grade of C (2.0) or better in ENG 10266 and special approval.

ENG 10268 *Current:* Placement test, or successful completion (C or better) of ENG 10266.
Revised: Grade of C (2.0) or better in ENG 10266 and special approval.

ENG 10274 *Current:* Intermediate II, or advanced I or II placement.
Revised: Special approval.

ENG 10275 *Current:* Advanced I or II placement or successful completion (C or better) of ENG 10274.
Revised: Special approval.

ENG 10284 *Current:* Advanced I or II placement.
Revised: Special approval.

ENG 10285 *Current:* Advanced I or II placement.
Revised: Special approval.

ENG 10290 *Current:* Intermediate II, or advanced I or II placement.
Revised: Special approval.

ENG 10295 *Current:* Placement test.
Revised: Special approval.

ENG 11001 *Current:* Appropriate placement test score.
Revised: ACT combined English/writing score 1-16; or SAT writing score 200-600; or Compass writing score 0-52.

ENG 11002 *Current:* ENG 11001 with a C or better; completion of this course is the same as ENG 11011.
Revised: Grade of C (2.0) or better in ENG 11001.

ENG 11011 *Current:* Appropriate placement test score.
Revised: ACT combined English/writing score 1-26; or SAT writing score 200-600; or Compass writing score 0-94.

ENG 20002 *Current:* ENG 21011 or program requirement.
Revised: ENG 21011.

ENG 21011 *Current:* ENG 11011 or 11002, and 24 or more semester hours.
Revised: ENG 11011 or ENG 11002, and sophomore standing; and special approval.

ENG 30062 *Current:* Completion of English 11011 and 21011 sequence and junior standing and program requirements.
Revised: ENG 21011 and junior standing.

ENG 30063 *Current:* ENG 21011 with a grade of C or better or junior standing or permission.
Revised: Grade of C (2.0) or better in ENG 21011; and junior standing; and special approval.

ENG 31006 *Current:* ENG 11011, 11002, or sophomore standing.
Revised: ENG 11011 or ENG 11002; and sophomore standing.

ENG 40010 *Current:* Junior standing; 3.00 average in writing courses; and permission.
Revised: Junior standing and special approval.

ENG 41008 *Current:* Admission to student teaching.
Revised: ITEC 19525 and EDPF 29525 and EDPF 29535.

ENG 41009 *Current:* Admission to student teaching. Corequisite: ENG 41525.
Revised: ITEC 19525 and EDPF 29525 and EDPF 29535. Corequisite: ENG 41525.

ENG 41525 *Current:* Admission to student teaching. Corequisite: ENG 41009.
Revised: ITEC 19525 and EDPF 29525 and EDPF 29535. Corequisite: ENG 41009.

ENG 63031 *Current:* Upper division/graduate level introduction to linguistics. Graduate standing.
Revised: Graduate standing.

ENG 63032 *Current:* Upper division/graduate level introduction to linguistics. Graduate standing.
Revised: Graduate standing.

ENG 63034 *Current:* Upper division/graduate level introduction to linguistics. Graduate standing.
Revised: Graduate standing.

ENG 66053 *Current:* ENG 31038 and a basic course in literary criticism; or permission. Graduate standing.
Revised: ENG 31038; and special approval; and graduate standing.

ENG 73031 *Current:* Upper division/graduate level introduction to linguistics. Doctoral standing.
Revised: Doctoral standing.

ENG 73032 *Current:* Upper division/graduate level introduction to linguistics. Doctoral standing.
Revised: Doctoral standing.

ENG 73034 *Current:* Upper division/graduate level introduction to linguistics. Doctoral standing.
Revised: Doctoral standing.

ENG	76053	*Current:*	ENG 31038 and a basic course in literary criticism; or permission. Doctoral standing.
		Revised:	ENG 31038; and special approval; and doctoral standing.
ENG	85033	*Current:*	ENG 6/73031 and 9 doctoral hours in rhetoric/composition. Doctoral standing.
		Revised:	ENG 63031 or ENG 73031; and 9 hours of ENG 75011 and ENG 75012 and ENG 75022 and ENG 75023 and ENG 73034 and ENG 75051 and ENG 75052 and ENG 75053 and ENG 75057. Doctoral standing.
ENG	85041	*Current:*	9 doctoral hours in rhetoric and/or composition. Doctoral standing.
		Revised:	9 hours of ENG 75011 and ENG 75012 and ENG 75022 and ENG 75023 and ENG 73034 and ENG 75051 and ENG 75052 and ENG 75053 and ENG 75057. Doctoral standing.
ENG	85042	*Current:*	ENG 6/73031 and 9 doctoral hours in rhetoric/composition. Doctoral standing.
		Revised:	ENG 63031 or ENG 73031; and 9 hours of ENG 75011 and ENG 75012 and ENG 75022 and ENG 75023 and ENG 73034 and ENG 75051 and ENG 75052 and ENG 75053 and ENG 75057. Doctoral standing.
ENG	85043	*Current:*	9 doctoral hours in rhetoric and/or composition. Doctoral standing.
		Revised:	9 hours of ENG 75011 and ENG 75012 and ENG 75022 and ENG 75023 and ENG 73034 and ENG 75051 and ENG 75052 and ENG 75053 and ENG 75057. Doctoral standing.
ENG	89199	*Current:*	Admission to candidacy for doctoral degree. Doctoral standing.
		Revised:	Doctoral standing.
ENVT	21092	*Current:*	ENVT 20092, permission, or corequisite with ENVT 20092.
		Revised:	Pre- or corequisite: ENVT 20092 and special approval.
FDM	30213	*Current:*	MKTG 25010 and all required 20000 level FDM courses completed.
		Revised:	MKTG 25010 and FDM 20020 and 20030 and 20263.
FDM	35280	*Current:*	All required 20000 level FDM courses completed.
		Revised:	FDM 20020 and 20030 and 20263.
FDM	40291	*Current:*	All required 30000 level FDM courses completed. Pre or Corequisite: FDM 45011 and 45012.
		Revised:	FDM 30083 and 30213 and 30260 and 30262 and 35270. Pre- or corequisites: FDM 45011 and 45012.
FDM	45011	*Current:*	All required 30000 level FDM courses completed.
		Revised:	FDM 30083 and 30213 and 30260 and 30262 and 35270.
FDM	45012	*Current:*	All required 20000 level FDM courses completed.
		Revised:	FDM 30083 and 30213 and 30260 and 30262 and 35270.
FIN	36053	*Current:*	ACCT 23020 and ECON 22061.
		Revised:	Minimum 2.50 cumulative GPA; and ACCT 23020 or ACTT 11000; and ECON 22060 or HONR 21197; and ECON 22061 or HONR 21297.
FIN	36054	*Current:*	FIN 36053
		Revised:	Finance (FIN) major; and minimum 2.50 cumulative GPA; and FIN 36053.

FIN 36058 *Current:* FIN 36053.
Revised: Finance (FIN) major; and minimum 2.50 cumulative GPA; and FIN 36053.

FIN 36059 *Current:* FIN 36053.
Revised: Finance (FIN) major; and minimum 2.50 cumulative GPA; and FIN 36053.

FIN 36061 *Current:* Junior standing.
Revised: Finance (FIN) major; and minimum 2.50 cumulative GPA; and junior standing.

FIN 36063 *Current:* FIN 36053.
Revised: Minimum 2.50 cumulative GPA; FIN 36053; not open to finance (FIN) majors.

FIN 36072 *Current:* FIN 26074.
Revised: Minimum 2.50 cumulative GPA; and FIN 26074 or BMRT 21000; not open to finance (FIN) majors.

FIN 36081 *Current:* ECON 22060 and 22061.
Revised: Finance (FIN) major; and minimum 2.50 cumulative GPA; and ECON 22060 and ECON 22061.

FIN 46054 *Current:* FIN 36053; see notes 1 and 2.
Revised: Finance (FIN) major; and minimum 2.50 cumulative GPA; and FIN 36053.

FIN 46055 *Current:* FIN 36059 or permission.
Revised: Finance (FIN) major; and minimum 2.50 cumulative GPA; and FIN 36059.

FIN 46057 *Current:* FIN 36053.
Revised: Finance (FIN) major; and minimum 2.50 cumulative GPA; and FIN 36053.

FIN 46059 *Current:* FIN 36054 and MIS 24056.
Revised: Finance (FIN) major; and minimum 2.50 cumulative GPA; FIN 36054 and MIS 24056.

FIN 46064 *Current:* FIN 36053 and 36054 and senior standing.
Revised: Finance (FIN) major; and minimum 2.50 cumulative GPA; and FIN 36053 and FIN 36054; and senior standing.

FIN 46067 *Current:* FIN 36059.
Revised: Finance (FIN) major; and minimum 2.50 cumulative GPA; and FIN 36059.

FIN 46068 *Current:* FIN 36058 and FIN 36054.
Revised: Finance (FIN) major; and minimum 2.50 cumulative GPA; and FIN 36058 and FIN 36054.

FIN 46096 *Current:* Controlled; see notes 1 and 2.
Revised: Finance (FIN) major; and minimum 2.50 cumulative GPA; and special approval.

FIN 46192 *Current:* Controlled admission.
Revised: Finance (FIN) major; and minimum 2.50 cumulative GPA; and special approval.

FIN	46295	*Current:*	FIN 36053 and senior standing.
		Revised:	Finance (FIN) major; and minimum 2.50 cumulative GPA; FIN 36053; and senior standing.
FR	23207	*Current:*	FR 23202 and appropriate score on MLA Level II exam.
		Revised:	FR 23202 and special approval.
FR	23209	*Current:*	One year of college language or equivalent.
		Revised:	Special approval.
FR	43096	*Current:*	6 hours upper-division French literature; permission.
		Revised:	Special approval.
FR	63979	*Current:*	Completion of course requirements for translation options of Master of Arts. Graduate standing.
		Revised:	Special approval and graduate standing.
GEOG	20977	*Current:*	Geography major or minor.
		Revised:	Geography (GEOG) major.
GEOG	40191	*Current:*	At least 24 hours in geography or permission.
		Revised:	Junior standing and geography (GEOG) major.
GEOG	41073	*Current:*	An introductory geography course or permission of the instructor.
		Revised:	None.
GEOG	80199	*Current:*	Admission to candidacy for doctoral degree. Doctoral standing.
		Revised:	Special approval and doctoral standing.
GEOG	89082	*Current:*	Knowledge of a language of the region and doctoral standing.
		Revised:	Special approval and doctoral standing.
GEOL	31080	*Current:*	GEOL 31070 and MATH 12001.
		Revised:	GEOL 31070.
GEOL	42067	*Current:*	MATH 12001, 12002; GEOL 31070 and 32066; or permission.
		Revised:	MATH 12002; and GEOL 31070 and GEOL 32066.
GEOL	43040	*Current:*	GEOL 31070, MATH 12002, one year college chemistry or permission.
		Revised:	GEOL 31070; and MATH 12002; and CHEM 10060 and CHEM 10061.
GEOL	53040	*Current:*	GEOL 31070, MATH 12002, one year college chemistry or permission.
		Revised:	GEOL 31070; and MATH 12002; and CHEM 10060 and CHEM 10061; and graduate standing.
GEOL	62063	*Current:*	Knowledge of a computer language and graduate standing.
		Revised:	Graduate standing.
GEOL	72063	*Current:*	Knowledge of a computer language and doctoral standing.
		Revised:	Doctoral standing.
GER	41330	*Current:*	6 hours of upper-division German literature or culture courses.
		Revised:	Special approval.

GER 41331 *Current:* 6 hours of upper-division German literature or culture courses.
Revised: Special approval.

GER 41334 *Current:* 6 hours of upper-division German literature or culture courses.
Revised: Special approval.

GER 41365 *Current:* 6 hours of upper-division German literature or culture courses.
Revised: Special approval.

GER 61979 *Current:* Completion of course requirements for translation option of Master of Arts.
Revised: Special approval.

HDFS 44022 *Current:* HDFS majors only or SOC 12050.
Revised: None.

HDFS 55514 *Current:* Economics, Consumer or Family Economics. Graduate standing.
Revised: Graduate standing.

HED 13510 *Current:* Varsity athlete.
Revised: Special approval.

HED 64072 *Current:* HED 64010, 64061 or concurrent enrollment. Graduate standing.
Revised: Pre- or corequisite: HED 64010 and HED 64061. Graduate standing.

HED 64082 *Current:* Graduate standing, health education or other health-related program.
Revised: Graduate standing and health education (HED) or public health (PH) major.

HED 71450 *Current:* HED 6/74055, 6/77405, or equivalent. UPR research core.
Revised: HED 64055 or 74055; and HED 67405 or 77405. Doctoral standing.

HED 74072 *Current:* HED 64010, 64061 or concurrent enrollment. Doctoral standing.
Revised: Pre- or corequisite: HED 64010 and HED 64061. Doctoral standing.

HED 81450 *Current:* HED 6/74055, 6/74057, or equivalent. UPR research core.
Revised: HED 64055 or 74055; and HED 64057 or 74057. Doctoral standing.

HM 23012 *Current:* NUTR 23511; Nutrition and dietetics majors should take CHEM 10060, 10061 and 20481; students in other majors should take CHEM 10050 and 10052 as prerequisites for this course.
Revised: NUTR 23511.

HRTG 10102 *Current:* HRTG 10101 or Elementary I.
Revised: HRTG 10101 and special approval.

HRTG 20201 *Current:* HRTG 10102 or Elementary II.
Revised: HRTG 10102 and special approval.

HRTG 20202 *Current:* HRTG 20201 or Intermediate I.
Revised: HRTG 20201 and special approval.

HTMT 13600 *Current:* CHEM 10060 plus lab.
Revised: CHEM 10060 and CHEM 10062.

IAKM 60692 *Current:* Graduate standing. Appropriate background and training.
Revised: Graduate standing and special approval.

IERT 22000 *Current:* High school algebra.
Revised: Special approval.

IHS 44091 *Current:* 400 hours observation/work experience in health/human service-related fields, senior standing.
Revised: Senior standing and special approval.
Addition to description: 400 hours observation/work experience in health/human service-related fields required prior to registration for this course.

ITAL 25209 *Current:* One year of college language or equivalent.
Revised: Special approval.

ITAP 16620 *Current:* Ability to keyboard 30+ words per minute for 3 minutes with 3 or fewer errors, or permission.
Revised: ITAP 16680.

ITAP 26611 *Current:* MATH 10005 or higher or permission.
Revised: None.

ITAP 26691 *Current:* Permission and must have completed 45 hours toward degree.
Revised: Sophomore standing.

ITEC 19525 *Current:* Admission to pre-education as major or minor.
Revised: None.

ITEC 47427 *Current:* Admission to professional education.
Revised: Admission to advanced study.

ITEC 67412 *Current:* Admission to secondary MAT program. Graduate standing.
Revised: Graduate standing.

ITEC 67434 *Current:* ITEC core and graduate standing.
Revised: Graduate standing.

ITEC 77434 *Current:* ITEC core and doctoral standing.
Revised: Doctoral standing.

JAPN 65979 *Current:* Completion of requirements for MA in translation; graduate standing.
Revised: Special approval and graduate standing.

JMC 20003 *Current:* None.
Revised: Journalism and mass communication (JMC) major.

JMC 20004 *Current:* Journalism and mass communication major, premajor or minor, JMC 20003 or concurrent; or permission.
Revised: 2.75 overall GPA and an advertising (ADV), electronic media (ELMD), integrated language arts (INLA), news (NEWS), pre-journalism and mass communication (PJMC), public relations (PR), or visual journalism (VJNL) major; and pre- or corequisite: JMC 20003.

JMC 20005 *Current:* Communication studies major or permission. Course may not be taken for credit, nor applied toward any by a JMC major.
Revised: Communication studies (COMM) major.

JMC 20007 *Current:* JMC 20003.
Revised: 2.75 overall GPA and JMC 20003.

JMC 22000 *Current:* VCD 27000; journalism and mass communication major, minor or permission.
Revised: 2.75 overall GPA; integrated language arts (INLA), electronic media (ELMD) or news (NEWS) major.

JMC 22001 *Current:* Permission.
Revised: 2.75 overall GPA and art education (ARTE) or visual journalism (VJNL) major.

JMC 22002 *Current:* VCD 13001 or 27001; journalism and mass communication (JMC) major, minor or permission.
Revised: 2.75 overall GPA; and advertising (ADV), electronic media (ELMD), integrated language arts (INLA), news (NEWS), pre-journalism and mass communication (PJMC), public relations (PR), visual journalism (VJNL) or visual communication design (VCD) major.

JMC 22003 *Current:* Journalism major, minor or permission.
Revised: 2.75 overall GPA; and journalism and mass communication (JMC) major.

JMC 23001 *Current:* ENG 21011.
Revised: 2.75 overall GPA and ENG 21011.

JMC 23030 *Current:* JMC 20003, 22002 and 22003; JMC major, minor or permission.
Revised: 2.75 overall GPA and JMC 20003 and 22002.

JMC 23031 *Current:* JMC 20003; JMC major, minor or permission.
Revised: 2.75 overall GPA; and JMC 20003 and 22002.

JMC 26001 *Current:* JMC 20004; 20007 (pre- or corequisite); passage of JMC grammar/spelling/ punctuation test; journalism and mass communication major, minor or permission.
Revised: 2.75 overall GPA; and a grade of B- or better in JMC 20004; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test; and journalism and mass communication (JMC) major.

JMC 26007 *Current:* JMC 26001.
Revised: 2.75 overall GPA and JMC 26001.

JMC 26008 *Current:* JMC 26001, 22002.
Revised: 2.75 overall GPA; and JMC 22002 and JMC 26001.

JMC 30004 *Current:* JMC 20004; JMC 20007; journalism and mass communication major, minor or permission; passage of grammar/spelling/punctuation test.
Revised: 2.75 overall GPA; and a grade of B- or better in JMC 20004; and journalism and mass communication (JMC) major; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test.

JMC 30030 *Current:* JMC 20003, 20007; MATH 11011 or equivalent; journalism and mass communication major, minor or permission.
Revised: 2.75 overall GPA; and JMC 20003 and MATH 11009; and journalism and mass communication (JMC) major.

JMC 30034 *Current:* JMC 20004; journalism and mass communication major, minor or permission; passage of JMC grammar/spelling punctuation test.
Revised: 2.75 overall GPA; and a grade of B- or better in JMC 20004; and journalism and mass communication (JMC) major; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test.

JMC 31002 *Current:* JMC 20004; JMC 21001; journalism and mass communication major, minor or permission; passage of JMC grammar/spelling/punctuation test.
Revised: 2.75 overall GPA; and a grade of B- or better in JMC 20004; and JMC 21001; and journalism and mass communication (JMC) major; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test.

JMC 31003 *Current:* JMC 20004; JMC 21001; journalism and mass communication major or minor or permission; passage of JMC grammar/spelling/punctuation test.
Revised: 2.75 overall GPA; and a grade of B- or better in JMC 2004; and JMC 21001; and journalism and mass communication (JMC) major; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test.

JMC 31011 *Current:* JMC 21001, 20004.
Revised: 2.75 overall GPA; and a grade of B- or better in JMC 20004; and JMC 21001.

JMC 32001 *Current:* JMC 22001 and 20004; VCD 37000; passage of JMC grammar/spelling/ punctuation test; journalism and mass communication major, minor or permission.
Revised: 2.75 overall GPA; and a grade of B- or better in JMC 20004; and JMC 22001 and VCD 37000; and journalism and mass communication (JMC) major; and a score of at least 70% Grammar Usage and Punctuation (GUP) test.

JMC 32002 *Current:* JMC 32001.
Revised: 2.75 overall GPA and JMC 32001.

JMC 33024 *Current:* JMC 20003 or permission.
Revised: 2.75 overall GPA and JMC 20003.

JMC 33032 *Current:* JMC 23031, 23032; journalism major, minor or permission.
Revised: 2.75 overall GPA; and JMC 23031; and journalism and mass communication (JMC) major.

JMC 33033 *Current:* JMC 23031, 23032; JMC major, minor or permission.
Revised: 2.75 overall GPA; and JMC 23031; and journalism and mass communication (JMC) major.

JMC 33036 *Current:* MATH 11011 or equivalent, JMC 33031 and journalism and mass communication major, minor or permission.
Revised: 2.75 overall GPA; and MATH 11009 and JMC 23030 and JMC 23031; and journalism and mass communication (JMC) major.

JMC 33042 *Current:* JMC 23031 and 23032; JMC major, premajor, minor or permission. Corequisite: JMC 30004.
Revised: 2.75 overall GPA; and JMC 23030; and journalism and mass communication (JMC) major. Corequisite: JMC 30004.

JMC 33043 *Current:* JMC 22002, 23031, 23032; JMC major, minor or permission.
Revised: 2.75 overall GPA; and JMC 22002 and JMC 22003 and JMC 23030; and journalism and mass communication (JMC) major.

JMC 33092 *Current:* JMC 20003; sophomore standing and permission.
Revised: 2.75 overall GPA; and JMC 20003; and sophomore standing and special approval.

JMC 34038 *Current:* JMC 30034 or 31003; journalism and mass communication major, minor or permission.
Revised: 2.75 overall GPA; and JMC 30034 or JMC 31003; and journalism and mass communication (JMC) major.

JMC 36000 *Current:* JMC 26008.
Revised: 2.75 overall GPA and JMC 26008.

JMC 36005 *Current:* JMC 26001.
Revised: 2.75 overall GPA and JMC 26001.

JMC 38002 *Current:* JMC 20004; 28001.
Revised: 2.75 overall GPA; and a grade of B- or better in JMC 20004; and JMC 28001.

JMC 40002 *Current:* permission; course may not be taken for credit, or applied toward any requirements by journalism and mass communication major or minor without permission.
Revised: 2.75 overall GPA and special approval.
Addition to description: Course may not be taken for credit, or applied toward any requirements by a journalism and mass communication (JMC) major or minor without special approval.

JMC 40003 *Current:* Permission.
Revised: 2.75 overall GPA and special approval.

JMC 40005 *Current:* JMC 26007; and 46016 for magazine majors.
Revised: JMC 26007.

JMC 40007 *Current:* JMC 20004 or 26001; upper-division standing.
Revised: 2.75 overall GPA; and a grade of B- or better in JMC 20004 or JMC 26001; and junior or senior standing.

JMC 40009 *Current:* Upper-division standing.
Revised: 2.75 overall GPA; and junior or senior standing; and special approval.

JMC 40010 *Current:* Journalism and mass communication major or minor and senior standing with at least 18 hours in JMC courses, including JMC 20004; or permission; passage of JMC grammar/spelling/punctuation test.
Revised: 2.75 overall GPA; and advertising (ADV), electronic media (ELMD), news (NEWS), pre-journalism and mass communication (PJMC), public relations (PR), or visual journalism (VJNL) major; and senior standing; and at least 18 hours in JMC courses, including a grade of B- or better in JMC 20004; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test.

JMC 40012 *Current:* JMC 26007 or 26008.
Revised: 2.75 overall GPA; and JMC 26007 or JMC 26008.

JMC 40015 *Current:* Journalism and mass communication major and senior standing or permission.
Revised: 2.75 overall GPA; and journalism and mass communication (JMC) major and senior standing.

JMC 40016 *Current:* 18 hours of JMC courses and advertising or public relations minor or permission.
Revised: 2.75 overall GPA; and 18 hours of JMC courses; and advertising (ADV) or public relations (PR) major.

JMC 40022 *Current:* JMC 20004, 26001 or permission.
Revised: 2.75 overall GPA; and JMC 20004 or 20005.

JMC 40034 *Current:* JMC 30034.
Revised: 2.75 overall GPA and JMC 30034.

JMC 40037 *Current:* JMC 30004 and journalism and mass communication major or minor or permission.
Revised: 2.75 overall GPA; and JMC 30004; and journalism and mass communication (JMC) major.

JMC 40092 *Current:* Varies by concentration; see advisor.
Revised: 2.75 overall GPA and special approval.

JMC 40095 *Current:* Permission.
Revised: 2.75 overall GPA and special approval.

JMC 40096 *Current:* Upper-division standing and permission.
Revised: 2.75 overall GPA; junior or senior standing and special approval.

JMC 40099 *Current:* open only to journalism and mass communication majors admitted to Honors College.
Revised: 2.75 overall GPA; open only to journalism and mass communication (JMC) majors admitted to the Honors College.

JMC 40192 *Current:* Varies by concentration; see advisor.
Revised: 2.75 overall GPA and special approval.

JMC 40193 *Current:* Permission.
Revised: 2.75 overall GPA and special approval.

JMC 40295 *Current:* Permission
Revised: 2.75 overall GPA and special approval.

JMC 41002 *Current:* JMC 31002 and 31003.
Revised: 2.75 overall GPA; and JMC 31002 and JMC 31003; and special approval.

JMC 41004 *Current:* JMC 30004 or 31002 and journalism and mass communication major or minor or permission.
Revised: 2.75 overall GPA; and JMC 30004 or JMC 31002; and journalism and mass communication (JMC) major.

JMC 41005 *Current:* JMC 20007, 31002, 31003 and journalism and mass communication major or minor or permission.
Revised: 2.75 overall GPA; and JMC 31002 and JMC 31003; and journalism and mass communication (JMC) major.

JMC 41081 *Current:* JMC 31002 and 31003.
Revised: 2.75 overall GPA; and JMC 31002 and JMC 31003.

JMC 42005 *Current:* JMC 32001 or 32004; journalism and mass communication major or permission.
Revised: 2.75 overall GPA; and JMC 32001; and journalism and mass communication (JMC) major.

JMC 42008 *Current:* JMC 26007 and 32002.
Revised: 2.75 overall GPA; and JMC 26007 and JMC 32002.

JMC 42009 *Current:* JMC 32001 or 32004 and 42005.
Revised: 2.75 overall GPA; and JMC 32001; or JMC 32004 and JMC 42005.

JMC 42092 *Current:* Upper-division standing or permission.
Revised: 2.75 overall GPA; and junior or senior standing; and special approval.

JMC 44040 *Current:* JMC 20004; JMC 30034 or permission; passage of JMC grammar/spelling/ punctuation test.
Revised: 2.75 overall GPA; and a grade of B- or better in JMC 20004 and JMC 30034; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test.

JMC 46000 *Current:* JMC 26001, 22001; VCD 37000.
Revised: 2.75 overall GPA; and JMC 26001; and JMC 22001 or JMC 22000; and VCD 37000.

JMC 46001 *Current:* JMC 20004 and 20007; VCD 37000 or equivalent; journalism and mass communication major, minor or permission. Passage of JMC grammar/spelling/ punctuation test.
Revised: 2.75 overall GPA; and a grade of B- or better in JMC 20004; and VCD 37000; journalism and mass communication (JMC) major; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test.

JMC 46006 *Current:* JMC 26007 or JMC 26008; journalism and mass communication major, minor or permission.
Revised: 2.75 overall GPA; and JMC 26007 or JMC 26008; and journalism and mass Communication (JMC) major.

JMC 46007 *Current:* JMC 26007 or 26008; and JMC 36000 or 36005; journalism and mass communication major, minor or permission.
Revised: 2.75 overall GPA; and JMC 26007 or JMC 26008; and journalism and mass communication (JMC) major.

JMC 46009 *Current:* JMC 26007 or 26008; and JMC 36000 or 36005; journalism and mass communication major, minor or permission.
Revised: 2.75 overall GPA; and JMC 26007 or JMC 26008; and JMC 36000 or JMC 36005; and journalism and mass communication (JMC) major.

JMC 46016 *Current:* Journalism and mass communication major, minor or permission; and junior standing.
Revised: 2.75 overall GPA; journalism and mass communication (JMC) major; and junior standing.

JMC 46020 *Current:* VCD 37000, JMC 22000, 26001, 46016 or permission.
Revised: 2.75 overall GPA; and JMC 22000 and JMC 26001 and JMC 46016 and VCD 37000.

JMC	46021	*Current:*	JMC 36005, 40005.
		Revised:	2.75 overall GPA; and JMC 36005 and JMC 40005.
JMC	46054	*Current:*	JMC 43043 or 26008 or 26007 or permission.
		Revised:	2.75 overall GPA; and two of the following: JMC 33033 and JMC 33034 and JMC 33042 and JMC 33043.
JMC	48001	*Current:*	JMC 26001; JMC 26007 or 26008; JMC 38002; journalism and mass communication major or permission.
		Revised:	2.75 overall GPA; and JMC 26001; and JMC 26007 or JMC 26008; and JMC 38002; and journalism and mass communication (JMC) major.
JMC	48002	*Current:*	VCD 27001; JMC 26001; JMC 38002, or permission.
		Revised:	2.75 overall GPA; and JMC 26001 and JMC 38002.
JMC	48003	*Current:*	JMC 26001, 28001 and 38002.
		Revised:	2.75 overall GPA; and JMC 26001 and JMC 28001 and JMC 38002.
JMC	48006	*Current:*	JMC 26001, JMC 38002; VCD 37000; journalism and mass communication major, minor or permission.
		Revised:	2.75 overall GPA; JMC 26001 and VCD 37000; journalism and mass communication (JMC) major.
JMC	48020	*Current:*	Upper-division standing.
		Revised:	2.75 overall GPA and junior or senior standing.
JMC	48091	*Current:*	JMC 26007 or 26008; 38002; plus two of these three—JMC 48001, JMC 48002 and JMC 48006.
		Revised:	2.75 overall GPA; and JMC 26007 or JMC 26008; and JMC 38002; and three of these four—JMC 48001 and JMC 48002 and JMC 48003 and JMC 48006.
JMC	49021	*Current:*	JMC 30004; JMC 43042 or 43043; journalism and mass communication major, minor or permission.
		Revised:	2.75 overall GPA; and two of the following: JMC 33033 and JMC 33034 and JMC 33042 and JMC 33043; journalism and mass communication (JMC) major.
JUS	66792	*Current:*	Completion of coursework and permission. Graduate standing.
		Revised:	Special approval and graduate standing.
LIS	60199	*Current:*	Candidacy status, LIS 60604 and Director's approval. Graduate standing.
		Revised:	Graduate standing and special approval.
LIS	60607	*Current:*	Graduate standing. LIS 60600 recommended. Enrollment limited to those pursuing K-12 licensure or those in the school library media program.
		Revised:	Graduate standing and special approval.
LIS	60613	*Current:*	LIS 60001 or permission of instructor. LIS 60604 recommended. Graduate standing.
		Revised:	LIS 60001 and graduate standing.
LIS	60624	*Current:*	Graduate standing. Enrollment limited to those pursuing K-12 licensure or those in the school library media program. LIS 60002 recommended.
		Revised:	Graduate standing and special approval.

LIS 60630 *Current:* Graduate standing. LIS 60001.
Revised: Graduate standing.

LIS 60642 *Current:* LIS 60002 and familiarity with Telnet, FTP, HTML and Web browsers. Some computer programming experience helpful; grad standing.
Revised: LIS 60002 and graduate standing.

LIS 60645 *Current:* Familiarity with Windows 95/98/2000, Microsoft Office applications, and Web browsers, graduate standing.
Revised: Graduate standing.

LIS 60670 *Current:* Completion of all core courses: LIS 60001, LIS 60002, LIS 60600 and LIS 60604.
Revised: Completion of all core courses: LIS 60001 and 60002 and 60600 and 60604 and special approval and graduate standing.

LIS 60692 *Current:* Appropriate type of library or type of service course.
Revised: Graduate standing and special approval.

LIS 60695 *Current:* Master's degree and dean's approval.
Revised: Graduate standing and special approval.

LIS 60792 *Current:* Master's degree, two years of professional experience and dean's approval.
Revised: Graduate standing and special approval.

MATH 10004 *Current:* Assessment testing or permission.
Revised: None. *

MATH 10005 *Current:* Appropriate placement test score or minimum c (2.0) grade in MATH 10004 and no previous mathematics courses.
Revised: Minimum C (2.0) grade in MATH 10004.*

MATH 10031 *Current:* Appropriate placement test score.
Revised: None. *

MATH 10032 *Current:* Appropriate placement rest score or minimum C (2.0) grade in either MATH 10031 or MATH 10004.
Revised: Minimum C (2.0) grade in either MATH 10031 or MATH 10004. *

MATH 10033 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 10032.
Revised: Minimum C (2.0) grade in MATH 10032.*

MATH 10034 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 10033.
Revised: Minimum C (2.0) grade in MATH 10033.*

MATH 10035 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 10005 or MATH 10034.
Revised: Minimum C (2.0) grade in MATH 10005 or MATH 10034.*

MATH 10036 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 10005 or MATH 10035.
Revised: Minimum C (2.0) grade in MATH 10005 or MATH 10035.*

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MATH 10041 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 10005 or MATH 10034.
Revised: Minimum C (2.0) grade in MATH 10005 or MATH 10034.*

MATH 11008 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 10005 or MATH 10034.
Revised: Minimum C (2.0) grade in MATH 10005 or MATH 10034.*

MATH 11009 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 10005 or MATH 10034; no credit for MATH 11010 or 11011.
Revised: Minimum C (2.0) grade in MATH 10005 or MATH 10034.
Addition to description: No credit for MATH 11010 or MATH 11011.*

MATH 11010 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 10036; no credit for MATH 11011 or 12001.
Revised: Minimum C (2.0) grade in MATH 10036.
Addition to description: No credit for MATH 11011 or MATH 12001.*

MATH 11011 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 10005 or 10035; no credit for MATH 11010 or 12001.
Revised: Minimum C (2.0) grade in MATH 10005 or MATH 10035.
Addition to description: No credit for MATH 11010 or MATH 12001.*

MATH 11012 *Current:* Appropriate placement test score or minimum C (2.0) grade MATH 11010, 11011 or 12001.
Revised: Minimum C (2.0) grade MATH 11010 or MATH 11011 or MATH 12001.*

MATH 11022 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 11011; may be taken concurrently with MATH 11010; no credit for MATH 12001.
Revised: A grade of C (2.0) or better in MATH 11011 or may be taken concurrently with MATH 11010 with a grade of C (2.0) or better in MATH 10036.
Addition to description: No credit for MATH 12001.*

MATH 12001 *Current:* Appropriate placement test score; no credit for MATH 11010, 11011 or 11022.
Revised: Compass Algebra score of 55 or better with either an SAT Math score of at least 480 or an ACT Math score of at least 20; or Compass Algebra score of 36 or better with either an SAT Math score of at least 620 or an ACT score of at least 27.
Addition to description: No credit for MATH 11010 or MATH 11011 or MATH 11022.*

MATH 12002 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 12001 or in 11022 and either 11010 or 11011; no credit for MATH 12011 or 12012.
Revised: A grade of C (2.0) or better in MATH 11022 and in one of MATH 11010 or 11011; or a grade of C (2.0) or better in MATH 12001.
Addition to description: No credit for MATH 12011 or MATH 12012.*

MATH 12011 *Current:* Appropriate placement test score; no credit for MATH 12002.
Revised: Compass Algebra score of 55 or better with either an SAT Math score of at least 480 or an ACT Math score of at least 20; or Compass Algebra score of 36 or better with either an SAT Math score of at least 620 or an ACT Math score of at least 27.
Addition to description: No credit for MATH 12002.*

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MATH 12012 *Current:* MATH 12011 or permission; no credit for MATH 12002.
Revised: MATH 12011.
Addition to description: No credit for MATH 12002.

MATH 14001 *Current:* Appropriate placement test score or a grade of C (2.0) or better in MATH 10005 or 10034.
Revised: Grade of C (2.0) or better in MATH 10005 or 10034.*

MATH 19001 *Current:* Three years of high school math or equivalent.
Revised: Special approval.

MATH 19099 *Current:* permission for one of the areas—algebra, trigonometry, mathematics education or calculus.
Revised: Special approval.

MATH 23022 *Current:* CS 10051 and a grade of C (2.0) or better in MATH 11010 or 11011 and 11022 or appropriate placement test score into MATH 12002; no credit for MATH 31011.
Revised: CS 10051 and a grade of C (2.0) or better in MATH 11010; or MATH 11011 and 11022; or a Compass Algebra score of 55 or better and either SAT Math score of 540 or better or ACT Math score 23 or better.
Addition to description: No credit for MATH 31011.

MATH 31011 *Current:* MATH 12002 and 21001 (concurrent registration in MATH 21001 allowed), and no credit for MATH 23022.
Revised: MATH 12002. Pre- or corequisite: MATH 21001.
Addition to description: No credit for MATH 23022.

MATH 62201 *Current:* MATH 21001, 22005, and computer programming (C or C++ or Fortran); Graduate standing.
Revised: MATH 21001 and MATH 22005 and graduate standing.
Addition to description: Computer programming experience (C or C++ or Fortran) required.

MCED 42357 *Current:* Admission to the middle childhood gifted program; advanced standing; and completion of all professional coursework for the program. All others by permission of the program coordinator.
Revised: MCED 41000 and MCED 40007.

MCED 42358 *Current:* Admission to the middle childhood program; advanced standing; and completion of all professional coursework for the program. Corequisite: MCED 49525.
Revised: MCED 41000 and MCED 40007.

MCED 49525 *Current:* Admission to middle childhood program; advanced standing; and completion of all professional coursework for the program. Corequisite: MCED 42358.
Revised: MCED 41000 and MCED 40007.

MCED 59525 *Current:* Successful completion of Block II coursework (no grade lower than a C). Corequisite: MCED 52358; graduate standing.
Revised: Minimum grade of C in CI 67107 and MCED 50007 and graduate standing.

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MCLS 30660 *Current:* Admission to professional education; oral and written proficiency in language to be taught; or permission.
Revised: Special approval.

MCLS 40525 *Current:* Admission to student teaching.
Revised: Special approval.

MCLS 40657 *Current:* Admission to student teaching.
Revised: Special approval.

MCLS 40660 *Current:* MCLS 30660 and foreign language proficiency level for teaching in public schools.
Revised: MCLS 30660 and special approval.

MCLS 50660 *Current:* Foreign language proficiency level for teaching in public schools. Graduate standing.
Revised: Special approval.

MIS 24056 *Current:* MATH 11011 or 12001.
Revised: MATH 11010 or MATH 11011 or MATH 11012 or MATH 12001 or MATH 12002.

MIS 34031 *Current:* MIS 24056, 24080; see notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; and MIS 24056 or MATH 10041 or BMRT 21004; and MIS 24080.

MIS 34032 *Current:* MIS 24070.
Revised: MIS 24060 and MIS 24070.

MIS 34033 *Current:* MIS 24060, 24070; see notes 1 and 2.
Revised: MIS 24060 and MIS 24070.

MIS 34036 *Current:* MIS 24060, 24070; see notes 1 and 2.
Revised: MIS 24060 and MIS 24070.

MIS 34045 *Current:* MIS 24060, 24070; see notes 1 and 2.
Revised: MIS 24060 and MIS 24070.

MIS 34053 *Current:* MIS 24060, 24070; see notes 1 and 2.
Revised: MIS 24060 and MIS 24070; not open to computer information systems (CIS) majors.

MIS 34054 *Current:* MIS 24053.
Revised: Minimum 2.50 cumulative GPA; and MIS 24053 or COMT 11000; not open to computer information systems (CIS) majors.

MIS 34055 *Current:* MIS 24053 and 24056.
Revised: Minimum 2.50 cumulative GPA; and MIS 24053 or COMT 11000; and MIS 24056 or MATH 10041 or BMRT 21004; not open to computer information systems (CIS) majors.

MIS 34059 *Current:* MIS 34060.
Revised: Minimum 2.50 cumulative GPA; and MIS 34060.

MIS 34060 *Current:* MIS 24053 and 34056; see notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; and MIS 24053 or COMT 11000; and MIS 24056 or MATH 10041 or BMRT 21004.

MIS 34064 *Current:* MIS 34060.
Revised: Minimum 2.50 cumulative GPA; and MIS 34060.

MIS 34065 *Current:* MIS 34060.
Revised: Minimum 2.50 cumulative GPA; and MIS 34060.

MIS 34165 *Current:* MIS 24163; see note 1.
Revised: Minimum 2.50 cumulative GPA; MIS 24163 or BMRT 11009.

MIS 34180 *Current:* MIS 24163 and permission.
Revised: Minimum 2.50 cumulative GPA; MIS 24163 or BMRT 11009.

MIS 34185 *Current:* MIS 24163; see notes 1 and 2.
Revised: MIS 24163 or BMRT 11009.

MIS 34280 *Current:* MIS 24163; see notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; MIS 24163 or BMRT 11009.

MIS 44042 *Current:* MIS 24070; see notes 1 and 2.
Revised: MIS 24070.

MIS 44043 *Current:* MIS 24060 and 24070; see notes 1 and 2.
Revised: MIS 24060 and MIS 24070.

MIS 44044 *Current:* MIS 24060 and 24070; see notes 1 and 2.
Revised: MIS 24060 and MIS 24070.

MIS 44045 *Current:* MIS 24060, 24070 and one CIS course; see notes 1 and 2. This course is open only to CIS majors.
Revised: MIS 24060 and MIS 24070; and one of the following CIS major requirement courses: MIS 440420 or MIS 44043 or MIS 44048; and computer information systems (CIS) major.

MIS 44048 *Current:* MIS 24080; see notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; and MIS 24060 and MIS 24070; and computer information systems (CIS) major.

MIS 44049 *Current:* MIS 44042; see notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; and MIS 44042.

MIS 44056 *Current:* MIS 34056; see notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA.

MIS 44061 *Current:* MIS 34061.
Revised: Minimum 2.50 cumulative GPA; and MIS 34061.

MIS 44062 *Current:* MIS 34061.
Revised: Minimum 2.50 cumulative GPA; and MIS 34061.

MIS 44065 *Current:* MIS 44064 or permission; see notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; and MIS 44064.

MIS 44091 *Current:* MIS 24053, 34180 and permission.
Revised: Minimum 2.75 cumulative GPA; and MIS 24053 or BMRT 11009; and MIS 34180 or BMRT 21006; and special approval.

MIS 44093 *Current:* None.
Revised: Minimum 2.50 cumulative GPA.

MIS 44095 *Current:* MIS junior standing; see notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; and junior standing.

MIS 44096 *Current:* Permission; see notes 1 and 2.
Revised: Special approval.

MIS 44150 *Current:* MIS 24163; see note 1.
Revised: Minimum 2.50 cumulative GPA; and MIS 23163 or BMRT 11009; and business management (BMGT) major.

MIS 44183 *Current:* MIS 34180; permission.
Revised: Minimum 2.75 cumulative GPA; and MIS 34180 or BMRT 21006; and special approval.

MIS 44191 *Current:* Permission; see notes 1 and 2.
Revised: Special approval.

MIS 44192 *Current:* MIS 24053 and 24163. See notes 1 and 2. Internship proposal submission and instructor permission required.
Revised: Special approval.

MIS 44195 *Current:* Declared HRM minor; permission, and MIS 34180.
Revised: Minimum 2.75 cumulative GPA; and MIS 34180 or BMRT 21006; and special approval.

MIS 44285 *Current:* MIS 24163 and permission.
Revised: Business (BUSN) major; minimum 2.50 cumulative GPA; and MIS 24163 or BMRT 11009.

MIS 44292 *Current:* 2.5 minimum grade point average; MIS 24060, 24070; see notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; and MIS 24060 and MIS 24070; and computer information systems (CIS) major; and special approval.

MKTG 35011 *Current:* Marketing major, MIS 24053, MKTG 25010.
Revised: Minimum 2.50 cumulative GPA; and MIS 24053 or COMT 11000; and MKTG 25010 or BMRT 21050; and marketing (MKTG) major.

MKTG 35015 *Current:* MKTG 25010; see notes 1 and 2.
Revised: MKTG 25010 or BMRT 21050 or MKTG 35035

MKTG 35021 *Current:* Marketing major, MKTG 35011.
Revised: MKTG 35011.

MKTG 35023 *Current:* Marketing major, MKTG 35011.
Revised: MKTG 35011.

MKTG 35024 *Current:* Marketing major, MIS 24053 and MKTG 25010.
Revised: Minimum 2.50 cumulative GPA; and MIS 24053 or COMT 11000; and MKTG 25010 or BMRT 21050.

MKTG 35026 *Current:* Marketing major, MKTG 35011.
Revised: Minimum 2.50 cumulative GPA; and MIS 24053 or COMT 11000; and MKTG 25010 or BMRT 21050; and marketing (MKTG) major.

MKTG 35035 *Current:* MKTG 25010; see notes 1 and 2.
Revised: MKTG 25010 or BMRT 21050.

MKTG 35050 *Current:* MKTG 25010; MIS 24056 (may be taken concurrently with instructor permission); see notes 1 and 2.
Revised: MKTG 25010 or BMRT 21050 or MKTG 35035.

MKTG 35055 *Current:* MKTG 25010; see notes 1 and 2.
Revised: MKTG 25010 or BMRT 21050 or MKTG 35035.

MKTG 40093 *Current:* Controlled; see notes 1 and 2.
Revised: Special approval.

MKTG 45010 *Current:* Marketing major, MKTG 35021 and 35023.
Revised: MKTG 35021 and MKTG 35023.

MKTG 45020 *Current:* Marketing major, MKTG 35021 and 35023.
Revised: MKTG 35021 and MKTG 35023.

MKTG 45026 *Current:* Marketing major, MKTG 35021 and 35023.
Revised: MKTG 35021 and MKTG 35023.

MKTG 45030 *Current:* Marketing major, MKTG 45010 and 45020.
Revised: MKTG 45010 and MKTG 45020.

MKTG 45040 *Current:* Marketing major, MKTG 45010 and 45020.
Revised: MKTG 45010 and MKTG 45020.

MKTG 45045 *Current:* MKTG 25010; see notes 1 and 2.
Revised: MKTG 25010 or BMRT 21050 or MKTG 35035.

MKTG 45046 *Current:* MKTG 25010; see notes 1 and 2.
Revised: MKTG 25010 or BMRT 21050 or MKTG 35035.

MKTG 45050 *Current:* Marketing major, MKTG 45010 and 45020. Requires permission of the department chair.
Revised: MKTG 45010 and MKTG 45020.

MKTG 45060 *Current:* MKTG 25010; see notes 1 and 2.
Revised: MKTG 25010 or BMRT 21050 or MKTG 35035.

MKTG 45071 *Current:* MKTG 25010; see notes 1 and 2.
Revised: MKTG 25010 or BMRT 21050 or MKTG 35035.

MKTG 45082 *Current:* MKTG 25010; see notes 1 and 2.
Revised: MKTG 25010 or BMRT 21050 or MKTG 35035.

MKTG 45084 *Current:* Senior standing; MKTG 35035, 35050; see notes 1 and 2.
Revised: Senior standing; and marketing (MKTG) major; and MKTG 35035 and MKTG 35050.

MKTG 45091 *Current:* MKTG 25010; see notes 1 and 2; additional prerequisites may be specified in current course listing.
Revised: MKTG 25010 or BMRT 21050 or MKTG 35035.

MKTG 45096 *Current:* Senior marketing major with a minimum 3.0 GPA (both cumulative and in major); completed at least three courses in marketing, including MKTG 35050; and instructor permission.
Revised: Special approval.

MKTG 45292 *Current:* MKTG 25010; see notes 1 and 2; additional prerequisites may be specified in current course listing.
Revised: Minimum 2.50 cumulative GPA; and MKTG 25010 or BMRT 21050 or MKTG 35035; and special approval.

MPH 60092 *Current:* Permission of course director required for non-MPH students. Graduate standing.
Revised: Master of Public Health (PH) major and graduate standing.

MPH 60095 *Current:* Permission of course director required for non-MPH students. Graduate standing.
Revised: Master of Public Health (PH) major and graduate standing.

MPH 60101 *Current:* Graduate standing. Permission of course director required for non-MPH students.
Revised: Master of Public Health (PH) major and graduate standing.

MPH 60102 *Current:* Permission of course director required for non-MPH students. Graduate standing.
Revised: Master of Public Health (PH) major and graduate standing.

MPH 60103 *Current:* Permission of course director required for non-MPH students. Graduate standing.
Revised: Master of Public Health (PH) major and graduate standing.

MPH 60104 *Current:* Permission of course director required for non-MPH students. Graduate standing.
Revised: Master of Public Health (PH) major and graduate standing.

MPH 60105 *Current:* Permission of course director required for non-MPH students. Graduate standing.
Revised: Master of Public Health (PH) major and graduate standing.

PH 60106 *Current:* Permission of course director required for non-MPH students. Graduate standing.
Revised: Master of Public Health (PH) major and graduate standing.

MPH 60110 *Current:* Successful completion of MPH 60101, 60102; graduate standing.
Revised: Grade of B or better in MPH 60101 and MPH 60102. Graduate standing.

MROT 21015 *Current:* Completion of 21 technical hours.
Revised: Special approval.

MUS 11111 *Current:* Placement test.
Revised: Music Theory Placement Test, score below 70.

MUS 11121 *Current:* Placement test.
Revised: Music Theory Placement Test score or 70 or higher.

MUS 20295 *Current:* Music major, minor or permission.
Revised: Music major.

MUS 21121 *Current:* MUS 11122. Corequisite: MUS 32211.
Revised: MUS 11122.

MUS 21122 *Current:* MUS 21121 and 32211. Corequisite: MUS 32212.
Revised: MUS 21121 and MUS 32211.

MUS 32211 *Current:* MUS 12211. Corequisite: MUS 21121.
Revised: MUS 12211 and MUS 21121 and MUS 21122; and junior standing.

MUS 32212 *Current:* MUS 12211, 21121 and 21122.
Revised: MUS 12211 and MUS 21121 and MUS 21122; and junior standing.

MUS 36111 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36311 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36411 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36412 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36413 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36414 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36511 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36512 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36513 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36514 *Current:* Audition.
Revised: Music major and special approval.*

* The following statement is included in the description: "Students must audition to be accepted into this course."

MUS 36515 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36611 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36612 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36613 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36614 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36615 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36711 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36912 *Current:* Audition.
Revised: Music major and special approval.*

MUS 41181 *Current:* Music major or minor or permission.
Revised: Music major.

MUS 42357 *Current:* Eligibility for admission to student teaching. Corequisite: MUS 49525.
Revised: Special approval. Corequisite: MUS 49525.

MUS 43244 *Current:* Concurrent registration with student teaching is required.
Revised: Special approval.

MUS 45111 *Current:* No audition.
Revised: Special approval.

MUS 46111 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46311 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46411 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46412 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46413 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46414 *Current:* Audition.
Revised: Music major and special approval.*

* The following statement is included in the description: "Students must audition to be accepted into this course."

MUS 46511 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46512 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46513 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46514 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46515 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46611 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46612 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46613 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46614 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46615 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46711 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46912 *Current:* Audition.
Revised: Music major and special approval.*

MUS 47014 *Current:* Music major, MUS 23111 or permission.
Revised: Music major.

MUS 47311 *Current:* Music majors-minors or permission.
Revised: Music major.

MUS 47411 *Current:* Music major-minor or permission
Revised: Music major.

MUS 47511 *Current:* Music major-minor or permission.
Revised: Music major.

MUS 47611 *Current:* Music major-minor or permission.
Revised: Music major.

MUS 47711 *Current:* Music major-minor or permission.
Revised: Music major.

* The following statement is included in the description: "Students must audition to be accepted into this course."

MUS 48111 *Current:* Music majors-minors.
Revised: Music major.

MUS 66111 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66311 *Current:* Audition.
Revised: Music major and special approval. Graduate standing. *

MUS 66411 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66412 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66413 *Current:* Audition.
Revised: Music major and special approval. Graduate standing. *

MUS 66414 *Current:* Audition.
Revised: Music major and special approval. Graduate standing. *

MUS 66511 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66512 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66513 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66514 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66515 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66611 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66612 *Current:* Audition.
Revised: Music major and special approval. Graduate standing. *

MUS 66613 *Current:* Audition.
Revised: Music major and special approval. Graduate standing. *

MUS 66614 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66615 *Current:* Audition.
Revised: Music major and special approval. Graduate standing. *

MUS 66711 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

* The following statement is included in the description: "Students must audition to be accepted into this course."

MUS 66912 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 68294 *Current:* Graduate standing, appointment as graduate assistant in music, or permission.
Revised: Graduate standing and special approval.

MUS 76111 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76311 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76411 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76412 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76413 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76414 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76511 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76512 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76513 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing. *

MUS 76514 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76515 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76611 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76612 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing. *

MUS 76613 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76614 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76615 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

* The following statement is included in the description: "Students must audition to be accepted into this course."

MUS 76711 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing. *

MUS 76912 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 78294 *Current:* Doctoral standing, appointment as graduate assistant in music, or permission.
Revised: Doctoral standing and special approval.

MUS 88199 *Current:* Admission to candidacy. Doctoral standing.
Revised: Doctoral standing and special approval.

NRST 10003 *Current:* Successful completion of all first semester courses BSCI 20020, CHEM 10054, or CHEM 10050, US 10001, NRST 10001 and 10002) with a cumulative GPA of 2.0 or higher.
Revised: BSCI 20020; and CHEM 10054 or 10050; and US 10097 and NRST 10001 and NRST 10002 with a minimum grade of C (2.0). Cumulative GPA of 2.0 or higher.

NRST 10004 *Current:* Admission to the nursing program. Permission of the director required for LPNs. Cumulative GPA of 2.0 or higher.
Revised: Admission to the nursing program (NRST). Cumulative GPA of 2.0 or higher

NRST 10006 *Current:* Successful completion of all first and second semester ge3neral studies related and prescribed developmental courses; admission to the nursing program; cumulative 2.5 GPA or higher.
Revised: BSCI 20020 and BSCI 20021 and BSCI 20022; and CHEM 10054 or CHEM 10050 and 10052; and US 10097 and NRST 10004 with a minimum grade of C. Cumulative GPA of 2.5 or higher.

NRST 20208 *Current:* NRST 20206, 20207, and NURS 20950; ENG 11011, SOC 12050, one 3-hour LER. Cumulative GPA of 2.0 or higher.
Revised: NRST 20206 and 20207 and NURS 20950 and ENG 11011 and SOC 12050. Cumulative GPA of 2.0 or higher.

NRST 20210 *Current:* NRST 20206, 20207 and NURS 20950; ENG 11011, SOC 12050, one 3-hour LER. Cumulative GPA of 2.0 or higher.
Revised: NRST 20206 and NRST 20207 and NURS 20950 and ENG 11011 and SOC 12050. Cumulative GPA of 2.0 or higher.

NRST 21095 *Current:* Sophomore standing. Successfully completed all NRST 10000 level courses.
Revised: None.

NURS 20000 *Current:* Admission to sophomore nursing sequence; NURS 10050.
Revised: Special approval.

NURS 20020 *Current:* Admission to sophomore nursing sequence.
Revised: Special approval.

NURS 40085 *Current:* NURS 40060 and statistics course.
Revised: NURS 40060; and MATH 10041 or PSYC 21621 or SOC 32220.

* The following statement is included in the description: "Students must audition to be accepted into this course."

NURS 40872 *Current:* Statistics, pre- or corequisite: junior nursing; honors students.
Revised: Pre- or corequisites: MATH 10041 or PSYC 21621 or SOC 32200.

NURS 41000 *Current:* Registered nurse graduate of an associate degree or diploma nursing program. Satisfactory completion of BSCI 20020, 20021, CHEM 10050, 10052 or permission.
Revised: Special approval.

NURS 60042 *Current:* NURS 60041, 60206 and Physiology. Graduate standing.
Revised: NURS 60041 and NURS 60045 and NURS 60206; and graduate standing.

NURS 60045 *Current:* BSCI 60495 ST: Advanced Human Physiology; graduate standing.
Revised: Graduate standing.

NURS 60205 *Current:* Basic understanding of biostatistics. Graduate standing.
Revised: Graduate standing.

NURS 60206 *Current:* Pre- or corequisite: NURS 60041 recommended. Graduate standing.
Revised: Pre- or corequisite: NURS 60041; and graduate standing.

NURS 60314 *Current:* All required MSN courses and MBA core courses. Graduate standing.
Revised: NURS 65092 and BAD 64041 and BAD 64271; and graduate standing.

NURS 60402 *Current:* NURS 60401 and knowledge of statistics; graduate standing.
Revised: NURS 60401 and graduate standing.

NURS 65092 *Current:* MSN students 25+ hours in Nursing and Health Care Management. Post MSN students-MSN plus 13 hours in Nursing and Health Care Management.
Revised: Special approval and graduate standing.
Addition to description: Students must complete 18-25 credit hours of combined NURS, BAD and PADM courses before taking this course.

NURS 70727 *Current:* Master's level statistics, including descriptive and inferential statistics. Doctoral standing or permission from department.
Revised: Doctoral standing.

NURS 80299 *Current:* No prerequisite listed.
Revised: 30 hours of NURS 80199. Doctoral standing.

NUTR 33512 *Current:* CHEM 10060, 10061 and 20481. CHEM 10050 and 10052 accepted for nonnutrition majors.
Revised: CHEM 10060 and CHEM 10061 and CHEM 20481.

NUTR 33522 *Current:* NUTR 23511 and completed social science LER course.
Revised: NUTR 23511 and PSYC 11762 and SOC 12050.

NUTR 43523 *Current:* Open to nutrition majors only upon completion of junior-level courses.
Revised: Nutrition (NUTR) majors; and senior standing.

NUTR 63525 *Current:* Graduate dietetic interns only.
Revised: Special approval and graduate standing.

NUTR 63526 *Current:* Graduate dietetic interns only.
Revised: Special approval and graduate standing.

NUTR 63527 *Current:* Graduate dietetic interns only.
Revised: Special approval and graduate standing.

NUTR 63592 *Current:* Graduate dietetic interns only.
Revised: Special approval and graduate standing.

PADM 60382 *Current:* Advanced graduate standing.
Revised: Special approval and graduate standing.

PADM 60385 *Current:* Advanced standing in graduate program and permission.
Revised: Special approval and graduate standing.

PAS 23002 *Current:* PAS 23001 (recommended) but not required.
Revised: PAS 23001.

PAS 30010 *Current:* Junior standing or one course in philosophy.
Revised: None.

PAS 43095 *Current:* PAS 13001 or 13002; PAS 23001 or 23002; PAS 31092 or PAS 22101 or permission.
Revised: PAS 13001 or PAS 13002 or PAS 23001 or PAS 23002 or PAS 31092 or PAS 22101.

PEB 10001 *Current:* Recommended by Kent Health Center.
Revised: Special approval.
Addition to description: Recommended by the Kent Health Center.

PEB 10102 *Current:* No or minimal swimming ability.
Revised: Special approval.
Addition to description: No or minimal swimming ability.

PEB 11605 *Current:* PEB 11604 or three months' experience.
Revised: Special approval.
Addition to description: Must have taken PEB 11604 or have three months of experience in Karate.

PEB 13006 *Current:* Student must supply equipment.
Revised: Special approval.
Addition to description: Student must supply equipment.

PEB 13012 *Current:* Student must supply equipment.
Revised: Special approval.
Addition to description: Student must supply equipment.

PEB 13013 *Current:* Swim 100 yards and tread water five minutes fully clothed.
Revised: Special approval.
Addition to description: Students must be able to swim 100 yards and tread water for five minutes fully clothed.

PEB 13022 *Current:* Student must supply own clothing and shelter.
Revised: Special approval.
Addition to description: Student must supply own clothing and shelter.

PEB 13024 *Current:* Swim 100 yards and tread water five minutes fully clothed.
Revised: Special approval.
Addition to description: Students must be able to swim 100 yards and tread water for five minutes fully clothed.

PEB 13025 *Current:* Swim 100 yards and tread water five minutes fully clothed.
Revised: Special approval.
Addition to description: Students must be able to swim 100 yards and tread water for five minutes fully clothed.

PEB 13027 *Current:* Student must supply equipment.
Revised: Special approval.
Addition to description: Student must supply equipment.

PEP 45051 *Current:* PEP 25033, 25025, 15013-15017 and admitted to professional education.
Revised: PEP 25033 and PEP 25025 and PEP 15013-15017; and special approval.

PEP 45053 *Current:* PEP 25033, 25025, 15013-15017 and admitted to professional education.
Revised: PEP 25033 and PEP 25025 and PEP 15013-15017; and special approval.

PEP 45058 *Current:* PEP 25033, 25025, 15013-15017 and admitted to professional education.
Revised: PEP 25033 and PEP 25025 and PEP 15013-15017; and special approval.

PEP 45059 *Current:* PEP 25033, 25025, 15013-15017 and admitted to professional education.
Revised: PEP 25033 and PEP 25025 and PEP 15013-15017; and special approval.

PEP 45490 *Current:* PEP 35075 and an exercise sciences concentration.
Revised: PEP 35075 and physical education professional (PEP) major.

PEP 49526 *Current:* Eligibility for admission to student teaching. Corequisite: PEP 49525.
Revised: Special approval. Corequisite: PEP 49525.

PHY 12111 *Current:* Admission to health technology.
Revised: Physical therapist assisting technology (PTST) major.

PHY 23102 *Current:* PHY 13001 or 23101, MATH 12003 or corequisite MATH 12003 with departmental approval.
Revised: PHY 13001 or 23101 and pre- or corequisite MATH 12003.

PHY 35402 *Current:* MATH 22005, 10 hours of physics, proficiency in a high-level computer language (Equivalent to CS 10061).
Revised: MATH 22005 and 10 hours of physics courses.

PHY 35611 *Current:* PHY 12411 and proficiency in a high-level computer language (equivalent to CS 10061).
Revised: PHY 12411 and CS 10061.

PHY 40099 *Current:* Honors senior standing , departmental and honors division consultation and approval prior to first semester of senior year.
Revised: Honors senior standing and special approval.
Addition to description: Students taking this course must consult with their department and the Honors College and receive approval prior to the first semester of the senior year.

PHY 42513 *Current:* Proficiency in a high-level computer language (equivalent to CS 10061).
Revised: CS 10061.

PHY 44802 *Current:* MATH 12003 and major or minor in the physical sciences or technology or consent of instructor.
Revised: MATH 12003.

PHY 50020 *Current:* Two years of physics. Graduate standing.
Revised: Graduate standing.

PHY 52513 *Current:* Proficiency in a high-level computer language (equivalent to CS 10061). Graduate standing.
Revised: CS 10061 and graduate standing.

PHY 54802 *Current:* MATH 12003 and a major or minor in the physical sciences or technology or consent of instructor.
Revised: MATH 12003 and graduate standing.

PHY 68401 *Current:* B.S. in Physics and graduate standing.
Revised: Graduate standing in physics or chemical physics.

PHY 78401 *Current:* B.S. in Physics and doctoral standing.
Revised: Doctoral standing in physics or chemical physics.

PHY 80098 *Current:* Admission to doctoral study and doctoral standing.
Revised: Special approval and doctoral standing.

PHY 80199 *Current:* Admission to candidacy for doctoral degree and permission. Doctoral standing.
Revised: Special approval and doctoral standing.

POL 30511 *Current:* Registration in the Geneva semester.
Revised: Special approval.
Addition to description: Registration in the Geneva semester required.

POL 30991 *Current:* Forty-five hours of college credit, minimum 2.5 GPA, corequisite: POL 30430, plus permission.
Revised: Minimum 2.50 GPA and special approval. Corequisite: POL 30430.

POL 40191 *Current:* Political science major or minor, completed lower division requirements, and junior or senior standing or permission.
Revised: Political science (POL) major; and POL 10004 and POL 10100 and POL 10300 and POL 10500 and POL 30001 and POL 30002 and POL 30003; and special approval.

POL 40391 *Current:* Political science major or minor, completed lower division requirements, and junior or senior standing or permission.
Revised: Political science (POL) major; and POL 10004 and POL 10100 and POL 10300 and POL 10500 and POL 30001 and POL 30002 and POL 30003; and special approval.

POL 40591 *Current:* Political science major or minor, completed lower division requirements, and junior or senior standing or permission.
Revised: Political science (POL) major; and POL 10004 and POL 10100 and POL 10300 and POL 10500 and POL 30001 and POL 30002 and POL 30003; and special approval.

POL	40992	*Current:*	Permission; political science majors and minors only.
		Revised:	Political science (POL) majors and special approval.
POL	40996	*Current:*	Permission; political science majors and minors only.
		Revised:	Political science (POL) majors and special approval.
POL	70382	*Current:*	Advanced doctoral status.
		Revised:	Special approval and doctoral standing.
POL	70385	*Current:*	Advanced doctoral status.
		Revised:	Special approval and doctoral standing.
POL	81199	*Current:*	Admission to candidacy for doctoral degree. Doctoral standing.
		Revised:	Special approval and doctoral standing.
PORT	17201	*Current:*	No previous formal training in Portuguese.
		Revised:	Special approval.
PORT	27209	*Current:*	One year of college language or equivalent.
		Revised:	Special approval.
PSYC	80391	*Current:*	Advanced doctoral standing and permission.
		Revised:	Special approval and doctoral standing.
PSYC	80491	*Current:*	Advanced doctoral standing and permission.
		Revised:	Special approval and doctoral standing.
PSYC	80691	*Current:*	Advanced doctoral standing and permission.
		Revised:	Special approval and doctoral standing.
PSYC	81199	*Current:*	Admission to candidacy for doctoral degree and permission. Doctoral standing.
		Revised:	Special approval and doctoral standing.
PSYC	81498	*Current:*	Admission to doctoral study and permission. Doctoral standing.
		Revised:	Special approval and doctoral standing.
PSYC	81691	*Current:*	Advanced doctoral standing and permission.
		Revised:	Special approval and doctoral standing.
RADT	14096	*Current:*	Program admission or graduate of medical imaging program.
		Revised:	Radiologic technology (RADT) major.
RADT	24058	*Current:*	Program admission or graduate of medical imaging program.
		Revised:	Radiologic technology (RADT) major.
RADT	24196	*Current:*	Program admission or graduate of medical imaging program.
		Revised:	Radiologic technology (RADT) major.
RIS	41095	*Current:*	Permission. Enrollment in RIS Concentration: CT, MRI, Diagnostic Medical Sonography or Nuclear Medicine.
		Revised:	Radiologic and imaging sciences (RIS) major.
RIS	44078	*Current:*	DMS program admission or graduate of medical imaging program with permission of program director.
		Revised:	Radiologic and imaging sciences (RIS) major.

RIS 44096 *Current:* RIS program admission or graduate of medical imaging program.
Revised: Radiologic and imaging science (RIS) major.

RPTM 36092 *Current:* RPTM 16000, Permission and Leisure studies major or minor.
Revised: RPTM 16000 and RPTM major and special approval.

RPTM 36192 *Current:* RPTM 16000, Permission and leisure studies major or minor.
Revised: RPTM 16000 and RPTM major and special approval.

RPTM 46091 *Current:* Junior standing as a Recreation, Park and Tourism Management major, PRTM 36092 or 36192.
Revised: Junior standing and RPTM major and RPTM 36092 or RPTM 36192 and special approval.

RUSS 62979 *Current:* Completion of requirements for MA in translation; graduate standing.
Revised: Special approval and graduate standing.

SEED 67232 *Current:* Teaching certification in one of the sciences. Doctoral standing.
Revised: Graduate standing and special approval.

SEED 67234 *Current:* Teaching certification in one of the sciences. Graduate standing.
Revised: Graduate standing and special approval.

SEED 77232 *Current:* Undergraduate special methods course or teaching certification in one of the social studies. Doctoral standing.
Revised: Doctoral standing and special approval.

SEED 77234 *Current:* Teaching certification in one of the sciences. Doctoral standing.
Revised: Doctoral standing and special approval.

SOC 42092 *Current:* Junior standing, sociology major or minor, 2.50 grade point average, and permission.
Revised: Junior standing; and sociology (SOC) major; and 2.50 GPA; and special approval.

SOC 42870 *Current:* Major or minor in gerontology program or permission; junior standing.
Revised: Junior standing and special approval.
Addition to description: Recommended for students with a major or minor in gerontology.

SOC 62324 *Current:* Graduate-level statistics or research methods and graduate standing in sociology or permission of the instructor.
Revised: SOC 62211 and SOC 62217; and graduate standing; and special approval.

SOC 62896 *Current:* Completed 24 semester hours of grad work, permission of instructor and grad coordinator. Akron 3850: 797-798. Grad standing.
Revised: Special approval and graduate standing.
Addition to description: Akron 3850: 797-798

SOC 72324 *Current:* Graduate-level statistics or research methods and doctoral standing in sociology or permission of the instructor.
Revised: SOC 62211 and SOC 62217; and doctoral standing; and special approval.

SOC 72896 *Current:* Completed 24 semester hours of grad work, permission of instructor and grad coordinator. Akron 3850: 797-798. Grad standing.
Revised: Special approval and doctoral standing.
Addition to description: Akron 3850: 797-798

SOC 82199 *Current:* Admission to candidacy for doctoral degree and permission.
Revised: Special approval and doctoral standing.

SOC 82299 *Current:* SOC 82199, admission to candidacy for doctoral degree and permission.
Revised: Special approval and doctoral standing.

SPA 44310 *Current:* SPA 34103 or 34106, or senior standing.
Revised: SPA 34103 or 34106.

SPA 54130 *Current:* Senior standing or permission. Graduate standing.
Revised: Graduate standing.

SPA 54310 *Current:* SPA 34013 or 34106 or senior standing. Graduate standing.
Revised: SPA 34013 or 34106 and graduate standing.

SPA 70750 *Current:* SPA 70749, permission, and successful completion of the Praxis Examination. Corequisite: SPA 70791; doctoral standing.
Revised: SPA 70749 and doctoral standing and special approval. Corequisite: SPA 7079
Addition to description: Students taking the course must have successfully completed the Praxis Examination.

SPA 84199 *Current:* Admission to candidacy. Doctoral standing.
Revised: Doctoral standing and special approval.

SPAD 25092 *Current:* Permission and sport administration major or minor.
Revised: Sport administration (SPAD) major and special approval from instructor.

SPAD 35092 *Current:* SPAD 25092, instructor permission and sport administration major or minor.
Revised: SPAD 25092; and sport administration (SPAD) major; and special approval from instructor.

SPAN 28207 *Current:* SPAN 28202 and appropriate score on MLA Level II exam.
Revised: SPAN 28202 and special approval.

SPAN 28209 *Current:* One year of college language or equivalent.
Revised: Special approval.

SPAN 48096 *Current:* 6 hours of upper-division Spanish literature; permission.
Revised: Special approval.

SPAN 68979 *Current:* Completion of course requirements for translation options of Master of Arts.
Revised: Special approval and graduate standing.

SPED 39201 *Current:* ASL/SPED 29202; education major or minor. Students must be approved for upper division coursework.
Revised: ASL 29202 or SPED 29202; and admission to advanced study.

SPED 39202 *Current:* ASL/SPED 39201; education major or minor. Students must be approved for upper division course work.
Revised: ASL 39201 or SPED 39201; and admission to advanced study.

SPED 43020 *Current:* SPED 43030 with minimum grade of C; admission to advanced study; ECED 40105, 40126, 40147.
Revised: Admission to advanced study; CI 47501 and CI 47502 and CI 47504 and ELED 40126. Corequisite: SPED 43992.

SPED 43030 *Current:* SPED 23000; admission to advanced study
Revised: SPED 23000 and admission to advanced study. Corequisite: SPED 43992.

SPED 43031 *Current:* SPED 43030; admission to advanced study.
Revised: SPED 43030 and admission to advanced study. Corequisite: SPED 44092 or SPED 44192.

SPED 43040 *Current:* SPED 43050 or 43051; ECED 40105, 40126, 30123 or MCED 40006; admission to advanced study.
Revised: Admission to advanced study and ECED 40126 and CI 47504. Corequisite: SPED 44092 or 44192.

SPED 43060 *Current:* SPED 43030, 43050, all ECED and MCED methods courses; admission to advanced study.
Revised: Admission to advanced study and CI 47501 and CI 47502 and CI 47504 and ELED 40126. Corequisite: SPED 44092.

SPED 43061 *Current:* SPED 43030, 43051, all ECED and MCED methods courses; admission to advanced study.
Revised: Admission to advanced study and CI 47501 and CI 47502 and CI 47504 and ELED 40126. Corequisite: SPED 44092.

SPED 43062 *Current:* SPED 43020, 43030, 43060; corequisites SPED 44092 and 43040; admission to advanced study.
Revised: SPED 43020 and 43030 and 43060 and admission to advanced study. Corequisites: SPED 43040 and 43992.

SPED 43102 *Current:* ASL/SPED 29202; education major or minor. Students must be approved for upper division course work.
Revised: ASL 29202 or SPED 29202; and admission to advanced study.

SPED 43103 *Current:* ASL/SPED 39201; SPED 43102; SPED 43105; education major or minor. Students must be approved for upper division course work.
Revised: ASL 39201 or SPED 39201; and SPED 43102 and SPED 43105 and admission to advanced study.

SPED 43104 *Current:* ASL/SPED 39202; SPED 43103; education major or minor. Students must be approved for upper division course work.
Revised: ASL 39202 or SPED 39202; and SPED 43103 and admission to advanced study.

SPED 43105 *Current:* ASL/SPED 29202; SPED 43103; education major or minor. Students must be approved for upper division course work.
Revised: ASL 29202 or SPED 29202; and SPED 43103 and admission to advanced study.

SPED 43108 *Current:* ASL/SPED29202; SPED 43100; education major or minor. Students must be approved for upper division coursework.
Revised: ASL 29202 or SPED 29202; and SPED 43100 and admission to advanced study.

SPED 43109 *Current:* ASL/SPED 29202; SPED 43100; education major or minor. Students must be approved for upper division coursework.
Revised: ASL 29202 or SPED 29202; and SPED 43100 and admission to advanced study.

SPED 43192 *Current:* ASL/SPED: 29202; SPED 43100; education major or minor. Students must be approved for upper division coursework.
Revised: ASL 29202 or SPED 29202; and SPED 43100 and admission to advanced study.

SPED 43981 *Current:* Admission to advanced study; all professional education coursework. Corequisite: SPED 49525.
Revised: Admission to advanced study. Corequisite: SPED 49525.

SPED 43992 *Current:* Admission to advanced study; all professional education coursework.
Revised: Admission to advanced study. Corequisites: SPED 43031, 43040 and 43061.

SPED 49525 *Current:* Admission to advanced study; all professional education coursework. Corequisite: SPED 43981.
Revised: Admission to advanced study. Corequisite: SPED 43981.

SPED 53060 *Current:* SPED 63200, SPED 53030, SPED 53050, all ECED and MCED methods courses; graduate standing.
Revised: SPED 53030 and 53050 and 63200 and graduate standing.

SPED 53061 *Current:* SPED 63200, 53030, 53051, all ECED and MCED methods courses; graduate standing.
Revised: SPED 53030 and SPED 53051 and SPED 63200 and graduate standing.

SPED 53529 *Current:* Graduate standing and SPED core.
Revised: Graduate standing.

SPED 63300 *Current:* Graduate standing; SPED 53030; EDUC 65510 or 65511; completion of 21 hours in required program.
Revised: Graduate standing and SPED 53030; and EDUC 65510 or 65511.

SPED 63992 *Current:* Graduate standing; special education core, permission.
Revised: Graduate standing and special approval.

SPED 80090 *Current:* Doctoral standing; permission; one full year doctoral study.
Revised: Doctoral standing and special approval.

TECH 20004 *Current:* TECH 10001; MATH 12001 or equivalent.
Revised: MATH 11010 and MATH 11022. Corequisite: MATH 12002.

TECH 33033 *Current:* MATH 12001; PHY 13001 or 23101.
Revised: MATH 11022 or MATH 12001; and PHY 13001 or PHY 23101.

TECH 33700 *Current:* High school algebra.
Revised: Special approval.

TECH 41196 *Current:* Student must have completed 50 hours of technology education and have an approved proposal with faculty member prior to registering for this course.
Revised: Special approval by department.

TECH 45710 *Current:* Instrument rating, TECH 35020; or permission.
Revised: TECH 35020.

TECH 45711 *Current:* Instrument rating, TECH 35020; or permission. Pre- or corequisite: TECH 45710 or permission.
Revised: TECH 35020. Pre- or corequisite: TECH 45710.

TECH 45720 *Current:* Instrument rating, TECH 45130; or permission.
Revised: TECH 45130.

TECH 45721 *Current:* Instrument rating, TECH 45130; or permission. Corequisite: TECH 45720 or permission.
Revised: TECH 45130. Pre- or corequisite: TECH 45720.

TECH 46031 *Current:* Admission to advanced standing, all professional courses, minimum 75% required tech courses, 100 hrs. technology visits. Corequisite: TECH 49525.
Revised: Special approval by department. Corequisite: TECH 49525.

TECH 46409 *Current:* BMRT 11009 or MIS 24163; 45 earned hours.
Revised: BMRT 11009 or MIS 24163; and sophomore standing.

TECH 51055 *Current:* Approval of work site and permission. Graduate standing.
Revised: Graduate standing and special approval.

THEA 11303 *Current:* None.
Revised: Special approval.

THEA 21016 *Current:* None.
Revised: Special approval.

THEA 21017 *Current:* THEA 11340 or permission.
Revised: THEA 11340 and special approval.

THEA 21306 *Current:* Musical Theatre major.
Revised: Musical Theatre major and special approval.

THEA 21501 *Current:* Sophomore standing, BFA design/technology student or candidate, at least two of the following—THEA 11522, 11524 and 11622.
Revised: Sophomore standing and BFA design/technology student, and at least two of the following: THEA 11522, THEA 11524 and THEA 11622.

THEA 21521 *Current:* THEA 11622.
Revised: THEA 11622 and special approval.

THEA 21621 *Current:* THEA 11622 or permission.
Revised: THEA 11622 and special approval.

THEA 21892 *Current:* Sophomore standing or permission.
Revised: Sophomore standing and special approval.

THEA 22092 *Current:* Freshman/sophomores only.
Revised: Freshmen or sophomores only and special approval.

THEA 22192 *Current:* Freshman/sophomores only.
Revised: Freshmen or sophomores only and special approval.

THEA 22292 *Current:* Freshman/sophomores only.
Revised: Freshmen or sophomores only and special approval.

THEA 31112 *Current:* THEA 21111 and junior standing.
Revised: THEA 21111 and junior standing and special approval.

THEA 31113 *Current:* THEA 31112.
Revised: THEA 31112 and special approval.

THEA 31114 *Current:* THEA 31112 and 31113.
Revised: THEA 31112 and THEA 31113 and special approval.

THEA 31401 *Current:* THEA 11303, 21111 or permission.
Revised: THEA 11303 and THEA 21111 and special approval.

THEA 31501 *Current:* Junior standing and BFA design/technology student or candidate.
Revised: Junior standing and BFA design/technology student and special approval.

THEA 31522 *Current:* THEA 11622 or permission.
Revised: THEA 11622 and special approval.

THEA 31524 *Current:* THEA 11524 or permission.
Revised: THEA 11524 and special approval.

THEA 31525 *Current:* THEA 11524 or permission.
Revised: THEA 11524 and special approval.

THEA 31560 *Current:* THEA 11622, THEA 21521, or permission.
Revised: THEA 11622 and THEA 21521 and special approval.

THEA 31622 *Current:* THEA 11622 or permission.
Revised: THEA 11622 and special approval.

THEA 41026 *Current:* None.
Revised: Special approval.

THEA 41027 *Current:* THEA 41026
Revised: THEA 41026 and special approval.

THEA 41093 *Current:* None.
Revised: Special approval.

THEA 41110 *Current:* Junior/senior standing.
Revised: Junior or senior standing and special approval.

THEA 41113 *Current:* None.
Revised: Special approval.

THEA 41191 *Current:* THEA 31112 and 31113.
Revised: THEA 31112.

THEA 41307 *Current:* THEA 21306 or permission.
Revised: THEA 21306 and special approval.

THEA 41501 *Current:* Senior standing and BFA design/technology student.
Revised: Senior standing and BFA design/technology student and special approval.

THEA 41522 *Current:* THEA 31522 or permission.
Revised: THEA 31522 and special approval.

THEA 41524 *Current:* THEA 31525.
Revised: THEA 31525 and special approval.

THEA 41560 *Current:* THEA 11622, 21521 or permission.
Revised: THEA 11622 and THEA 21521 and special approval.

THEA 41622 *Current:* THEA 31622 or permission.
Revised: THEA 31622 and special approval.

THEA 41726 *Current:* Junior standing.
Revised: Junior standing and special approval.

THEA 41892 *Current:* Junior standing.
Revised: Junior standing and special approval.

THEA 42092 *Current:* Junior/senior only.
Revised: Junior or senior standing and special approval.

THEA 42192 *Current:* Junior/senior only.
Revised: Junior or senior standing and special approval.

THEA 42292 *Current:* None.
Revised: Special approval.

US 10003 *Current:* Assessment testing or permission.
Revised: Compass reading score of 0-55.

US 10006 *Current:* Concurrent registration in selected LER or permission.
Revised: Concurrent registration in PSYC 11762 or SOC 12050 or HIST 12070 or PHY 11030 and special approval.

VCD 13000 *Current:* None.
Revised: VCD major and special approval.

VCD 13001 *Current:* VCD 13000.
Revised: VCD 13000 and special approval.

VCD 20000 *Current:* None.
Revised: Special approval.

VCD 20003 *Current:* VCD 20000.
Revised: VCD 20000 and special approval.

VCD 20009 *Current:* VCD 13001, 22000, 22001, 23001, 23002 and/or permission.
Revised: VCD 13001 and 22000 and 22001 and 23000 and 23001 and 23002 and special approval.

VCD 23001 *Current:* B or better in VCD 13000 and 13001.
Revised: VCD 13000 and 13001 and special approval.

VCD 23002 *Current:* VCD 13001, 23001 and/or permission.
Revised: VCD 13001 and 23001 and special approval.

VCD 24001 *Current:* VCD 24000.
Revised: VCD 24000 and special approval.

VCD 24009 *Current:* VCD 24000. Corequisite: VCD 24001
Revised: VCD 24001 and special approval.

VCD 27000 *Current:* TECH 11083.
Revised: TECH 11083 and special approval.

VCD 28000 *Current:* VCD 13000 and concurrently with VCD 13001; or by permission.
Revised: VCD 13000 and 13001 and special approval.

VCD 30009 *Current:* VCD 32000/33000. Corequisites: VCD 33001 and 32001.
Revised: VCD 32000 and VCD 33000 and special approval. Corequisites: VCD 33001 and VCD 32001.

VCD 34000 *Current:* VCD 24009.
Revised: VCD 24009 and special approval.

VCD 38001 *Current:* VCD 13001, 28000, 20009, 38004.
Revised: VCD 13001 and 20009 and 28000 and 38004 and special approval.

VCD 38003 *Current:* VCD 13001; 28000; VCD major, minor, or by permission.
Revised: VCD 13001 and 28000 and VCD major and special approval.

VCD 38004 *Current:* VCD 13001; VCD 28000 and 20009. VCD major, minor or by permission.
Revised: VCD 13001 and 28000 and special approval.

VCD 38008 *Current:* VCD 28000 and VCD 13001.
Revised: VCD 13001 and 28000 and special approval.

VCD 42003 *Current:* Successful completion of VCD 30009.
Revised: B or better in VCD 30009 and special approval.

VCD 42004 *Current:* VCD 20000.
Revised: VCD 20000 and special approval.

VCD 43000 *Current:* None.
Revised: B or better in VCD 30009 and special approval.

VCD 43001 *Current:* VCD 20006.
Revised: VCD 30000 and special approval.

VCD 43006 *Current:* VCD 30009.
Revised: Special approval.

VCD 43007 *Current:* JMC 20004, 20007; VCD 13001 or 27001; Art major, minor or permission.
Revised: JMC 20004 and JMC 20007; and VCD 13001 or VCD 27001; and special approval.

VCD 43051 *Current:* Successful completion of VCD 30009.
Revised: B or better in VCD 30009 and special approval.

VCD 46000 *Current:* CS 10051 and VCD 13001 or permission.
Revised: CS 10051 and VCD 13001 and special approval.

VCD 46003 *Current:* VCD 27001, 37000 or VCD 23001.
Revised: VCD 46001 and special approval.

VCD 46053 *Current:* VCD 46001 and permission.
Revised: VCD 27001 or 37001 or 23001.

VCD 48005 *Current:* VCD 38003, VCD 38004. VCD major or permission.
Revised: VCD 46001 and special approval.

VCD 48007 *Current:* VCD 38003, VCD 38004, VCD 48005, VCD major.
Revised: VCD 38003 and 38004 and 48005 and VCD major and special approval.

VCD 48009 *Current:* VCD 38003, VCD 38004, VCD 48005, VCD majors or permission.
Revised: VCD 38003 and 38004 and 48005 and VCD major and special approval.

VCD 48092 *Current:* Upper-division standing or permission.
Revised: Junior or senior standing in VCD and special approval.

VCD 49199 *Current:* Senior standing and permission.
Revised: Senior standing in VCD and special approval.

Further revisions to prerequisites that first appeared on the March 19, 2007, EPC Agenda

DAN 17050 *Current:* Dance major/minor.
Revised: Dance major and special approval.

DAN 17051 *Current:* Dance major/minor.
Revised: Dance major and special approval.

DAN 17052 *Current:* Dance major/minor.
Revised: Dance major and special approval.

DAN 17053 *Current:* Dance major/minor.
Revised: Dance major and special approval. Corequisite: DAN 17051 or DAN 17052.

DAN 17151 *Current:* Dance major or minor and DAN 17051.
Revised: Dance major and DAN 17051 and special approval.

DAN 17152 *Current:* Dance major or minor and DAN 17052.
Revised: Dance major and DAN 17052 and special approval.

DAN 27057 *Current:* Dance major/minor, Early Childhood major or education major.
Revised: Dance major or early childhood major; and special approval.

DAN 27072 *Current:* Dance major/minor; DAN 17152.
Revised: Dance major and DAN 17152 and special approval.

DAN 37071 *Current:* One activity course.
Revised: Dance major and special approval.

DAN 37271 *Current:* Technique level 2000 or above and audition.
Revised: Dance major and special approval.

DAN 47060 *Current:* Senior status. Must take concurrent with dance technique level III. Permission of Department.
Revised: DAN 27170 and special approval.

DAN 47063 *Current:* Dance major/minor.
Revised: Dance major and special approval.

DAN 47156 *Current:* Dance major/minor.
Revised: Dance major and special approval.

DAN 47163 *Current:* Dance major/minor, DAN 47063 or permission.
Revised: Dance major and DAN 47063 and special approval.

DAN 47192 *Current:* Dance Education major or permission.
Revised: Dance major and special approval.

DAN 47525 *Current:* Dance Education major and eligibility for admission to student teaching; DAN 47192.
Revised: Dance major; and admission to student teaching; and DAN 47192; and special approval.

Courses for which departments did not respond to the prerequisite-revision request: The portion of the course's prerequisite that was translatable was entered in Banner. If none of the prerequisite was translatable, a "special approval" was entered for each section, and students will need to seek a departmental override to register for the course.

Course list prepared by Lisa N.H. Delaney, academic program coordinator for curriculum services.

OFFICE OF THE PROVOST

Educational Policies Council
Minutes

Monday, March 19, 2007
Room 310, Kent Student Center

Members Present:

Provost	Gayle L. Ormiston [representing Paul L. Gaston]
Vice President for Research	Peter C. Tandy
Deans	Larry R. Andrews, Timothy J. Chandler Aminur R. (Raj) Chowdhury, Laura Cox Dzurec, David A. England, Daniele Finotello, Steven Fong, James L. Gaudino, Mary Ann Haley [representing Jerry D. Feezel], Denise A. Seachrist, George E. Stevens
Faculty Senate-Appointed Representatives	Cheryl A. Casper, Bruce J. Gunning, Barbara J. Hipsman-Springer, Thomas Janson, Declan F. Keane, Erica B. Lilly, John A. Marino
Faculty Senate-Appointed Alternatives	Michael Mikusa
College Curriculum Committee Representatives	David A. Dumpe, Verna M. Fitzsimmons, Jacqueline Rowser, Alexa L. Sandmann, Stephen M. Zapytowski
Nonmember Consultants to the EPC	Lisa N.H. Delaney, Evelyn Goldsmith, Nancy E. Mitchell, Elizabeth A. Sinclair-Colando, Therese E. Tillett, Becky L. Totts

Also in attendance: James L. Blank, Stephane E. Booth, Ruth C. Capasso, Terri L. Capellman, Susan M. Cole, Laura L. Davis, LuEtt J. Hanson, Mel Anthony May, Mary (Lauren) Pernetti, Sarah E. Rilling, Christopher J. Woolverton

Gayle L. Ormiston, associate provost for faculty affairs and curriculum, convened the meeting of the Educational Policies Council at 3:22 p.m., on Monday, March 19, 2007, in Room 310 of the Kent Student Center. He conveyed Provost Paul L. Gaston's regrets that he could not attend and said Provost Gaston was on business in Nebraska. He asked and received assurance that the members had no additions to the agenda. He then noted the inclusion of the two addendum items and said the discussion item would follow the action items, and the information item would be listed as the third information item to be considered.

Associate Provost Ormiston began the meeting with **Action Item 1: Approval of minutes of January 29, 2007**. [There was no EPC meeting in February.] Senator Thomas Janson, professor in the School of Music, made a motion to approve the minutes, which was seconded by Senator Barbara J. Hipsman-Springer, associate professor in the School of Journalism and Mass Communication.

Following a request for any corrections to the minutes, Faculty Senate Chair Cheryl A. Casper, professor in the Department of Economics, objected to the word "approved" in the following sentence: "With no more questions or requests for advancement, Associate Provost Ormiston declared the three information items approved." (page 2, paragraph 6) She requested that the word be replaced with "appropriately considered."

Following an unanimous vote, Associate Provost Ormiston declared the minutes approved. He then called upon Dean Larry R. Andrews of the Honors College and chair of the University Requirements Curriculum Committee (URCC) to introduce **Action Item 2: Establishment of diversity (domestic) status for existing course ENG 35301 LGBT: Critical Perspectives (3).** Dean Andrews moved to approve the proposal, and Professor Stephen M. Zapytowski of the School of Theatre and Dance seconded the motion.

There were no questions or discussion about the item, and it passed unanimously.

Dean Andrews then introduced **Action Item 3: Removal of writing-intensive status from ECON 42075 International Economic Relations (3)**, and said the removal was a result of the department not being able to staff the course sufficiently as well as it offering another writing-intensive course. He moved for approval, which was seconded by Dean George E. Stevens of the College of Business Administration and Graduate School of Management.

With no questions or discussion, the motion passed unanimously.

Associate Provost Ormiston advanced to **Action Item 4: Inactivation of the Ethnic Heritage [ETHN] major within the Bachelor of Arts [BA] degree program.** Assistant Dean Mary Ann Haley of the College of Arts and Sciences explained the program had neither advisors nor students for several years. She moved for approval, which was seconded by Daniele Finotello, acting dean of graduate studies.

With the floor was opened for questions, Dean Andrews asked if the inactivation would affect money contributed to scholarships. Assistant Dean Haley replied in the negative and said there still exists a scholarship for students in the Lithuanian Studies minor. *[After the meeting, Assistant Dean Haley realized her statement was inaccurate; the scholarship is available to any student of Lithuanian descent; nonetheless, the inactivation will not affect that scholarship.]*

With no more questions or discussion, the motion was passed unanimously.

Assistant Dean Haley introduced **Action Item 5: Establishment of a Center of Public Health Preparedness: The Northeastern Ohio Consortium for Biopreparedness at Kent State University**. She described the initiative as innovating and unique, with funding already arriving. She moved for approval of the motion, which was seconded by Dean Finotello. There were no questions or discussion about the motion, and it passed unanimously.

Assistant Dean Haley then moved for approval of **Action Item 6: Establishment of a Teaching English as a Second/Foreign Language [TESL] major within the Master of Arts [MA] degree program, with one concentration, TESL Education [TEDU]. The proposed major was a concentration within the Master of Arts in English program. Total credit hours to program completion are 36 for the major, and 48 for the major with TESL Education concentration.**

Dean Finotello seconded the motion, which was passed unanimously with no questions or discussion.

Associate Provost Ormiston progressed to **Discussion Item: Ohio Board of Regents Innovation Incentive Program (IIP)—Doctoral Program Funding**, and requested that Peter C. Tandy, acting vice president for research, introduce the item. Vice President Tandy explained the Ohio Board of Regents' incentive program, where state universities are to reallocate 1.5 percent of its doctoral program budget annually for 10 years by moving funding from underperforming programs to those that are consistent with the board's mission for quality doctoral programs in science, technology, engineering, mathematics and medicine (STEMM).

Vice President Tandy said Kent State began the doctoral review process in 2004-05; however, no reallocation of doctoral funds occurred last year because the state allowed the university to include investments received ($224,000 in a state match for two new faculty positions). As a result of the review process that resumed in fall 2006, Vice President Tandy recommended to Provost Gaston that the two targeted areas of STEMM that would have commercialization and economic impact are Kent State's liquid crystal science and biological sciences/technology programs

The formula for determining reallocation, he explained, was partly based on enrollment and increasingly based on research expenditure. If the university's grant percentage decreases, he added, state subsidy decreases. For Kent State to be competitive with other state universities, it must increase research grants.

He then described, in detail, the process the Kent State steering committee—comprising eight faculty members and six administrators—undertook in determining reallocation, including examining data provided by the Delaware Study: National Study of Instructional Costs and Productivity. The committee also used a matrix identified last year by Peter L. West, vice president for research and dean of graduate studies, to evaluate programs based on their alignment with the state's Third Frontier Project priorities and their demonstrated ability and potential for attracting research funding. He noted that this was the first time the committee got to this stage, which he said demonstrated the difficulty of the process. From the process, the committee identified potential recipients and eligible donors. A preliminary plan for this year is due to the Ohio Board of Regents next week and, following the board's advisories for revision, an updated and final plan is due at the end of April. An external review panel, chosen by the Ohio Board of Regents and composed of educators who work and reside outside Ohio, will review the final plan. Vice President Tandy acknowledged that Kent State's plan last year received mediocre results because it was not as specific as desired by the panel.

Included in the new plan will be the recommendation to initiate a search for two senior faculty members at associate or full professor level with federal funding attached, with one in biological sciences and one in chemical physics at the Liquid Crystal Institute, and to use matching state funds for the search. This will jump start the process that the Ohio Board of Regents seeks, Vice President Tandy said.

The Ohio Board of Regents has allowed that this year, only, universities will not have to specify where the funds are coming from. However, next year, Kent State must inform the board of the doctoral programs that are having their budget reallocated.

Potential programs recommended to receive funding are psychology; mathematics; computer science; biological science; biomedical sciences; biology of chemistry; biological sciences of physics; and liquid crystal of chemistry, of physics and of chemical physics.

Potential doctoral programs recommended to contribute their budget for this year or next year (to be determined by the provost) are music; English; history; political science; sociology; business administration; speech pathology and audiology; exercise, leisure and sports; and teaching, leadership and curriculum studies.

Vice President Tandy said there is opportunity for the committee to "fine tune" the plan as it progresses in its review. He explained the level of contribution for specific programs, including the recommendation to stop funding immediately for history and the hesitation to decrease funding for English and music.

Associate Provost Ormiston opened the floor to questions and discussion. Senator Hipsman-Springer requested the names of the steering committee members. Vice President Tandy said they were, as follows:

Donald L. Bubenzer – Adult Counseling, Health and Vocational Education
Timothy J. Chandler – Arts
Laura Cox Dzurec – Nursing
Daniele Finotello – Research and Graduate Studies
Donald P. Gans – Speech Pathology and Audiology
James L. Gaudino – Communication and Information
Wayne D. Gorder – Music
Yung-Yue (Michael) Hu – Marketing
John R. Jameson – History
Mary C. Stansbury – Library and Information Science
Autumn K. Tooms – Teaching, Leadership and Curriculum Studies
Robert J. Twieg – Chemistry
James A. Tyner – Geography
Donald L. White – Mathematics

Dean Andrews questioned the likeliness of new doctoral programs considering the current climate. Vice President Tandy replied that it is "hard to say, the OBR is very picky about approving [doctoral programs]." However, Dean Finotello interjected, the board is for approving new PhD programs that offer some uniqueness.

Senator John A. Marino, associate professor in the College of Technology, said that as he saw it, the wider scope of the STEMM initiative is to position Kent State as a major science research university, which Vice President Tandy agreed is happening with other universities as well. Vice President Tandy then warned that if Kent State does not reallocate these funds, "we could lose them."

Michael Mikusa, associate professor in the Department of Teaching, Leadership and Curriculum Studies, questioned the self-reported data used to populate the grid and suggested that inaccuracies may cause the university to loose STEMM funding. He requested a list of criteria to determine the process, which Vice President Tandy said could be provided. Associate Professor Mikusa also inquired if the definition of the Third Frontier alignment used in the matrix was determined by the steering committee or by the Ohio Board of Regents. Vice President Tandy said it was the board's definition.

Dean James L. Gaudino of the College of Communication and Information spoke up to clarify the role of the steering committee, of which he was a member. He said the committee discussed and summarized the quantitative and qualitative information with which it was presented. However, the recommendations were from the vice president for research and not from the committee; the committee neither co-wrote nor saw the letter that Vice President Tandy wrote to Provost Gaston. Vice President Tandy confirmed this and said he was charged by the provost to make the final recommendations.

Faculty Senate Chair Casper listed several observations and requested feedback. She described the situation as Kent State having its "head in the sand" in regards to this government directive; "it's the second year of the process," she said, "and we are acting like it will go away." She advised the administration to start the process early, and suggested that the steering committee become a standing committee to advise the vice president for research. She urged the committee for next year to revisit the metrics used, which had caused some debate. She also advocated that the EPC—which is charged with overseeing long-range planning—become involved toward the end of the process "to look at the big picture" and consider the impact of the proposed recommendations.

Vice President Tandy said his suggestions for running the program next year included requesting supplemental data from Kent State's Research, Planning and Institutional Effectiveness (RPIE), instead of asking for all data from the individual academic units; conferring with other universities about better methods to compare diverse programs; and taking into account external metrics, specifically the Faculty Scholarly Productivity Index supplied by Stony Brook University.

Senator Hipsman-Springer asked if the academic units had been apprised of this doctoral review process and been given a copy of the recommendation letter. Vice President Tandy responded that he was meeting with them tomorrow.

Senator Janson requested more explanation of the impact of faculty budget lines, which Vice President Tandy answered were not concrete, with faculty positions becoming vacant for several years for various reasons. He added that he had not been asked to make a detailed recommendation in regards to faculty lines because the provost understood the unstable nature of the lines from month to month. Senator Janson then expressed concern that decisions about faculty and graduate assistant budget lines would affect undergraduate and master's degree programs. At this time, Vice President Tandy responded, Kent State does not have reliable data on how much graduate assistant budget lines are used for doctoral versus master's programs.

Senator Marino asked about the timeline for hiring the two faculty members. Vice President Tandy said his recommendation is to approve hiring immediately. Realistically, the earliest start date most likely would be spring 2008.

Associate Provost Ormiston concluded the discussion and requested questions or discussion of the first two information items: **Information Item 1: Preliminary establishment of a Music Technology major within the Bachelor of Science [BS] degree program to be offered on the Stark Campus, only. A Program Development Plan is to be submitted to the Ohio Board of Regents.**

Information Item 2: Preliminary establishment of a Respiratory Therapy major within the Associate of Applied Science [AAS] degree program to be offered on the Ashtabula Campus, only. A Request for Preliminary Approval has been submitted to the Ohio Board of Regents.

Senator Janson asked why the Program Development Plan for the Music Technology major did not have a statement of support from the School of Music. Denise A. Seachrist, dean of academic student services on the Regional Campuses, responded that the proposal was three years in development, and there were past discussions with the school chair and college dean. The proposal has evolved from its original intent as a joint proposal with Stark State College of Technology. In the interim, Stark State has created a degree program in commercial music. She said it was premature to fully flesh out the curriculum as requested by the School of Music.

Faculty Senate Chair Casper said if that was true, then the Ohio Board of Regents has nothing to use when comparing the program with other universities. Dean Seachrist replied that the campus has special topics available and an agreement with the audio recording and production company Kopperhead Studios in North Canton. In addition, Stark State has expressed interest in an articulation agreement between its associate degree program and the proposed program.

Ruth C. Capasso, associate dean for Regional Campuses, said they followed the guidelines supplied by the Office of the Provost for submitting to the Ohio Board of Regents. The guidelines called for the plan to be written in a "catalog description" style, and it does not require letters of support. Associate Provost Ormiston added that the Ohio Board of Regents does not send a Program Development Plan to other universities to review. The plan is designed to inform the board of what the university is attempting to establish, he explained, so the board can then communicate to the university the details it wants included in the full proposal.

Dean Gaudino stated that he saw a lot of language in the proposal regarding communications and advertising, among other topics, leading him to view it as a communication/media-production program, and he advised that the College of Communication and Information should be consulted. Dean Timothy J. Chandler of the College of the Arts encouraged the Regional Campuses to consult also with the theatre and arts units, and he hoped the program developers were not attempting to build a degree program around one non-tenured faculty member on the Stark campus.

Dean Seachrist responded that, although the wording in the agenda said the program would be "offered on the Stark campus, only," that did not negate the possibility of the School of Music offering it later on the Kent campus. At this time, the school is not interested. Stark campus is really poised to offer this program, she said, with its proximity to the production company and the rising popularity in the use of sophisticated music technology.

Faculty Senate Chair Casper asked if the campus was developing a four-year degree program with only one faculty member. Dean Seachrist replied that the Stark campus has three tenure-track and at least one non-tenure-track faculty members and several adjuncts.

In response to other voiced concerns about a regional campus offering an undergraduate degree, Dean Seachrist clarified that the proposed program would be a Kent campus degree program, administered through the School of Music and the College of the Arts. If that is the case, replied Dean Aminur R. (Raj) Chowdhury of the College of Technology, the discussion should be led by the dean of the College of the Arts and not by Regional Campuses.

Faculty Senate Chair Casper followed up with a question about where the proposed Respiratory Therapy major would be housed, which Assistant Dean Mel Anthony May of the Regional Campuses responded would be in the department that administers the programs in Radiologic Technology, Occupational Therapy Assistant Technology and Physical Therapist Assistant Technology.

Senator Hipsman-Springer inquired why the two information items were not action items. Associate Provost Ormiston said the items were proposals under preliminary development, and their inclusion on the agenda was to inform the EPC members, not to be voted upon.

He then concluded the discussion and called for Mary (Lauren) Pernetti, academic program coordinator for the Student Advising Center and University Orientation, to introduce **Information Item 3: First-Year Colloquium—Pilot Program**. Coordinator Pernetti explained that for fall 2007, the university orientation course changed its title to First-Year Colloquium, and—in a continued effort to find new ways to deliver information to freshmen—her office approached academic units to help develop "Flash Topic" sections, which are college specific, topical in nature and embedded in the course. Students will have the option to choose the traditional course or enroll in a Flash Topic section.

Associate Provost Ormiston opened the floor to questions and discussion. Dean David A. England of the College of Education, Health and Human Services commented that the majority of his colleagues learned of the pilot program after the fact, and the process might have moved quicker if the course developers had communicated with them directly.

Faculty Senate Chair Casper expressed surprise that the course had changed its title with no discussion at an EPC meeting. She asked if the course was still the same, which Coordinator Pernetti confirmed. Faculty Senate Chair Casper then requested that, in the future, a change in such a course with university appeal be included as a discussion item on an EPC agenda.

Senator Janson asked if the course developers expected the Flash Topic sections to fill quickly. Academic Program Coordinator Pernetti responded that each section will have maximum 20 seats, and PASS (Placement, Advising and Scheduling) schedulers will provide content information to the students. The sections are delineated by the colleges.

Dean England stated that if the timeframe to create the sections had been greater, there would have been more options and more academic unit participation. Dean Gaudino concurred, and requested that they start now to discuss full implementation, including exploring curricular, faculty load and budgetary issues. “This is a very different pedagogy model,” he added.

Terri L. Capellman, program director in Undergraduate Studies, agreed with the deans’ assessment of the time limitation and the need to investigate more issues. She noted an interesting fact in that universities using this model are primarily research institutions, and they offer approximately 80-90 sections, whereas Kent State will be offering 190 sections. Kent State’s model is a hybrid, she said, because the students need such standard topics as time management.

Dean Gaudino advised that, in the future, the developers should bring early into the discussion the deans, who will then bring the faculty; it is not enough to go to KASADA (Kent Academic Support and Advising Association). Assistant Dean Haley reminded the members that graduate assistants and administrators are teaching these courses as well.

Dean Andrews commented that, given the short notice to create the sections, he found the amount quite impressive, although he was disappointed that the course’s title change came through the EPC as a lesser action. He felt that its new name conflicted with the Honors colloquium courses. Alexa L. Sandmann, associate professor in the Department of Teaching, Leadership and Curriculum Studies, said that, as an orientation instructor, she saw the new curriculum as giving “us another way to connect with students.”

Associate Provost Ormiston concluded discussion on the information item and then briefly outlined the Provost Office’s directive to academic units to translate their course prerequisites to be identified by the Banner system. He requested that Associate University Registrar Susan M. Cole explain further. She said that the Banner system allows the university to input more—and more complicated—prerequisites, so students are able to self-register. With the current system, SIS, many students have to seek permission from the department to register.

Assistant Dean Elizabeth A. Sinclair-Colando of the College of Business Administration and Graduate School of Management asked when Banner would recognize minors as a prerequisite. Associate University Registrar Cole said that there is a discussion underway at SunGard, Banner’s corporate entity, to include minors; however, no date has been set to implement.

Senator Hipsman-Springer requested a motion to adjourn, which was seconded by Dean Andrews. Associate Provost Ormiston thanked the members for attending and adjourned the meeting at 5:00 p.m.

Respectfully submitted,

Therese E. Tillett

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

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost

From: Larry Andrews, Dean; Co-chair, URCC

Subject: Course Proposals for EPC Action

Date: April 16, 2007

The University Requirements Curriculum Committee has approved the following changes in Physics LER courses, effective Fall 2008:

PHY 13001, General College Physics I. Reduction of credit hours from 5 to 4, addition of the lab PHY 13021, General College Physics Lab I as a co-requisite, modified catalog description.

PHY 13002, General College Physics II. Reduction of credit hours from 5 to 4, addition of the lab PHY 13022, General College Physics Lab II as a co-requisite, modified catalog description.

PHY 13011, College Physics I. Reduction of credit hours from 3 to 2, addition of the lab PHY 13021, General College Physics Lab I as a co-requisite, modified catalog description.

PHY 13012, College Physics II. Reduction of credit hours from 3 to 2, addition of the lab PHY 13022, General College Physics Lab II as a co-requisite, modified catalog description.

PHY 13021, General College Physics Lab I, 1 cr. hr. Increase of credit hours from 0 to 1 and modified catalog description.

PHY 13022, General College Physics Lab II, 1 cr. hr. Increase of credit hours from 0 to 1 and modified catalog description.

These changes are driven by the move to Banner, which does not tolerate zero credit course listings or registration. Relevant cover memos, CCP, BDS, and catalog page are attached.

Cc: Therese Tillett, Curriculum Services
James Gleeson, Chair, Physics
Mary Ann Haley, Associate Dean, Arts and Sciences
URCC

~~13021 General College Physics Lab I (Pre/corequisite 13001 or 13011)... 1~~
13022 General College Physics Lab II (Pre/corequisite 13002 or 13012)... 1

10052 Introduction to Organic Chemistry 2
LAB 10053 Inorganic and Organic Laboratory *(Corequisite 10052)* .. 1
10054 General and Elementary Organic Chemistry 5
Geology (GEOL)
11040 Earth Dynamics 3
LAB 11041 Earth Dynamics Laboratory *(Pre/corequisite 11040)* 1
11042 Earth History 3
LAB 11043 Earth History Laboratory *(Pre/corequisite 11042)* 1
21062 Environmental Geology 3
21080 Oceanography 3
Physics (PHY)
11030 Seven Ideas that Shook the Universe 3
11660 Physical Science 3
LAB 13001 General College Physics I (Corequisite 13021) 4
LAB 13002 General College Physics II (Corequisite 13022) 4
LAB 13011 College Physics I (Corequisite 13021) 2
LAB 13012 College Physics II (Corequisite 13022) 2
21040 Physics in Entertainment and the Arts 3
LAB 21041 Physics in Entertainment and the Arts Laboratory (*Pre/corequisite 21040*) 1
21430 Frontiers in Astronomy (or 24001 Astronomy) 3

VI. ADDITIONAL COURSES **6**

*Select additional courses from **Categories II-V, above** (no more than one course per category). One or both of the following courses may also be selected:*

Communication Studies (COMM)
15000 Introduction to Human Communication (3)
Philosophy (PHIL)
11009 Principles of Thinking (3)

VII. DIVERSITY

All students must complete a two-course diversity requirement, consisting of one with a domestic focus and one with a global focus. At least one course must be taken from courses in categories III-IV that are marked "D." An asterisk (*) indicates domestic (U.S.) focus. This course may count both for the diversity requirement and for the LER category in which it is listed, provided that the course is not in a student's major department. A complete list of diversity courses is on Pages 87-89.

TOTAL 36-37

TRANSFER CREDIT, PROFICIENCY TESTING AND OTHER OPTIONS IN MEETING THE LIBERAL EDUCATION REQUIREMENTS

Certain alternatives to formal Kent State coursework may be recognized in the fulfilling of the 36-37-hour Liberal Education Requirements.

1. Credits earned for specified courses within the Liberal Education Requirements course list through external credit-conferring testing programs, such as the CEEB Advanced Placement and CLEP subject examinations, will be applied toward the fulfillment of the Liberal Education Requirements as appropriate for the specific courses for which credit is received.
2. Courses transferred from accredited postsecondary institutions will be applied toward fulfillment of the Liberal Education Requirements as appropriate for the specific courses for which credit is awarded.
3. The university's Credit-By-Examination (CBE) program may be utilized in fulfillment of Liberal Education Requirements within the conditions, guidelines and policies established for that program and for the course(s) for which credit is sought.
4. Proficiency, as established by placement examinations or other recognized procedures and mechanisms for this purpose, can be used to fulfill Categories I and II of the Liberal Education Requirements. For example, students who are placed into ENG 21011 and complete it with a passing grade will have met the Category I Liberal Education Requirements. It is assumed that students who are placed at and pass the higher level of one of these sequenced courses have also mastered the content of the prerequisite course. While students may meet the requirements of Categories I and II through proficiency, minimum hours must be met in Categories III, IV, V and VI. Students meeting Categories I and II requirements through proficiency must substitute other courses, which shall be elective, to earn a minimum of 121 hours of appropriate coursework toward a baccalaureate degree.

To fulfill the purposes of general education, any of the above alternatives to the fulfillment of the Liberal Education Requirements by 36-37 hours of formal coursework at Kent State University must be exercised by the students within the first 60 hours of academic credits earned at and/or transferred to Kent State University.

Students who transfer to the university with more than 45 semester hours of applicable credits (including students with associate's degrees in technology from the Kent State University Regional Campuses or those who transfer to bachelor-level programs from associate-level technology programs) must exercise such option(s) within the first calendar year of their Kent State University enrollment.

Questions concerning, and requests for application of, these alternatives to formal Kent State University coursework as a means of fulfilling the Liberal Education Requirements shall be addressed to, and will be determined by, the dean of the college or independent school in which the degree program that the students are pursuing is located.

KENT STATE
UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Dr. Larry Andrews, Chair, URCC

From: Mary Ann Haley, Interim Assistant Dean of Curriculum
College of Arts and Sciences

Mary Ann Haley

Date: April 6, 2007

Subject: LER Status Requests

The following curricular changes were approved at the April 5, 2007 meeting of the College of Arts and Sciences Curriculum Committee:

A. DEPARTMENT OF PHYSICS

1. Revise PHY 13001, General College Physics I [05-05]
   Credit Hours: [04-04]
   Prerequisites: Pre- or corequsite MATH 11022 or MATH 12001. Phy 13021 is a required corequisite.
   Description: Principles of mechanics, heat and sound. Three-hour lecture and one-hour recitation weekly.
2. Revise PHY 13002, General College Physics II [05-05]
   Credit Hours: [04-04]
   Prerequisites: PHY 13001 or 23101, and corequisite PHY 13022
   Description: Principles of electricity and magnetism, optics and modern physics. Three-hour lecture and one-hour recitation weekly.
3. Revise PHY 13011, College Physics I [03-03]
   Credit Hours: 02-02
   Prerequisites: Pre- or corequisite MATH 11022 or MATH 12001, or MATH 12012. Phy 13021 is a required corequisite.
   Description: Principles of classical physics, primarily mechanics. Three hours lecture and 1 hour recitation weekly. This is an irregularly scheduled course that meets concurrently with PHY 13001 for the first half of a regular term.
4. Revise PHY 13012, College Physics II [03-03]
   Credit Hours: 02-02
   Prerequisites: PHY 13011, 13001, or 23101. PHY 13022 is a required corequisite.
   Description: Principles of classical physics, primarily electricity and magnetism. Three hours lecture and 1 hour recitation weekly. This is an irregularly scheduled course that meets concurrently with PHY 13002 for the first half of a regular term.

5. Revise PHY 13021, General College Physics Lab I [0-0]
   Credit Hours: 01-01
   Description: Introductory lab to accompany PHY13001 or 13011.
   LER: Status
6. Revise PHY 13022, General College Physics Lab II [0-0]
   Credit Hours: 01-01
   Description: Introductory lab to accompany PHY 13002 or 13012.
   LER: Status

KENT STATE
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MEMORANDUM
DEPARTMENT OF PHYSICS

TO: Dr. Mary Ann Haley, Interim Assistant Dean, College of Arts and Sciences
FROM: Mark Manley, Undergraduate Coordinator, Department of Physics DMM
DATE: March 27, 2007
SUBJECT: Physics Revisions

The Physics Department's Undergraduate Program Committee and the Physics Faculty have recommended the following curricular actions, which we would like to be considered at the April 5, 2007 Meeting of the A&S College Curriculum Committee. These changes are necessary because the new Banner software cannot handle 0-credit-hour courses. The General College Physics Laboratories PHY 13021 and 13022 have traditionally been considered part of the PHY 13001+13002 and PHY 13011+13012 sequences, which may used to satisfy the Basic Sciences LER. We now request separate LER status for PHY 13021 and 13022. If approved, these courses may be used to satisfy the science laboratory component of the Ohio Transfer Module.

In the past, students who took our College Physics sequence took PHY 13011+13021 for the first 3/5 of the first term, then PHY 13012+13022 for the first 3/5 of the second term. Under the proposed revisions, these students would now take PHY 13011 for half of the first term plus PHY 13021 for the entire term, then PHY 13012 for half of the second term plus PHY 13022 for the entire term.

The following is a summary of the proposed revisions. Please let me know if anything additional is required.

COURSE REVISIONS:

1. PHY 13001 (General College Physics I) - 5 cr. hrs.
   (a) Change hours from 5 to 4.
   (b) Revise prerequisites to include PHY 13021 as a corequisite.
   (c) Revise catalog description.

2. PHY 13002 (General College Physics II) - 5 cr. hrs.
   (a) Change hours from 5 to 4.
   (b) Revise prerequisites to include PHY 13022 as a corequisite.
   (c) Revise catalog description.
3. PHY 13011 (College Physics I) - 3 cr. hrs.
   (a) Change hours from 3 to 2.
   (b) Revise prerequisites to include PHY 13021 as a corequisite.
   (c) Revise catalog description.
4. PHY 13012 (College Physics II) - 3 cr. hrs.
   (a) Change hours from 3 to 2.
   (b) Revise prerequisites to include PHY 13022 as a corequisite.
   (c) Revise catalog description.
5. PHY 13021 (General College Physics Laboratory I) - 0 cr. hrs.
   (a) Change hours from 0 to 1.
   (b) Revise description to delete statement: "Credit and grade for laboratory are subsumed within credit and grade for PHY 13001 or 13011 on student's transcript".
   (c) Request LER status
6. PHY 13022 (General College Physics Laboratory II) - 0 cr. hrs.
   (a) Change hours from 0 to 1.
   (b) Revise description to delete statement: "Credit and grade for laboratory are subsumed within credit and grade for PHY 13002 or 13012 on student's transcript".
   (c) Request LER status

PROPOSAL SUMMARY
COURSE CHANGES IN PHYSICS

Subject Specification:

We propose to revise six physics courses: PHY 13001, 13002, 13011, 13012, 13021, and 13022.

Background Information:

The Provost's Office has requested that we revise our General College Physics and College Physics courses, which require 0-credit-hour labs, because the new Banner software cannot handle 0-credit-hour courses. Basically we propose to revise our General College Physics laboratories to go from 0-hr. to 1-hr. courses with a corresponding reduction of 1-hr. from each of the accompanying lecture-recitation courses.

Alternatives and Consequences:

Making no changes is not an alternative. One possible alternative would be to combine each of the lectures and corresponding labs into single courses similar to our General University Physics courses. However, our General College Physics and College Physics courses include a weekly recitation, which is not part of the University Physics courses. Students now enroll in a lecture-recitation section and choose their lab section separately. For example, this semester (Spring 2007) we offer nine sections of General College Physics Lab II and five sections of General College Physics II (lecture+recitation). In order to maintain the same degree of scheduling flexibility, we would need to offer 9x5=45 sections of a combined lecture-recitation-lab course. The consequence would be a scheduling nightmare. The main consequence of this proposal for most students is that they will receive a separate grade in the laboratory. For students in the College Physics sequence (PHY 13011+13012), they will receive a bit more contact time in the labs with a bit less contact time in the lecture+recitation.

Specific Recommendations and Justifications:

1. It is proposed that PHY 13001 (General College Physics I) be changed from a 5-hr. to a 4-hr. course, with PHY 13021 added as a required corequisite and with revision in the course description.

2. It is proposed that PHY 13002 (General College Physics II) be changed from a 5-hr. to a 4-hr. course, with PHY 13022 added as a required corequisite and with revision in the course description.

3. It is proposed that PHY 13011 (College Physics I) be changed from a 3-hr. to a 2-hr. course, with PHY 13021 added as a required corequisite and with revision in the course description.

4. It is proposed that PHY 13012 (College Physics II) be changed from a 3-hr. to a 2-hr. course, with PHY 13022 added as a required corequisite and with revision in the course description.

5. It is proposed that PHY 13021 (General College Physics Laboratory I) be changed from a 0-hr. to a 1-hr. course, with corresponding change in catalog description. We request LER status for this course.

6. It is proposed that PHY 13022 (General College Physics Laboratory II) be changed from a 0-hr. to a 1-hr. course, with corresponding change in catalog description. We request LER status for this course.

   Rationale for action: PHY 13021 and 13022 are 0-credit-hour labs, which cannot be handled under the Banner software. The changes proposed above are the simplest way to deal with this problem. Students taking the College Physics sequence would be expected to take PHY 13011 for half a term plus PHY 13021 for the entire term, then take PHY 13012 for half a term plus PHY 13022 for the entire term.

Timetable and Actions Required:

This proposal needs to be approved as soon as possible, ideally at the April 5, 2007 meeting of the College Curriculum Committee in order to be forwarded to the URCC and EPC in time for the changes to be implemented in Spring 2008.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2008S

DATE OF PREPARATION: 3/26/2007

Purpose of Proposal: Revise Course

Subject Area: PHY

Course Number: 13001

Course Title: GENERAL COLLEGE PHYSICS I

Minimum Credit: 5 Maximum Credit: 5

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
○ Title		○	Grade Rule
○ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

UNITS THAT NOW REQUIRE PHY 13001 WILL PROBABLY NEED TO ADD THE LAB REQUIREMENT PHY 13021 EXPLICITLY.

Units Consulted (See guidelines for Instructions)

TECHNOLOGY, ARCHITECTURE, INTERIOR DESIGN, EDUCATION, NURSING, INTEGRATED LIFE SCIENCES, PHYSICAL EDUCATION, PRE-MEDICINE, BUSINESS, CHEMISTRY, GEOLOGY, MATHEMATICS, COMPUTER SCIENCE, BIOLOGICAL SCIENCES, ZOOLOGY

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean [signature] ___/___/___

College/School Dean Mary Ann Haley 4/6/07

Vice Provost for Regional Campuses ___/___/___

Provost ___/___/___

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Basic Data Sheet - Page 1

Preparation Date 3/26/2007 3:23:37 PM **Requested Effective Year** 2008S

Course Title GENERAL COLLEGE PHYSICS I

Subject Area PHY **Course Number** 13001 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev GENERAL COLLEGE PHYSICS I **Cross-listed with**

KSU Type L

Credit Connector F **Minimum Credit** 4 **Maximum Credit** 4

Credit By Exam CBE-A **Activity Type** LEC, RCT

Grade Rule B Standard letter

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 1

CIP Code 400801

Prerequisite (limit text to two lines) 12001 PRE- OR COREQUISITE MATH 11022 OR MATH PHY 13021 IS A REQUIRED COREQUISITE.

Catalog Description (limit text to five lines) Principles of mechanics, heat and sound. Three-hour lecture and one-hour recitation weekly.

For course revision, enter previous course title, number and credit.

Previous Course Title ~~GENERAL COLLEGE PHYSICS I~~

Previous Subject Area and Course Number ~~PHY 13001~~ **Prev Min Hrs** 5 **Prev Max Hrs** 5

Writing Expectations Weekly homework and minimum of two hourly exams plus a final exam.

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Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 13001

Instructor(s) Contributing to preparation Manley, Fai

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 60

1. THE NATURE OF PHYSICS	3
2. STRUCTURE AND PROPERTIES OF MATTER	3
3. KINEMATICS - THE DESCRIPTION OF MOTION	3
4. DYNAMICS; STATICS	4
5. CONSERVATION OF MOMENTUM AND ENERGY	3
6. RELATIVITY	4
7. ROTATION	3
8. ELASTICITY AND VIBRATION	3
9. WAVE MOTION; INTERFERENCE AND STATIONARY WAVES	3
10. FLUIDS	3
11. TEMPERATURE AND EXPANSION; HEAT AND HEAT TRANSFER	4
12. THERMAL BEHAVIOR OF GASES	3
13. THE THEORY OF HEAT	3
14. EXAMS AND REVIEW	3
PLUS WEEKLY RECITATION	15

Textbooks(s) used in this course

Primary textbook:

PHYSICS, 7th edition, by Cutnell and Johnson (Wiley)

Secondary textbook (approved for Regional Campuses):

PHYSICS, 2nd edtion, by James S. Walker (Prentice Hall)

Chair, Director, School Dean or Campus Dean

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2008S
DATE OF PREPARATION: 3/26/2007

Purpose of Proposal: Revise Course
Subject Area: PHY
Course Number: 13002
Course Title: GENERAL COLLEGE PHYSICS II
Minimum Credit: 5 Maximum Credit: 5

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
○ Title		○	Grade Rule
○ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

UNITS THAT NOW REQUIRE PHY 13002 WILL PROBABLY NEED TO ADD THE LAB REQUIREMENT PHY 13022 EXPLICITLY.

Units Consulted (See guidelines for Instructions)

TECHNOLOGY, ARCHITECTURE, INTERIOR DESIGN, EDUCATION, NURSING, INTEGRATED LIFE SCIENCES, PHYSICAL EDUCATION, PRE-MEDICINE, BUSINESS, CHEMISTRY, GEOLOGY, MATHEMATICS, COMPUTER SCIENCE, BIOLOGICAL SCIENCES, ZOOLOGY

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: _____ / / _____

College/School Dean: Mary Ann Haley 4 / 6 / 07

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

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Basic Data Sheet - Page 1

Preparation Date 3/26/2007 3:35:48 PM **Requested Effective Year** 2008S

Course Title GENERAL COLLEGE PHYSICS II

Subject Area PHY **Course Number** 13002 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev GEN COLLEGE PHYSICS II **Cross-listed with**

KSU Type L

Credit Connector F **Minimum Credit** 4 **Maximum Credit** 4

Credit By Exam CBE-A **Activity Type** LEC RCT

Grade Rule B standard letter

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 1

CIP Code 400801

Prerequisite (limit text to two lines) PHY 13001 OR 23101, and corequisite PHY 13022.

Catalog Description (limit text to five lines) Principles of electricity and magnetism, optics and modern physics. Three-hour lecture and one-hour recitation weekly.

For course revision, enter previous course title, number and credit.

Previous Course Title ~~GENERAL COLLEGE PHYSICS II~~ e

Previous Subject Area and Course Number ~~PHY 13002~~ e **Prev Min Hrs** 5 **Prev Max Hrs** 5

Writing Expectations Weekly homework and minimum of two hourly exams plus a final exam.

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Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 13002

Instructor(s) Contributing to preparation Manley, Fai

Instructor(s) Expected to teach this course Physics Faculty

Content Outline

Total Hours 60

1. ELECTRIC CHARGE; ELECTRIC FIELD	4
2. ELECTRIC ENERGY	3
3. ELECTRIC CIRCUITS	3
4. ELECTROMAGNETISM	4
5. APPLIED ELECTRICITY	3
6. ELECTROMAGNETIC WAVES	4
7. GEOMETRICAL OPTICS; WAVE OPTICS	4
8. APPLIED OPTICS	3
9. ELECTRONS AND PHOTONS	4
10. THE OUTER ATOM; ATOMIC STRUCTURE	4
11. THE NUCLEUS	3
12. APPLIED NUCLEAR PHYSICS	3
13. EXAMS AND REVIEW	3
PLUS WEEKLY RECITATION	15

Textbooks(s) used in this course

Primary textbook:

PHYSICS, 7th edition, by Cutnell and Johnson (Wiley)

Secondary textbook (approved for Regional Campuses):

PHYSICS, 2nd edition, by James S. Walker (Prentice Hall)

Chair, Director, School Dean or Campus Dean

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2008S
DATE OF PREPARATION: 3/26/2007

Purpose of Proposal: Revise Course
Subject Area: PHY
Course Number: 13011
Course Title: COLLEGE PHYSICS I
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
○ Title		○	Grade Rule
○ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

UNITS THAT NOW REQUIRE PHY 13011 WILL PROBABLY NEED TO ADD THE LAB REQUIREMENT PHY 13021 EXPLICITLY.

Units Consulted (See guidelines for Instructions)

TECHNOLOGY, ARCHITECTURE, INTERIOR DESIGN, EDUCATION, NURSING, INTEGRATED LIFE SCIENCES, PHYSICAL EDUCATION, PRE-MEDICINE, BUSINESS, CHEMISTRY, GEOLOGY, MATHEMATICS, COMPUTER SCIENCE, BIOLOGICAL SCIENCES, ZOOLOGY

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean _____ / / _____

College/School Dean Mary Ann Haley 4 / 4 / 07

Vice Provost for Regional Campuses _____ / / _____

Provost _____ / / _____

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PHY 60

Basic Data Sheet - Page 1

Preparation Date 3/26/2007 3:51:43 PM **Requested Effective Year** 2008S

Course Title COLLEGE PHYSICS I

Subject Area PHY **Course Number** 13011 **Course Fee** 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev COLLEGE PHYSICS I **Cross-listed with**

KSU Type L

Credit Connector F **Minimum Credit** 2 **Maximum Credit** 2

Credit By Exam CBE-D **Activity Type** LEC RCT

Grade Rule B standard letter

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 1

CIP Code 400801

Prerequisite (limit text to two lines)
PRE- OR COREQUISITE MATH 11022 or MATH 12001 , OR MATH 12012. PHY 13021 IS A REQUIRED COREQUISITE.

Catalog Description (limit text to five lines)
Principles of classical physics, primarily mechanics. Three hours lecture and one hour recitation weekly. This is an ~~irregularly~~ scheduled course that meets concurrently with PHY 13001 for the first half of a regular term. stet

For course revision, enter previous course title, number and credit.

Previous Course Title ~~COLLEGE PHYSICS I~~

Previous Subject Area and Course Number ~~PHY 13011~~ **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations Weekly homework; quizzes; examinations.

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Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 13011

Instructor(s) Contributing to preparation Manley

Instructor(s) Expected to teach this course Physics faculty.

Content Outline

Total Hours 30

1. The Nature of Physics	3
2. Structure and Properties of Matter	3
3. Kinematics - The Description of Motion	3
4. Dynamics; Statics	4
5. Conservation of Momentum and Energy.	3
6. Relativity	4
7. Exams and Review.	2
Plus Weekly Recitation	8

Textbooks(s) used in this course

Cutnell & Johnson, PHYSICS, 7th ed., (Wiley).

Chair, Director, School Dean or Campus Dean

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2008S
DATE OF PREPARATION: 3/26/2007

Purpose of Proposal: Revise Course
Subject Area: PHY
Course Number: 13012
Course Title: COLLEGE PHYSICS II
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
○ Title		○	Grade Rule
○ Title Abbreviatio		○	Credit By Exam
◉ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	○	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

UNITS THAT NOW REQUIRE PHY 13012 WILL PROBABLY NEED TO ADD THE LAB REQUIREMENT PHY 13022 EXPLICITLY.

Units Consulted (See guidelines for Instructions)

TECHNOLOGY, ARCHITECTURE, INTERIOR DESIGN, EDUCATION, NURSING, INTEGRATED LIFE SCIENCES, PHYSICAL EDUCATION, PRE-MEDICINE, BUSINESS, CHEMISTRY, GEOLOGY, MATHEMATICS, COMPUTER SCIENCE, BIOLOGICAL SCIENCES, ZOOLOGY

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: _____ / / _____

College/School Dean: Mary Ann Haley 4 / 6 / 07

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

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Basic Data Sheet - Page 1

Preparation Date 3/26/2007 4:02:12 PM **Requested Effective Year** 2008S

Course Title COLLEGE PHYSICS II

Subject Area PHY **Course Number** 13012 **Course Fee** 0

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev COLLEGE PHYSICS II **Cross-listed with**

KSU Type L

Credit Connector F **Minimum Credit** 2 **Maximum Credit** 2

Credit By Exam CBE-D **Activity Type** LEC RCT

Grade Rule B Standard letter

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 1

CIP Code 400801

Prerequisite (limit text to two lines)

PHY 13011 or 13001, OR 23101. PHY 13022 IS A ~~REQUIRED~~ COREQUISITE.

Catalog Description (limit text to five lines)

Principles of classical physics, primarily electricity and magnetism. Three hours lecture and one hour recitation weekly. This is an ~~irregularly~~ scheduled course that meets concurrently with PHY 13002 for the first half of a regular term. 5tet

For course revision, enter previous course title, number and credit.

Previous Course Title ~~COLLEGE PHYSICS II~~

Previous Subject Area and Course Number ~~PHY 13012~~ **Prev Min Hrs** 3 **Prev Max Hrs** 3

Writing Expectations Weekly homework; quizzes; examinations.

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Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 13012

Instructor(s) Contributing to preparation Manley

Instructor(s) Expected to teach this course Physics faculty

Content Outline

Total Hours 30

1. Electric Charge; Electric Field	4
2. Electric Energy	3
3. Electric Circuits	3
4. Electromagnetism	4
5. Applied Electricity	4
6. Electromagnetic Waves	2
9. Exams and Review	2
Plus Weekly Recitation	8

Textbooks(s) used in this course

CUTNELL & JOHNSON, PHYSICS, 7th ed., (Wiley).

Chair, Director, School Dean or Campus Dean

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2008S
DATE OF PREPARATION: 3/26/2007

Purpose of Proposal: Revise Course
Subject Area: PHY
Course Number: 13021
Course Title: ~~GEN~~ GENERAL COLLEGE PHYSICS LAB~~I~~ ORATORY I
Minimum Credit: 0 Maximum Credit: 0

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
○ Title		○	Grade Rule
○ Title Abbreviatio		○	Credit By Exam
○ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	◉	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures

UNITS THAT NOW REQUIRE PHY 13001 OR 13011 WILL PROBABLY NEED TO ADD THE LAB REQUIREMENT PHY 13021 EXPLICITLY.

Units Consulted (See guidelines for Instructions)

TECHNOLOGY, ARCHITECTURE, INTERIOR DESIGN, EDUCATION, NURSING, INTEGRATED LIFE SCIENCES, PHYSICAL EDUCATION, PRE-MEDICINE, BUSINESS, CHEMISTRY, GEOLOGY, MATHEMATICS, COMPUTER SCIENCE, BIOLOGICAL SCIENCES, ZOOLOGY

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: _____ / / _____

College/School Dean: Mary Ann Haley 4 / 6 / 07

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

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Basic Data Sheet - Page 1

Preparation Date 3/26/2007 5:00:15 PM **Requested Effective Year** 2008S

Course Title GENERAL COLLEGE PHYSICS LAB I

Subject Area PHY **Course Number** 13021 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev GEN COLLEGE PHYSICS LAB I **Cross-listed with**

KSU Type L

Credit Connector F **Minimum Credit** 1 **Maximum Credit** 1

Credit By Exam CBE-N **Activity Type** LAB

Grade Rule ~~US~~ B standard letter

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 1

CIP Code 400801

Prerequisite (limit text to two lines)
Corequisite PHY 13001 or 13011.
Pre- or
Per Larry Andrews 18-Apr-07

Catalog Description (limit text to five lines)
Introductory lab to accompany PHY 13001 or 13011.

For course revision, enter previous course title, number and credit.

Previous Course Title ~~GENERAL COLLEGE PHYSICS LABORATORY I~~

Previous Subject Area and Course Number ~~PHY 13021~~ **Prev Min Hrs** 0 **Prev Max Hrs** 0

Writing Expectations Lab reports and homework.

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Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 13021

Instructor(s) Contributing to preparation Manley

Instructor(s) Expected to teach this course Graduate appointees

Content Outline

Total Hours 45

LABORATORY I INTRODUCTION/FAMILIARIZATION	2
INTRODUCTION TO MOTION	2
CHANGING MOTION	2
FORCE AND MOTION	2
COMBINING FORCES	2
FORCE, MASS, AND ACCELERATION	2
GRAVITATIONAL FORCES	2
ONE-DIMENSIONAL COLLISIONS	2
NEWTON'S THIRD LAW	2
CONSERVATION OF ENERGY	2
TWO-DIMENSIONAL MOTION	2
VIBRATIONS AND WAVES	2
INTRODUCTION TO HEAT AND TEMPERATURE	2
ENERGY TRANSFER AND TEMPERATURE CHANGE	2
THE FIRST LAW OF THERMODYNAMICS	2
Student preparation time before lab will be one hour per week.	15

Textbooks(s) used in this course

RealTime Physics: Active Learning Laboratories (Wiley)

Module 1 - Mechanics
Module 2 - Heat and Thermodynamics

Chair, Director, School Dean or Campus Dean

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LER Course Proposal Questionnaire

March 27, 2007
Department: Physics
Course Number: 13021
Course Title: General College Physics Laboratory I
Credit Hours: 1
LER Category: V
Corequisite: PHY 13001 or 13011

1.(g) Explain how the course emphasizes concepts central to the subject area.

The basic topics discussed in this course include the physics of classical mechanics, fluids, and thermodynamics. The central concepts evolved throughout the centuries with the process of inquiry, and the students are exposed to this evolution. This "hands on" course demonstrates how careful, logical scientific deduction is used to refine and improve our picture of the world, and how to test our concepts in experiments and revise our models and theories based on the results of these experiments.

1.(h) Explain how the course emphasizes ethical views and moral dilemmas central to the subject area.

Several topics studied reflect on views and dilemmas related to physics discoveries. Moral dilemmas arise, for example, when a new discovery challenges the generally accepted views of the practitioners in the field. For example, Galileo was threatened with death at the stake for promoting a heliocentric view of the cosmos, which was then considered a direct contradiction of the bible's teachings.

1.(i) Explain how the course emphasizes important alternative perspectives employed by scholars in the field.

Alternative perspectives discussed include the ideas that insight into many macroscopic phenomena may be understood by going to a microscopic description (for example, the concept that pressure in a balloon originates from the collisions of the multitude of molecules that makeup air). The course also provides an opportunity to discuss the relationships between classical and quantum perspectives of various physical phenomena.

1.(j) Explain how the course emphasizes the contributions of the subject area to an understanding of diversity issues (including such factors as race, nationality, gender, and social class.)

Physics has been a traditionally male-dominated profession. Kent State's Physics Department is unusual in having a relatively large fraction of female faculty. One of those faculty

members currently oversees the College Physics labs, and thereby provides a role model for female students. Diversity issues are also presented by underscoring the contributions of individuals from various cultures worldwide to the experiments that led to major breakthoughs in physics.

2. If this course is being proposed for Category I or Category II, indicate the essential skills which the course is intended to teach, sharpen, or strengthen. (If the proposed course is intended for other categories, skip this section.)

Not proposed for Category I/II.

3. State how the course is representative of a field which has attained maturity and substance with a critical mass of its own scholarly literature, methodology, community of specialists, and conceptual framework.

The subject matter is mature, in many cases dating back hundreds of years to Newton, Cavendish, Bernoulli, Helmholtz, Joule, etc. There is an overwhelming body of literature relating to the subject matter, including monographs and textbooks, and a growing amount of web-based materials.

4. Are adequate resources available for this course (facility, classroom space, equipment, library holdings)?

Room 101 of Smith Hall is dedicated for the PHY 13021 laboratory. We currently have sufficient space and equipment to meet our needs. Related holdings in the KSU Chemistry/Physics Library are sufficient.

5. How will teaching and learning be evaluated? How will the effectiveness of the course be assessed?

Student learning is evaluated by weekly laboratory reports and homework. The quality of laboratory instruction and content is monitored by the use of standard teaching evaluations.

6. Has this course been offered previously?

Yes, many times as a 0-hr. course taken together with PHY 13001 or PHY 13011. Several sections are offered each term.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2008S
DATE OF PREPARATION: 3/26/2007

Purpose of Proposal: Revise Course
Subject Area: PHY
Course Number: 13022
Course Title: ~~GEN~~ GENERAL COLLEGE PHY ~~LAB~~ LABORATORY II
Minimum Credit: 0 Maximum Credit: 0

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
○ Title		○	Grade Rule
○ Title Abbreviatio		○	Credit By Exam
○ Prerequisite	If applicable >	○	Course Fee
◉ Credit Hours	If applicable >	◉	LER Status (G)
◉ Description	If applicable >	○	WIC (W)
○ CIP/HEGIS	If applicable >	○	Diversity

Describe Impact on Other Programs, Policies or Procedures:

UNITS THAT NOW REQUIRE PHY 13002 OR 13012 WILL PROBABLY NEED TO ADD THE LAB REQUIREMENT PHY 13022 EXPLICITLY.

Units Consulted (See guidelines for Instructions):

TECHNOLOGY, ARCHITECTURE, INTERIOR DESIGN, EDUCATION, NURSING, INTEGRATED LIFE SCIENCES, PHYSICAL EDUCATION, PRE-MEDICINE, BUSINESS, CHEMISTRY, GEOLOGY, MATHEMATICS, COMPUTER SCIENCE, BIOLOGICAL SCIENCES, ZOOLOGY

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: _____ / / _____

College/School Dean: Mary Ann Haley 4 / 6 / 07

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

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Basic Data Sheet - Page 1

Preparation Date 3/26/2007 5:35:37 PM **Requested Effective Year** 2008S

Course Title GENERAL COLLEGE PHYSICS LAB II

Subject Area PHY **Course Number** 13022 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev GEN COLLEGE PHY LAB II **Cross-listed with**

KSU Type L

Credit Connector F **Minimum Credit** 1 **Maximum Credit** 1

Credit By Exam CBE-N **Activity Type** LAB

Grade Rule B standard letter

Following three fields completed by the Provost's Office

OBR Program Code 26

OBR Course Level 1

CIP Code 400801

Prerequisite (limit text to two lines) Corequisite PHY 13002 or 13012.

Pre- or

Per Larry Andrews 18-Apr-07

Catalog Description (limit text to five lines) Introductory lab to accompany PHY 13002 or 13012.

For course revision, enter previous course title, number and credit.

Previous Course Title ~~GENERAL COLLEGE PHYSICS LABORATORY II~~

Previous Subject Area and Course Number ~~PHY 13022~~ **Prev Min Hrs** 0 **Prev Max Hrs** 0

Writing Expectations Lab reports and homework.

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PHY 7

Basic Data Sheet - Page 2

Subject Area PHY **Course Number** 13022

Instructor(s) Contributing to preparation Manley

Instructor(s) Expected to teach this course Graduate appointees

Content Outline

Total Hours 45

LABORATORY II INTRODUCTION/FAMILIARIZATION	2
BATTERIES, BULBS, AND CURRENT	2
AMMETERS, VOLTMETERS, AND OHM-METERS	2
CURRENT IN SIMPLE DC CIRCUITS	2
VOLTAGE IN SIMPLE DC CIRCUITS	2
KIRCHHOFF'S CIRCUIT RULES	2
INTRODUCTION TO CAPACITORS AND RC CIRCUITS	2
INTRODUCTION TO INDUCTORS AND LR CIRCUITS	2
INTRODUCTION TO AC FILTERS AND RESONANCE	2
INTRODUCTION TO LIGHT	2
REFLECTION AND REFRACTION OF LIGHT	2
GEOMETRIC OPTICS - LENSES	2
GEOMETRIC OPTICS - MIRRORS	2
POLARIZED LIGHT	2
WAVES OF LIGHT	2
Student preparation time before lab will be one hour per week.	15

Textbooks(s) used in this course

RealTime Physics: Active Learning Laboratories (Wiley)

Module 3 - Electric Circuits
Module 4- Light and Optics

Chair, Director, School Dean or Campus Dean

Main Menu

LER Course Proposal Questionnaire

March 27, 2007
Department: Physics
Course Number: 13022
Course Title: General College Physics Laboratory II
Credit Hours: 1
LER Category: V
Corequisite: PHY 13002 or 13012

1.(g) Explain how the course emphasizes concepts central to the subject area.

The basic topics discussed in this course include the physics of electricity and electric circuits, and light and optics. The central concepts evolved throughout the centuries with the process of inquiry, and the students are exposed to this evolution. This "hands on" course demonstrates how careful, logical scientific deduction is used to refine and improve our picture of the world, and how to test our concepts in experiments and revise our models and theories based on the results of these experiments.

1.(h) Explain how the course emphasizes ethical views and moral dilemmas central to the subject area.

Several topics studied reflect on views and dilemmas related to physics discoveries, such as the observation that lasers may be used for offensive weaponry as well as for medical treatments.

1.(i) Explain how the course emphasizes important alternative perspectives employed by scholars in the field.

Alternative perspectives discussed include the ideas that insight into many macroscopic phenomena may be understood by going to a microscopic description. The course also provides an opportunity to discuss the relationships between classical and quantum perspectives of various physical phenomena. Many examples arise, such as the idea that electricity is due to the flow of electrons, that matter can be described sometimes as a "wave" and sometimes as "particle," and that the thermal properties of hot metals can be understood only by using quantum physics.

1.(j) Explain how the course emphasizes the contributions of the subject area to an understanding of diversity issues (including such factors as race, nationality, gender, and social class.)

Physics has been a traditionally male-dominated profession. Kent State's Physics Department is unusual in having a relatively large fraction of female faculty. One of those faculty

members currently oversees the College Physics labs, and thereby provides a role model for female students. Diversity issues are also presented by underscoring the contributions of individuals from various cultures worldwide to the experiments that led to major breakthoughs in physics.

2. If this course is being proposed for Category I or Category II, indicate the essential skills which the course is intended to teach, sharpen, or strengthen. (If the proposed course is intended for other categories, skip this section.)

Not proposed for Category I/II.

3. State how the course is representative of a field which has attained maturity and substance with a critical mass of its own scholarly literature, methodology, community of specialists, and conceptual framework.

The subject matter is mature, in many cases dating back hundreds of years to Coulomb, Ampère, Gauss, Maxwell, Ohm, Huygens, Brewster, etc. There is an overwhelming body of literature relating to the subject matter, including monographs and textbooks, and a growing amount of web-based materials.

4. Are adequate resources available for this course (facility, classroom space, equipment, library holdings)?

Room 104 of Smith Hall is dedicated for the PHY 13022 laboratory. We currently have sufficient space and equipment to meet our needs. Related holdings in the KSU Chemistry/Physics Library are sufficient.

5. How will teaching and learning be evaluated? How will the effectiveness of the course be assessed?

Student learning is evaluated by weekly laboratory reports and homework. The quality of laboratory instruction and content is monitored by the use of standard teaching evaluations.

6. Has this course been offered previously?

Yes, many times as a 0-hr. course taken together with PHY 13002 or PHY 13012. Several sections are offered each term.

TILLETT, THERESE

From: ANDREWS, LARRY
Sent: Wednesday, April 18, 2007 2:25 PM
To: NEWMAN, SARA
Cc: TILLETT, THERESE
Subject: RE: Action Items for Monday

Sorry I'm behind in answering this. I think the term "irregular" is official, statewide, for "irregularly scheduled classes," i.e., classes not lasting the whole term. But I've copied Therese on this. For the labs I made the LER page wording "Pre/corequisite PHY 13001 or 13011" and "Pre/corequisite PHY 13002 or 13012."—to take care of repeating the lab without the lecture.

Larry

From: NEWMAN, SARA
Sent: Friday, April 13, 2007 6:40 PM
To: ANDREWS, LARRY
Subject: Action Items for Monday

Hi Larry,

Since I may not get the minutes done by Monday morning, let me report on the two actions items for EPC for Monday.

1. We made a motion and approved the Physics proposal with one caveat that "we" talk with Terese Tillette about changing the word "irregular" to "flexible" as it describes the class that doesn't run the full 15 weeks and about using "coregister"; it is tcorrect since it is possible to fail the lab but not the lecture and retake the lab alone.

2. We a made a motion and approved the so-called Nancy Mitchell WIC papers...with some minor revisions which she will no doubt share with you soon (if she has not already).

Other news in the minutes...but the Committee wanted you to know we trashed your LER Review (just kidding. We tabled discussion till the next meeting).

Sara

Three-hour lecture and one-hour recitation weekly. Prerequisite: MATH 11022 or Pre- or coreq uisite MATH 12001. PHY 13021 is a required Coreq uisite.

PROPOSED

10002 Analysis of Movement (4)
Function of the human body with emphasis on the musculoskeletal system. Gross body measurements. Prerequisite: BSCI 11001. Corequisites: PTST 10003, 10004, 10005.

10003 Clinical Conditions I (2)
Introduction to medical conditions commonly encountered in the practice of physical therapy which affect the integumentary, digestive and endocrine systems. Will include general medical testing procedures and psychological disorders. Prerequisite: PTST 10001. Corequisites: PTST 10002, 10004 and 10005.

10004 Physical Therapy Procedures I (4)
Theory and techniques of treatment procedures with emphasis on modalities. Maintenance of equipment and supplies. Prerequisite: PTST 10001. Corequisites: PTST 10002, 10003 and 10005. Special fee: $5/credit hour—subject to change.

20005 Directed Practice in Physical Therapy II (5)
Discussion and practice of physical therapy procedures and techniques in an institutional setting under the supervision of licensed physical therapy personnel. Prerequisite: PTST 10005. Corequisites: PTST 20003 and 20004.

20006 Physical Rehabilitation Procedures (4)
Principles and techniques of therapeutic exercise and rehabilitation in physical therapy. Prerequisite: PTST 20005. Special fee: $6.25/credit hour—subject to change.

20007 Directed Practice in Physical Therapy III (6)
Continued discussion and practice of physical therapy procedures and techniques in an institutional setting under the supervision of licensed physical therapy personnel. Prerequisite: PTST 20005.

Three-hour lecture and one-hour recitation weekly.

10009 Medical Terminology (1)
Terminology utilized by the medical profession. Emphasis is on definition, spelling, pronunciation and correct usage of terms. Prerequisite: none.

Three hours lecture and 1 hour recitation weekly.

encountered in the practice of physical therapy. Focus on orthopedic and cardiopulmonary pathologies. Prerequisite: PTST 10003. Corequisites: PTST 20004 and 20005.

20004 Physical Therapy Procedures II (4)
Continuation of theory and techniques of treatment procedures. Emphasis on correlating equipment with treatment procedures and correlating application with dysfunction. Prerequisite: PTST 10004. Corequisites: PTST 20003, 20005. Special fee: $6.25/credit hour—subject to change.

PHYSICS (PHY)

Note 1: PHY 13001 and 13002 d require the use of calculus.

Note: 2 PHY 23101 and 23102, uld be taken b , mathematics dustrial techn erospace scier gineering.

not granted for 002 and the ies, nor for the 13001/13002 series.

11030 Seven Ideas That Shook the
Description of major revolutionary phy cepts and their implications for unders physical universe. Not counted toward major. Prerequisite: none. This course to satisfy the Liberal Education Requir (LER).

11660 Physical Science (3)
A course integrating basic concepts in chemistry, physics and astronomy. Prerequisite: none. Because this course represents a partial overlapping of the material in beginning courses in chemistry and physics, students should not take both PHY 11660 and either general chemistry or general physics. Ordinarily, credit is not allowed for such duplication. Any student affected by this principle should consult with the department chair of chemistry or physics. This course may be used to satisfy the Liberal Education Requirements (LER).

*12111 Physics for Health Technologies (3)**
Basic physics applied to health technologies: measurement techniques, force and motion of solids and fluids, energy, heat, wave phenomena, electricity. Prerequisite: admission to health technology program.

*12201 Technical Physics I (3)**
Introduction to principles of physics: mechanics. Two-hour recitation and two-hour laboratory weekly. Pre/corequisite: MATH 19001 or 12001.

and coreq uisite PHY 13022.

12411 Introduction to Computer Hardware (3)
Laboratory-lecture course designed to introduce the computer scientist to the digital logic and memory circuits and the concepts fundamental to computer hardware. Two-hour lecture and two-hour laboratory weekly. Prerequisite: none.

(4)

13001 General College Physics I (~~5~~)
Principles of mechanics, heat and sound. ~~Three-hour lecture, one-hour recitation and two-hour laboratory (see PHY 13021) weekly. Pre/corequisite: MATH 12001 or~~ permission. This course may be used to satisfy the Liberal Education Requirements (LER).

(4)

13002 General College Physics II (~~5~~)
Principles of electricity and magnetism, optics and modern physics. ~~Three-hour lecture, one-hour recitation and two-hour laboratory (see PHY 13022) weekly.~~ Prerequisite: PHY 13001 or 23101. This course may be used to satisfy the Liberal Education Requirements (LER).

(2)

13011 College Physics I (~~3~~)
Principles of classical physics, primarily mechanics. ~~Three-hour lecture, one-hour recitation and two-hour laboratory (see PHY 13021) weekly.~~ This course meets concurrently with PHY 13001 for the first half of a regular term. ~~Pre/corequisite: MATH 12001, 12012 or permission.~~ This course may be used to satisfy the Liberal Education Requirements (LER).

Prerequisite: Pre- or coreq uisite MATH 11022 or MATH 12001, or MATH 12012. PHY 13021 is a required coreq uisite.

Course Descriptions

Three hours lecture and 1 hour recitation weekly.

PROPOSED

PHY 13022 is a required corequisite.

half

(2)

13012 College Physics II (3)
Principles of classical physics, primarily electricity and magnetism. ~~Three-hour lecture, one-hour recitation, and two-hour laboratory (see PHY 13022) weekly.~~ This course meets concurrently with PHY 13002 for the first of a regular term. Prerequisite: PHY 13011, 13001 or 23101. This course may be used to satisfy the Liberal Education Requirements (LER).

(1)

13021 General College Physics Laboratory I (0)
~~Required laboratory component of PHY 13001 and PHY 13011. Credit and grade for laboratory are subsumed within credit and grade for PHY 13001 or 13011 on student's transcript.~~ Corequisite: PHY 13001 or 13011.

Introductory lab to accompany PHY 13001 or 13011.

(1)

13022 General College Physics Laboratory II (0)
~~Required laboratory component of PHY 13002 and 13012. Credit and grade for laboratory are subsumed within credit and grade for PHY 13002 or 13012 on student's transcript.~~ Corequisite: PHY 13002 or 13012.

Introductory lab to accompany PHY 13002 or 13012.

20095 Special Topics (1-3)
Topic announced when scheduled. Prerequisite: none.

21040 Physics in Entertainment and the Arts (3)
Descriptive introduction to physics underlying selected forms of art and entertainment. Examples are drawn from music, visual arts and communications media. Not counted toward requirements for major in physics. Prerequisite: none. This course may be used to satisfy the Liberal Education Requirements (LER).

21041 Physics in Entertainment and the Arts Laboratory (1)
Laboratory component of PHY 21040. Two-hour laboratory weekly. Pre/corequisite: PHY 21040. Special fee: $20/credit hour—subject to change. This course may be used to satisfy the Liberal Education Requirements (LER) and the science laboratory component of the Ohio Transfer Module.

21430 Frontiers in Astronomy (3)
Modern description of astrophysical observations, the results of these observations and the physical principles based on them. Not counted toward requirements for major in physics. Prerequisite: none. This course may be used to satisfy the Liberal Education Requirements (LER).

22811 Forensic Physics (4)
Fundamental physical concepts are related to various forensic activities including evidence analysis, ballistics, auto collision analysis and radioactive materials accidents. Three-hours lecture and two-hour laboratory weekly. Prerequisite: none.

23101 General University Physics I (5)
Principles of mechanics, heat and sound at calculus level. Four-hour lecture/recitation and three-hour laboratory weekly. Pre/corequisite: MATH 12002 with department approval.

23102 General University Physics II (5)
Principles of electricity, magnetism, light and modern physics at calculus level. Four-hour

tra, radiation, evolution of stars, galaxies, concepts of cosmology. Not counted toward physics major. Prerequisite: MATH 12001 or permission. This course may be used to satisfy the Liberal Education Requirements (LER).

30095 Special Topics (1-3)
Topic announced when scheduled. Prerequisite: permission.

32511 Electronics (4)
"Hands-on" course to give the student a working knowledge of analog electronics and of AC and DC circuits typically used by the scientist. Prerequisites: PHY 13002 or 23102 and MATH 12002.

32551 Applied Engineering Mechanics (3)
Analytical mechanics including both statics and dynamics. Not counted toward major in physics. Prerequisites: PHY 13001, 13002 and MATH 12002.

32562 Aerodynamics (3)
Multispeed aerodynamics including topics in fluid mechanics, airfoil and wing theory, stability and control, performance and aerodynamic loads. Prerequisites: PHY 13002 or 23102 and MATH 12001.

32564 Materials Physics (3)
Structure, thermal and magnetic properties of matter, and interaction of radiation with matter in terms of fundamental concepts of atomic and condensed matter physics. Prerequisite: PHY 36001.

35101 Mechanics I (3)
Intermediate course in mechanics stressing problems involving point masses in inertial reference frames. Problem-solving techniques are emphasized. Prerequisites: MATH 12003 and 10 credit hours of physics.

35102 Mechanics II (3)
Sequel to PHY 35101 stressing motions of multi- ...s in inertial and ...Prerequisites: PHY

...PC using ...ations to ...ysical sciences. IP grade permissible. Prerequisites: MATH 22005, 10 credit hours of physics and proficiency in a high-level computer language (equivalent to CS 10061).

...cations of vibrating systems ...on, normal modes, Fourier ...momentum, dispersion, polar- ...ference, diffraction, holograph... TH 12003 and PHY 35101.

...-Based Design I (3)
Microprocessors as the basis for intelligent controllers and instruments. Signal analysis, input/output, interrupt handling, and data connectors. IP grade permissible. Prerequisites: PHY 12411 and proficiency in a high-level computer language (equivalent to CS 10061).

36001 Introductory Modern Physics (3)
Special theory of relativity, Rutherford-Bohr model of atom, quantization of light, matter waves, Schroedinger equation, hydrogen atom, electron spin, multi-electron atoms. Prerequisites: MATH 12003 and PHY 23102 or permission.

40020 Advanced Physics Laboratory (2)
(Repeated registration permitted) Advanced experiments in classical and modern physics are selected to accompany and to supplement senior-level physics courses. Prerequisite: PHY 30020; pre-/corequisite: 6 hours of 40000-level physics courses or permission. This course may be used to satisfy the writing-intensive course requirement with approval of major department.

40060 Physical Literature (1-3)
Study of current or topical literature. Prerequisite: permission.

This course may be used to satisfy the Liberal Education Requirements (LER) and the science laboratory component of the Ohio Transfer Module. PHY 22

POOTS, KATHY

From: Mark Manley [manley@marksun.physics.kent.edu]
Sent: Thursday, March 29, 2007 11:43 AM
To: HALEY, MARY; POOTS, KATHY
Subject: [Fwd: Re: Undergraduate Curricular Action]

-------- Original Message --------
Subject: Re: Undergraduate Curricular Action
Date: Thu, 29 Mar 2007 11:40:32 -0400
From: STROUP, DIANE <dstroup1@kent.edu>
To: Mark Manley <manley@marksun.physics.kent.edu>

Dear Mark,

This email is to indicate support for the proposed changes in the Physics course offerings.

The BS Biotechnology major will be materially affected by changes that Physics needs to make in order to adapt to the Banner software (as detailed below). However, there does not seem to be any alternative to the proposal. Therefore, the Biotechnology Curriculum will have to be revised. So, will you keep me informed as to the out come of the Physics proposal, so that BS Biotechnology curriculum can be appropriately revised?

Diane Stroup, Ph.D.
Director of Biotechnology
Associate Professor of Biochemistry
Department of Chemistry
Kent State University
Kent, OH 44242
(330) 672-3352

On 3/23/07 4:18 PM, "Mark Manley" <manley@marksun.physics.kent.edu> wrote:

Dear Departmental Chair or Undergraduate Coordinator,

The Physics Department's Undergraduate Program Committee and the Physics Faculty have recommended the following curricular actions, which we would like to be considered at the April 5, 2007 Meeting of the A&S College Curriculum Committee. These changes are necessary because the new Banner software cannot handle 0-credit-hour courses. This proposal is slightly different from the one that I wrote you about on February 7. Under the current proposal, students who take PHY 13011 and 13012 would take the lecture and recitation for half of a regular term. (These courses meet concurrently with PHY 13001 and 13002.) All students (both those in the PHY 13001+13002 and 13011+13012 sequences) would take PHY 13021 and 13022 for the entire term.

The following is a summary of the proposed revisions:

1. Change PHY 13001 (General College Physics I) from 5 to 4 hrs.
2. Change PHY 13002 (General College Physics II) from 5 to 4 hrs.
3. Change PHY 13011 (College Physics I) from 3 to 2 hrs.
4. Change PHY 13012 (College Physics II) from 3 to 2 hrs.
5. Change PHY 13021 (General College Physics Lab I) from 0 to 1 hr.
6. Change PHY 13022 (General College Physics Lab II) from 0 to 1 hr.

I request a short e-mail message to manley@kent.edu indicating your support of these changes. *Please try to respond by 5:00 pm Thursday, March 29.* You may also wish to look at your program description(s) in the Undergraduate Catalog to see whether any explicit revisions to your requirements will be necessary.

Thank you,
Mark Manley
Professor and Undergraduate Coordinator
Department of Physics
330-672-2407

PHY 78

POOTS, KATHY

From: Mark Manley [manley@marksun.physics.kent.edu]
Sent: Wednesday, March 28, 2007 12:19 PM
To: POOTS, KATHY
Subject: [Fwd: Re: Undergraduate Curricular Action]

-------- Original Message --------
Subject: Re: Undergraduate Curricular Action
Date: Wed, 28 Mar 2007 12:15:09 -0400
From: Deborah Barnbaum <dbarnbau@kent.edu>
To: Mark Manley <manley@marksun.physics.kent.edu>
References: <5.2.0.9.1.20070207153028.00c5e4f0@physics.kent.edu>
<46043615.4020302@marksun.physics.kent.edu>

Hello, Mark,

Per our discussion with you over the phone today, this proposed change is entire fine with me. Thank you for consulting with me.

Deborah Barnbaum

At 04:18 PM 3/23/2007, you wrote:

> Dear Departmental Chair or Undergraduate Coordinator,
>
> The Physics Department's Undergraduate Program Committee and the Physics Faculty have recommended the following curricular actions, which we would like to be considered at the April 5, 2007 Meeting of the A&S College Curriculum Committee. These changes are necessary because the new Banner software cannot handle 0-credit-hour courses. This proposal is slightly different from the one that I wrote you about on February 7. Under the current proposal, students who take PHY 13011 and 13012 would take the lecture and recitation for half of a regular term. (These courses meet concurrently with PHY 13001 and 13002.) All students (both those in the PHY 13001+13002 and 13011+13012 sequences) would take PHY 13021 and 13022 for the entire term.
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> 5. Change PHY 13021 (General College Physics Lab I) from 0 to 1 hr.
> 6. Change PHY 13022 (General College Physics Lab II) from 0 to 1 hr.

Subject: RE: Undergraduate Curricular Action
From: "CORTHELL, RONALD" <rcorthel@kent.edu>
Date: Fri, 23 Mar 2007 17:39:55 -0400
To: "Mark Manley" <manley@marksun.physics.kent.edu>

Dear Mark,

Banner strikes again. I support the changes you recommend.

Ronald Corthell
Chair
Department of English

-----Original Message-----
From: Mark Manley [mailto:manley@marksun.physics.kent.edu]
Sent: Fri 3/23/2007 4:18 PM
To: rcarlson@kent.edu; psampson@kent.edu; msabini@kent.edu; CORTHELL, RONALD; Palmer, Donald; STOPPER, MARY; Kent, Richard; STROUP, DIANE; ashearer@kent.edu; pevans@kent.edu; STEVENS, GEORGE; dbarnbau@kent.edu; KOLBE, RICHARD; Teitelbaum, Kenneth; CHOWDHURY, RAJ; CROWTHER, JANIS; FONG, STEVEN
Cc: Chris Kurtz; POOTS, KATHY; manley@kent.edu; Bryon Anderson; PETRATOS, GERASSIMOS; MILLER, CYNTHIA
Subject: Re: Undergraduate Curricular Action

Dear Departmental Chair or Undergraduate Coordinator,

The Physics Department's Undergraduate Program Committee and the Physics Faculty have recommended the following curricular actions, which we would like to be considered at the April 5, 2007 Meeting of the A&S College Curriculum Committee. These changes are necessary because the new Banner software cannot handle 0-credit-hour courses. This proposal is slightly different from the one that I wrote you about on February 7. Under the current proposal, students who take PHY 13011 and 13012 would take the lecture and recitation for half of a regular term. (These courses meet concurrently with PHY 13001 and 13002.) All students (both those in the PHY 13001+13002 and 13011+13012 sequences) would take PHY 13021 and 13022 for the entire term.

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I request a short e-mail message to manley@kent.edu indicating your support of these changes. Please try to respond by 5:00 pm Thursday, March 29. You may also wish to look at your program description(s) in the Undergraduate Catalog to see whether any explicit revisions to your requirements will be necessary.

Thank you,
Mark Manley
Professor and Undergraduate Coordinator
Department of Physics
330-672-2407

Subject: FW: Undergraduate Curricular Action
From: "Wendy Sherman" <wsherma1@kent.edu>
Date: Tue, 27 Mar 2007 16:33:25 -0400
To: <manley@marksun.physics.kent.edu>
CC: <jliedel@kent.edu>

Dear Mark,

The science education faculty have no problem with the changes you are proposing. I will notify our Office of Student Services that we may need to modify our student advising sheets, as well.

Cheers,

Wendy Sherman
Associate Professor, Science Education
Teaching, Leadership & Curriculum Studies
Kent State University

From: Mark Manley [mailto:manley@marksun.physics.kent.edu]
Sent: Friday, March 23, 2007 3:18 PM
To: rcarlson@kent.edu; psampson@kent.edu; msabini@kent.edu; CORTHELL, RONALD; Palmer, Donald; STOPPER, MARY; Kent, Richard; STROUP, DIANE; ashearer@kent.edu; pevans@kent.edu; STEVENS, GEORGE; dbarnbau@kent.edu; KOLBE, RICHARD; Teitelbaum, Kenneth; CHOWDHURY, RAJ; CROWTHER, JANIS; FONG, STEVEN
Cc: Chris Kurtz; POOTS, KATHY; manley@kent.edu; Bryon Anderson; PETRATOS, GERASSIMOS; MILLER, CYNTHIA
Subject: Re: Undergraduate Curricular Action

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Thank you,
Mark Manley
Professor and Undergraduate Coordinator

POOTS, KATHY

From: Mark Manley [manley@marksun.physics.kent.edu]
Sent: Tuesday, March 27, 2007 12:43 PM
To: POOTS, KATHY
Subject: [Fwd: Re: Undergraduate Curricular Action]

-------- Original Message --------
Subject: Re: Undergraduate Curricular Action
Date: Tue, 27 Mar 2007 12:34:17 -0400
From:psampson@kent.edu
To: Mark Manley <manley@marksun.physics.kent.edu>
CC:aseed@kent.edu, rgregory@kent.edu, psampson@kent.edu
References:<5.2.0.9.1.20070207153028.00c5e4f0@physics.kent.edu>
<46043615.4020302@marksun.physics.kent.edu>
<7.0.1.0.0.20070327090223.0202b828@kent.edu>
<46093CF8.4020207@marksun.physics.kent.edu>

Mark,

Now I understand - thank you. I don't see any problems with any of these changes.

Thanks. Paul

----- Original Message -----
From: Mark Manley <manley@marksun.physics.kent.edu>
Date: Tuesday, March 27, 2007 11:49 am
Subject: Re: Undergraduate Curricular Action
To: Paul Sampson <psampson@kent.edu>
Cc: aseed@kent.edu, rgregory@kent.edu

> Hi Paul,
>
> Currently PHY 13011 and 13012 meet for 3/5 of a semester with lab
> and
> recitation as you describe. The Provost's Office insists that if
> we
> make the labs PHY 13021 and 13022 for 1 credit hour, that all
> students
> must take them for the entire semester in order to receive the 1
> hr. of
> credit. (So 2 contact hours per week for 15 weeks.) This
> necessitates
> a reduction from 6/10 to 5/10 in the amount of lecture-recitation
> that
> students in PHY 13011 and 13012 must take for a 2-hr. lecture
> course.
> Here is the revised breakdown in contact hours:
>
> Proposed

PHY 82

>
> PHY 13001 and 13002 (4 hrs)
> Meets 3 days lecture and 1 day recitation for 15 weeks
>
> PHY 13011 and 13012 (2 hrs)
> Meets 3 days lecture and 1 day recitation for 7.5 weeks
>
> PHY 13021 and 13022 (1 hr)
> Meets 2 hrs lab per week for 15 weeks
>
> There will be no change except for two separate grades for
> students in
> the General College Physics sequence. The change for students in
> the
> College Physics sequence (mainly architecture majors) is that they
> will
> have more lab but less lecture/recitation. (This might actually
> be a
> good thing.) I have been assured by our introductory lab
> directors that
> this should not cause problems for students.
>
> Please let me know if you have further questions.
>
> Thanks,
> Mark
>
> Paul Sampson wrote:
>
> > Mark,
> > >
> > > Thanks for the information on the proposed changes in College
> Physics
> > > courses to bring your courses into line with Banner. The
> changes to
> > > PHY 13001, 13002, 13021 and 13022 all seem eminently sensible
> and the
> > > Chemistry Department concurs with these changes.
> > >
> > > However, I am a little puzzled by the proposed changes to
> > > 13011/13012. As I understand it, 13011 and 13012 currently each
> meet
> > > for 3/5 of a semester and include 3 h lecture, 1 h recitation
> and 2 h
> > > lab for 9 weeks, for a total of 3 cr h. What is the rationale
> for
> > > changing them to 2 cr h? - this does not seem related to a
> Banner
> > > problem. Where did the other credit hour go to? Why will the
> course
> > > now only have lab and recitation of half a term rather than for
> 9
> > > weeks? Perhaps I am missing something here, but this seems like
> a
> > > more substantive curricular change that should probably undergo
> full
> > > curricular review. Perhaps you could let me know if I am
> missing
> > > something here.
> > >

> > Thanks. Paul
> >
> >
> > At 04:18 PM 3/23/2007, you wrote:
> >
> >> Dear Departmental Chair or Undergraduate Coordinator,
> >>
> >> The Physics Department's Undergraduate Program Committee and
> the
> >> Physics Faculty have recommended the following curricular
> actions,
> >> which we would like to be considered at the April 5, 2007
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> >> the A&S College Curriculum Committee. These changes are
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> >> because the new Banner software cannot handle 0-credit-hour
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> >> for half of a regular term. (These courses meet concurrently
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> >> PHY 13001 and 13002.) All students (both those in the PHY
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> >> The following is a summary of the proposed revisions:
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> 1 hr.
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> >> I request a short e-mail message to manley@kent.edu
> >> <mailto:manley@kent.edu> indicating your support of these
> changes.
> >> Please try to respond by 5:00 pm Thursday, March 29. You may
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> >> wish to look at your program description(s) in the
> Undergraduate
> >> Catalog to see whether any explicit revisions to your
> requirements
> >> will be necessary.
> >>
> >> Thank you,
> >> Mark Manley
> >> Professor and Undergraduate Coordinator
> >> Department of Physics
> >> 330-672-2407
> >>
> > Dr. Paul Sampson
> > Professor of Chemistry
> > Department of Chemistry

PHY 84

> > Kent State University
> > Kent, OH 44242
> > email: psampson@kent.edu
> > fax: (330) 672-3816
> > voice: (330) 672-0034
> >
>

POOTS, KATHY

From: Mark Manley [manley@marksun.physics.kent.edu]
Sent: Wednesday, April 04, 2007 11:21 AM
To: HALEY, MARY; POOTS, KATHY
Subject: [Fwd: Undergraduate Curricular Action]

-------- Original Message --------
Subject: Undergraduate Curricular Action
Date: Wed, 04 Apr 2007 11:16:47 -0400
From: msabini@kent.edu
To: manley@marksun.physics.kent.edu

Mark:
Re. your March 23 e-mail, requesting a note of support for your curricular changes re. Banner, I'm hereby expressing my support.
Sorry, I didn't get back to you by the March 29 deadline, but I see the A&S Coll Curr Comm meets tomorrow, so, I hope you can add this note of mine to your documents.
I haven't gone back to the office yet after Spring break, due to a bad case of flu ...
Hopefully, I'll be able to go back tomorrow.
M

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PHY 85A

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost

From: Larry Andrews, Dean; Co-chair, URCC

Subject: Proposal for EPC Action

Date: April 19, 2007

The University Requirements Curriculum Committee is presenting to EPC and Faculty Senate the first-ever periodic review of the Writing-Intensive Course requirement program. A WIC Review subcommittee of the URCC has worked for several years on the attached report.

We ask not just for an endorsement for the report but an action vote on the recommendations for change in catalog copy and changes in curricular documents (Guidelines, Course Information Form). Deep gratitude goes to subcommittee chair Nancy Mitchell, author of the report, and her dedicated subcommittee members.

I have attached the relevant catalog page showing the change there.

xc: Therese Tillett, Curriculum Services

WRITING-INTENSIVE COURSE REQUIREMENT

[redacted] of the writing-intensive course requirement is to assist undergraduates in becoming effective writers within their majors. This g[redacted]d-[redacted]ation requirement became [redacted] for all undergraduate students who enrolled as new freshmen [redacted] 1992 or later; all students [redacted]ith an effective *Catalog* year of 1994 or later must fulfill this [redacted] one upper-division course designated from the following lis[redacted] must be completed with minimum C (2.0) [redacted] intent is that the requirement [redacted] fulfilled within the major, students may use a writing-[redacted]ntensive course in another discipline to fulfill the requirement if permitted by the department/school of their major.

OBJECTIVES

The purpose of the writing-intensive course (WIC) requirement is to assist undergraduate students in becoming effective writers within their major discipline. Building on earlier writing courses, the WIC focuses on writing forms and standards used in the professional life of the discipline. Through these courses, students should understand and experience the ways in which writing shapes and enhances the acquisition and communication of knowledge.

CRITERIA

All writing-intensive courses must meet the following criteria:

- Be designed, at least in part, to help students become effective writers in a specific discipline
- Involve a substantial amount of writing
- Provide at least one writing assignment where there is an opportunity for guided revision before grading occurs

In addition, the final course grade must reflect the student's writing performance.

GUIDELINES

1. As part of the requirements for any baccalaureate degree, all students must satisfy the writing-intensive course requirement. At least one upper division course from the list below must be completed with a minimum C (2.00) grade.
2. Students should fulfill the requirement by taking a course in the major. In rare instances, a student may use a writing-intensive course from another discipline if approved by the student's major department or school.

45154 Rhetorical Criticism ..... [redacted]
45957 Language and Meaning 3

42397 Colloquium: Women in Europe from [redacted] to Renaissance 3
42497 Colloquium: Women in Modern Europe 3

FIRST PERIODIC REVIEW REPORT

ON THE

WRITING-INTENSIVE COURSE REQUIREMENT

BY THE

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

OF THE

EDUCATIONAL POLICIES COUNCIL

KENT STATE UNIVERSITY

April 2007

WIC REVIEW SUBCOMMITTEE

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College of Arts and Sciences

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URCC and the members of the WIC Review Subcommittee gratefully acknowledge the assistance of Bebe Lavin, Emerita Professor of Sociology, in the statistical analysis of the 2003 WIC Student Survey.

INTRODUCTION

The writing-intensive graduation requirement became effective for all undergraduate students who enrolled as new freshmen at Kent State University in Fall 1992 or later, as well as all transfer students with an effective *Catalog* year of 1994 or later. Since that time, writing-intensive courses have been approved in every academic department. The purpose of this first periodic review is to assess both faculty and student perceptions of the effectiveness of the requirement, determine areas of concern, and present recommendations for improvement in the functioning of the requirement.

HISTORICAL BACKGROUND

The following brief history summarizes some of the initial discussions, activities, and proposals that led to the establishment of writing-intensive courses and the writing-intensive graduation requirement. It is included here to provide a permanent history of the development of the requirement and to serve as a context for this report.

Writing Skills Committee. The current focus on writing at Kent State University began in October of 1985 with the appointment of the Writing Skills Committee (WSC). The Committee's charge was to assess the state of undergraduate writing at the university, determine which areas were responsible for the development of student writing skills, and recommend ways to improve student writing abilities. The WSC interviewed selected students, faculty, and administrators; heard presentations not only from its own members but also from a variety of offices and individuals involved in the teaching of writing; and engaged in lengthy discussions. Following a year of investigation and discussion, the Writing Skills Committee presented its report to the Educational Policies Council (EPC) and to Faculty Senate. While noting that there were some differences of opinion on the current state of student writing skills and on areas of responsibility, the WSC concluded that there was both need and opportunity to improve student writing skills and to assist faculty in developing techniques that would not only "overcome deficits" but also "cultivate quality in writing over the long term."

In its report, the Writing Skills Committee also presented ten recommendations to EPC. These recommendations were far ranging and included a call for the establishment of a permanent EPC Subcommittee on Writing (SOW) charged with the responsibility of encouraging and overseeing university-wide efforts to improve writing skills. The WSC also recommended that EPC require that all basic data sheets include a statement of writing expectations and that EPC direct the Liberal Education Requirements Curriculum Committee (LERCC) to develop a policy concerning writing requirements in Liberal Education Requirement (LER) courses. Other specific recommendations included the development of college, school, and department "writing plans" that would lead to integration of writing into the curriculum; course syllabi that would include a specific statement about writing requirements; and a university policy that would encourage written work, including essay questions on examinations. In addition, the WSC

recommended the development of handbooks on writing and related communication skills (speaking, listening, and reading) for use by students and faculty, the addition of fiscal resources to support instruction in writing, and the offering of annual workshops in the teaching of writing. The WSC hoped that its recommendations might change the "writing culture" at the university and urged EPC "to initiate a relentless but non-crisis effort to find and foster the skills, industriousness, and persistence needed to cultivate an appreciation for, a desire for, and a capacity for competence, if not artistic achievement, in writing."

The nine recommendations summarized above were approved by EPC and forwarded to Faculty Senate. One remaining recommendation from the Writing Skills Committee was not approved by EPC but was instead referred to the newly proposed Subcommittee on Writing for further consideration. This recommendation asked the EPC to establish a "graduation requirement that students take at least two writing-intensive courses, at least one of them upper division, following successful completion of the English Composition sequence." The Writing Skills Committee had further recommended that these "writing-intensive courses would be identified from among those which (1) have a maximum enrollment of forty students, (2) require more than two substantial papers, (3) require that more than one of the papers be rewritten before being graded."

In December 1986, Faculty Senate approved, with only minor revisions, the recommendations forwarded by EPC (see *Appendix A*). Although not approved by EPC, Faculty Senate also considered the final recommendation on the establishment of a two-course writing-intensive graduation requirement. In place of the recommendation offered by the Writing Skills Committee, Faculty Senate approved the following revised motion:

> A graduation requirement should be established that students must take at least two writing-intensive courses, at least one of them upper-division, following successful completion of the English composition sequence. The criteria for determining which courses shall be drawn up by the EPC's permanent Subcommittee on Writing referenced in Recommendation #1 of this report. That Committee shall also determine which courses meet these criteria.

EPC Subcommittee on Writing. The EPC Subcommittee on Writing began its work in Spring 1987. The Subcommittee sponsored several workshops on writing, distributed occasional papers on the teaching of writing, conducted reviews on the amount of writing that existed in current courses, and continued to consider ways of defining and implementing a writing-intensive graduation requirement. In the Fall of 1989, the Subcommittee asked faculty to complete the second Survey of Writing Expectations. In response, faculty identified over three hundred courses that included significant writing, although not all courses met the previously proposed definitions of "writing-intensive." Many faculty expressed enthusiasm for improving student writing skills, but two commonly expressed concerns were class size and the need for assistance in determining how to approach the teaching of writing. Using the data collected in the survey and following additional discussions, the Subcommittee concluded that a one-course writing-intensive requirement with lower enrollments and a revised set of criteria would be feasible.

In July 1991, the Subcommittee on Writing submitted a recommendation to EPC for the establishment of a graduation requirement for all undergraduate students to complete at least one writing-intensive course. In order to be considered writing intensive, the proposal specified that courses must be upper division and must meet the following criteria:

> In order to be considered writing-intensive, a course must be designed, at least in part, to help students become effective writers in a specific discipline. There must be a substantial amount of writing; at least one of the assignments must provide students with an opportunity for guided revision before grading occurs; and the grade in the course must reflect the student's writing performance.

Students were required to earn at least a "C" grade in the specified course in order to meet the requirement, and (as amended by EPC) this course could not be taken on a pass/fail basis.

The proposal further specified that each department and school would determine how its program majors would satisfy the writing-intensive course requirement. It was also the intent of the Subcommittee that writing-intensive courses would be taught by full-time tenure track faculty, and the proposal included a provision that faculty should be recognized for the additional work required in teaching these courses. As part of this proposal, the Subcommittee on Writing recommended a class maximum of thirty students.

Several recommendations from department chairs were initially added to the proposal, including a request to designate WIC status by section rather than by course and to rotate WIC status among a group of approved courses. However, these proposals were ultimately found to be unworkable. The first recommendation significantly increased problems for student advising and student planning for graduation, and both recommendations created difficulties in accurately maintaining the course inventory. Instead, it was decided to denote WIC status by course and to continue that status until such time as the school or department submitted the appropriate curricular proposal to change the WIC status. At the request of department chairs, it was also agreed that, in exceptional circumstances, specially designed one-credit courses would be permitted as long as they were co-requisite with a course in the major and taught by tenure track faculty.

Although some early discussions had also included the possibility of permitting courses to be selected from any curricular area, it was ultimately decided that the specific intent of the policy would be that the course was to be taken in the major. All programs would either select existing major courses that met the criteria or integrate writing-intensive assignments into a major course. If some schools and departments were not immediately able to establish a writing-intensive course, an interim provision permitted students to substitute a course taken in another department if approved by the department/school of the major.

The proposal from the Subcommittee on Writing for a one-course writing-intensive graduation requirement was approved by EPC, Faculty Senate, the President, and the Board of Trustees with

an effective date of Fall 1992 for the entering freshman class. Because the courses were offered at the upper division level, schools and departments were not required to offer the first writing-intensive courses until Fall 1994. Procedurally, it was determined that writing-intensive course proposals would be forwarded to the Subcommittee on Writing following approval by college curriculum committees. Following approval by the Subcommittee, proposals would be forwarded to EPC.

Definition, Criteria, and Guidelines. The Writing Skills Committee had engaged in extensive discussions about the nature of writing and the ways to improve writing at the university. These discussions included considerations of writing as a basic tool, a liberal art, an opportunity for students to cultivate their own voices, a method for exploring ideas, and a means of reaching a particular audience. Efforts were made to avoid oversimplification and (as explained in the WSC's 1986 Report) to recognize that "writing's surface (e.g., punctuation, spelling, usage) is underpinned by various layers of deeper structure, with the roots constituted by ideas, concepts, and hypotheses, and with intermediate layers of structure that involve sentence structure, word choice, clarity, evidence, mood, coherency, and so on." The WSC believed that faculty in the disciplines could make important contributions in many of these areas, particularly those related to the deeper structure of writing.

The Subcommittee on Writing agreed with these perspectives while also conducting its own reviews and discussions. The Subcommittee eventually concluded that the primary goal of the writing-intensive requirement should be to help students become effective writers in a specific discipline. Thus, writing and the writing process were to be discussed and practiced within the context of courses in the major. While course assignments were viewed as a means for learning about writing, it was even more important to view writing as a method for learning the content of the discipline. Assignments "should focus in part on the communication of ideas in the subject area for specific audiences and from the student's particular point of view" with instructors providing "guidance in such areas as the generation and development of ideas, reflection and self-analysis, research skills, the analysis of ideas and data, effective organization of material, clear thinking, and argumentation germane to the discipline."

The Subcommittee also believed that "substantial" writing was not measured simply by the number of pages or limited to specific types of papers. Instead, they argued that "substantial" writing could also be measured by the emphasis on *process* and by use of writing assignments that built in *intensity* over time. This process included the "struggle to develop an idea, a period of time to think about the work (not under pressure), a draft that receives feedback from faculty (written and/or oral) and opportunity for re-write." While continuing to emphasize the importance of this process of "guided revision," the Subcommittee ultimately also argued that a "substantial amount" of writing was required so the final course grade would reflect the student's writing performance and include a measure of the student's effectiveness as a writer within the discipline.

A brief course proposal form was developed, and all departments were asked to submit writing-

intensive course proposals by December of 1991. Not all departments met that deadline; however, a year later, the Subcommittee had reviewed 155 proposals and approved 104 courses, leaving 15 departments/programs not yet represented in the WIC. As the course review process continued, the Subcommittee formalized its thinking in a set of written guidelines. Although not originally intended as a public statement, this document was eventually included in the *Guidelines for Preparing Curricular Proposals* and came to be viewed as the official statement of criteria, principles, and guidelines for writing-intensive courses. The criteria and principles were expressed as follows:

> For a course to be approved as a writing-intensive course (WIC), the course:
>
> 1. must be upper division;
> 2. must be designed, at least in part, to help students become effective writers in a specific discipline;
> 3. must involve a substantial amount of writing;
> 4. must provide students with at least one writing assignment where there is the opportunity for guided revision before grading occurs; and
> 5. the grade in the course must reflect the student's writing performance in that course.
>
> In addition, some basic principles were set forth in the EPC resolution establishing the requirement:
>
> 6. Normally, a writing intensive course is a content course, rather than a course in writing as a basic skill.
> 7. The course is not intended as an additional requirement, but as a designation of a course already included in a major.
> 8. While the *intent* is that all students should be able to fulfill the requirement by taking courses in the major, a student may use a writing course from another discipline, with major departmental/school approval.

The EPC Subcommittee on Writing reviewed all WIC proposals from 1991 through 1997. In Fall 1997, the newly established University Requirements Curriculum Committee (URCC) assumed responsibility for course approval and for maintaining the writing-intensive graduation requirement.

WIC REVIEW PROCESS

When the WIC requirement was first established, no provision was made for a periodic review (as exists for the LER). In Spring 2001, the URCC established a WIC Review Subcommittee and began to develop a review process. Since that time, the WIC Review Subcommittee has engaged in a number of discussions and conducted several surveys. In Spring 2001, departments and schools were asked to assess their experiences with the WIC; in Spring 2003, a student survey questionnaire was distributed to all sections of writing-intensive courses that were taught during that term; and, in Spring 2005, a survey was distributed to college curriculum committees

to determine if the final grade in each writing-intensive course adequately reflected student performance on writing assignments. At the end of Spring 2005, data were also collected on section size, faculty status, and grade distributions for writing-intensive courses. This first periodic report summarizes and analyzes the information collected during this process.

DEPARTMENT REVIEW 2001

The Spring 2001 department survey (see *Appendix B*) asked chairs and directors to consult with appropriate faculty in the unit to assess overall effectiveness of the requirement in meeting the stated intent of the WIC ("to assist undergraduates in becoming effective writers within their majors"). Departments were also asked to review the Course Information Form to determine if courses were meeting the requirements and standards established when each writing-intensive course was initially approved, to discuss factors that might have influenced the success or failure of the course, to identify any needed modifications, and to explain how students could satisfy the requirement if the department did not have an approved WIC as part of its undergraduate program. Chairs and Directors were also asked to submit a copy of a current syllabus for each approved course.

Responses were eventually received from eleven departments in the College of Arts and Sciences, three departments in the College of Business Administration, and seven schools in the College of Fine and Professional Arts (at this time, the College of Communication and Information and the College of Architecture and Environmental Design were still part of the College of Fine and Professional Arts). No responses were received from the College of Education, the College of Nursing, or the School of Technology. (A complete list of units responding is included in *Appendix B.*)

Some units provided a lengthy response to the questions asked, and several units reported that department-wide discussions had occurred concerning the WIC. One department conducted a written survey of all WIC instructional staff (faculty and, in this case, doctoral students) who had recently taught its writing-intensive course, and the chair based his review on a statistical analysis of the responses.

Other units did not appear to take the review as seriously or claimed extenuating circumstances. For example, one program asked for additional time because the course instructor was only then teaching the course for the first time; and another unit returned current sample syllabi and sent an oral response reporting that "it ain't broke so don't fix it." In a number of cases, units addressed some of the questions in the survey but did not provide a direct response to all of the items. On the whole, however, the responses provided important information that revealed areas of success and areas for potential improvement.

Efforts were made to compare the original Course Information Forms with the analysis provided in the department summary and with the information presented in the individual syllabi that were

submitted. These comparisons proved difficult for several reasons: (1) Course Information Forms were not available for all courses, (2) there were discrepancies between department summaries and the syllabi that were submitted, and (3) there were differences among multiple syllabi submitted for the same course as taught by different instructors.

Overall, departments and schools expressed a high level of satisfaction with the success of the WIC requirement. Many respondents (individual faculty as well as department chairs or school directors) were enthusiastic in describing their courses and the efforts made to meet the intent of the writing-intensive requirement. The following summary will highlight departmental and individual faculty responses to the major issues that were raised in the department reviews.

Department Review Discussion

Effectiveness of WIC Requirement. Many units responding to the survey reported that student writing had improved significantly because of the WIC experience. These reports came both from individual faculty and from the summary provided in the departmental responses. One faculty member reported that "students taking this course demonstrate growth in writing ability from the beginning of the semester to the end." A department chair noted that the "goals of the WIC have been met in all ways. Students' writing was observed to improve noticeably as the course progressed and feed-back from students who had completed the course was strongly positive." Another department chair concluded: "We believe the courses have met the stated intent of the WICs because faculty can see development and progress in student's writing skills in these classes. In addition, the courses have the added benefit of giving students skills that are generalizable into other courses they may take."

A notable exception was a foreign language instructor who allowed his students to write in the foreign language. He found that the course had little effect on the development of writing skills and that students "make the same mistakes over and over." The department chair noted that instructors are permitted the choice of language for writing assignments and that there was a "difference of opinion" in that unit about the meaning of "effective writing in the major." One other school reported dissatisfaction with its WIC because the type of writing required did not directly address the professional needs of the students.

Conformity with Course Information Form. In general, departments and individual faculty indicated that they were meeting the initial requirements as stated on the Course Information Form. Those who did report changes in the *nature of the writing assignments* indicated that assignments had "evolved" over time. For example, one faculty member reported that he had changed the course to require more writing assignments and placed more emphasis on writing. In several schools and departments, a number of shorter writing assignments had replaced a longer term paper. In another case, a shortened research paper was embedded within a longer writing assignment and a take-home final exam had been added that provided an additional opportunity for careful editing and revision. One instructor noted that he now gave only essay

exams and graded responses both for content and for writing quality. Several instructors also reported giving frequent short quizzes that provided quicker feedback not only on comprehension of content but also on form in writing.

Schools and departments also reported that their writing-intensive courses met the intent of the WIC requirement because *opportunities were provided for guided revision.* The reviews indicated that this *guided revision* took a number of forms, including written commentary and critique, individual and group meetings, and peer review by other students in the class. In some cases, the individual meetings were optional while in other cases they were required. The feedback covered topics ranging from basic skills (grammar, spelling, punctuation, sentence structure, specialized vocabulary, use of sources) to style, clarity, organization, content, research, argument, logic, use of theory, and scholarly expectations or expectations within the discipline. Some instructors stated that they "edited" or "corrected" mistakes (especially those related to basic skills). However, most instructors reported providing feedback that also included "constructive criticism" or "constructive commentary" or "extensive written comments."

The writing-intensive guidelines also specify that students must be given the opportunity for revision *before grading occurs*. However, in a number of cases reported in the department review and illustrated in specific syllabi, it was clear that grades were being assigned to initial drafts. A number of faculty indicated that students did not need to revise the paper if they were "satisfied" with the grade on the first submission. Several faculty also noted that the grades on the draft version and on the final version were "averaged." Alternatively, one faculty "required" revision by noting that "zero points" would be given if the paper were not revised. Another faculty member explained his reluctance "not to grade" the first submission by noting that he believed students would "turn in whatever, let the faculty member do all the correcting, and then just work on the second version." Some departments and individual faculty clearly did follow the guideline and did not grade initial drafts. However, the review responses revealed significant inconsistencies on this issue.

In responding to the survey, departments and schools reported that the *final grade in the course did reflect the student's writing performance.* However, only 54 of the 66 course syllabi submitted for the review (81.8%) explicitly identified the actual *percentage of the final course grade* that was based on the writing assignments. These percentages ranged from 20% to 100% of the final course grade. Of the 54 syllabi reporting these percentages, 24 (44.4%) reported that at least one-half (50%) of the course grade was based on writing assignments with 14 of the 54 syllabi (25.9%) reporting that at least 60% of the final grade percentage was based on writing. These percentages are conservative because essay exams were not included unless the instructor explicitly indicated that these exams were part of the writing expectations of the course

Student Preparedness. Several units noted that one major problem they faced was the inadequate level of preparation of many students. Respondents noted that a foundation in basic skills was necessary so students could focus on writing in the discipline; and a commonly expressed concern was that too much time had to be spent on "simple writing skills, grammar,

and organizational skills" that students should already have mastered by the time they get to upper division classes. One instructor reported that some students "come in already knowing how to find research articles and write a paper" while other students "come into the course not knowing how to formulate a logical argument or write a cohesive paragraph." Perhaps the most frustration was expressed by an instructor who complained that "some students are excellent but others are so poor in language skills that they fail to understand grammatical errors even after the errors are pointed out!" Several faculty members indicated that "recent" students seemed even less prepared.

Course Syllabi. As noted, chairs and directors were asked to submit a copy of a current syllabus for each approved course. A review of these documents revealed that only 41 of the 66 course syllabi (62.1%) identified these approved courses as "writing-intensive." Only a few instructors explicitly included "writing" in some form as one of the course objectives on the syllabus and an even smaller number explained the relationship between writing and learning. One faculty member did state that the course was not about "learning to write" but about "writing to learn" in the student's major field. Another instructor provided a more thorough statement:

> [This] is a writing-intensive course (WIC). WICS are designed to instruct a student in *writing in the discipline* of his/her major. Emphasis is on the *processes* of writing–the various techniques, styles, methods, goals, and kinds of writing in the discipline. Writing is viewed as a tool to aid in learning the material content presented in a course; and course material is viewed as a tool to learn about writing. Writing is integral to the routine activities of the course.

A second extended example is also worth noting:

> In addition to the substantive focus of the course there is a second objective to be met this semester. [This] is a *writing-intensive* course. That designator is somewhat misleading in that emphasis actually is placed much less on *how much* writing takes place than on *for what purpose* the writing is practiced. The goal is not that you learn *to* write rather that you learn *through* writing. The accent, then, is not so much on the mechanics of writing (although, make no mistake you will be held accountable for your mastery of grammar, syntax, punctuation and spelling) as it is on the *process of writing as an avenue for learning.* Unlike a course in the technicalities of writing, this road is endless; there is no destination point at which you'll be able to say, "My journey is done." *Learning through writing* emphasizes the ongoing exercising of your intellectual faculties. It's a process of wrestling with ideas; committing them formally to paper; submitting them to an evaluation by others in your relevant community; and then using what you've just done as yet another taking-off point on the endless journey that is learning.

In the majority of cases, however, when writing was included as one of the course goals or objectives, the focus was on "learning to write" and not on "writing to learn."

A review of syllabi also revealed that very little information about the nature of "writing in the discipline" was directly communicated to students as part of the syllabus. In a few instances, rather lengthy assignment sheets included with the syllabus described the nature of the writing required; and some syllabi referred students to the appropriate technical writing manual or the style guide for the discipline as an indication of the type of writing that was required in the course. One course syllabus suggested that an option for the writing assignment might be a major report in the style of a journal article in the field. However, the impression created by the majority of course syllabi was that these were courses with "lots of writing," but it was not necessarily writing that was specific to the discipline or writing that would help the student learn the content of the discipline.

Department/School/Faculty Recommended Modifications. Although most respondents reported overall satisfaction with their writing-intensive requirement, a few faculty, departments, and schools indicated that they were currently considering possible revisions. These revisions ranged from relatively minor changes in the assignments listed on the Course Information Form to replacing one writing-intensive course with another to restructuring how the requirement fit into the major program.

Several faculty suggested modifications to the requirements that had been listed on the original Course Information Form. As noted above, some faculty had already modified specific assignments in order to meet their proposed writing goals more effectively. In other cases, faculty used the departmental review as an opportunity to suggest changes. One instructor suggested adding weekly writing assignments because they would increase the frequency of both the writing experience and the evaluative feedback given to the student. Another instructor recommended requiring only one draft submission instead of two, giving additional weight to writing as a part of exam grades, and formalizing the current practice of holding class size to 15 instead of the 25 indicated on the form.

Placing limitations on class size was a frequent suggestion made by individual faculty and by departments. One school wanted enrollment to be monitored so it would not exceed 25. Another department noted that the grading workload can be "overwhelming" and expressed an intent to reduce enrollments from 25 to 20. One faculty member suggested a class limitation of 12. Many units shared the perception of one department (reporting a typical class size of 35) that the "only concern we have is that the classes are too large to provide the kind of individual attention we would like." However, a few departments did report relatively small class size, sometimes as small as 4 to 5. In another unit, class size had been smaller than expected and ranged from 4 to 6 students up to a maximum of 19 students.

As part of these concerns about class size, one instructor indicated that instructional assistance was needed for critiquing rewritten papers. In another case, an instructor reported that he had once taught two sections of a writing-intensive course (for a total of 50 students) and that the department had hired an English student "to help in checking grammar."

One department indicated a preference for students to do more writing earlier in their careers but did not have the staff available to make a change from the course it was currently using as a WIC. Another school reported a need for modifications because its WIC was a six-credit course. Students who experienced difficulty in writing could still pass the course with the required grade of "C" or above, while students who wrote successfully might still earn below the required grade because of other elements in the course. Since the course was only offered once a year, failure to earn the required grade delayed a student's graduation for a full year. In an additional case, a school reported that its WIC requirement had already been recently revised because the level of expectations had been too high for incoming students' level of preparation in the specific writing techniques required for the course.

STUDENT SURVEY 2003

In Spring 2003, a student survey (see *Appendix C*) was distributed to all WIC sections offered on all campuses during that term. The purpose of the survey was to identify student perceptions concerning their experiences in taking a writing-intensive course. Information was collected on student degree and major as well as the campus and department where the course was taken; however, no data were collected that would identify the individual student, course section, or instructor. Students who had taken (or were taking) more than one writing-intensive course were asked to select only one of the courses as the basis for their responses. The student survey in *Appendix C* reports the number and percentage of responses for each item.

The questionnaire was distributed to 200 sections (158 sections on the Kent Campus and 42 sections on the Regional Campuses) with a combined enrollment of 2,347 students. Although no records were kept indicating the number of sections from which responses were received, the overall student response rate was substantial with 48.2% (1,131 students) responding to the survey. Students who reported their academic department identified themselves as majors in the following academic units:

Arts and Sciences	-	34%
Business Administration	-	20.9%
Fine and Professional Arts	-	20.2%
Nursing	-	9.6%
Communication and Information	-	7.6%
Education	-	6.9%
Technology	-	.6%
Undergraduate Studies	-	.2%

These students reported majoring in 34 different schools and departments, as well as A&S Undeclared, Exploratory, and F&PA General.

Student Survey Results and Discussion

Effectiveness of WIC Requirement. The overall purpose of the writing-intensive requirement is to help students become effective writers in their major discipline, and students were asked several questions to determine their perceptions of the effectiveness of the WIC requirement. First, they were asked if the writing assignments in the course helped them to become more effective writers in their major. Almost three-fourths of the students responding, 73.9%, reported that the writing assignments in the course *helped a great deal* or *helped somewhat* in improving their writing in the major while 26.1% reported that the writing assignments *did not help much* or *did not help at all*. Second, students were asked to report if the course helped them to improve their writing skills in several specific areas. Responses indicated that many students thought the course *helped a great deal* or *helped somewhat* in improving basic writing skills such as grammar, spelling, and punctuation (62.3%); in improving the ability to express ideas more clearly (71%); and in improving the ability to think more critically in developing content (79.6%). Alternatively, a number of students reported that the course *did not help much* or *did not help at all* in improving basic writing skills (37.7%); in improving the ability to express ideas more clearly (29%); or in improving the ability to think more critically in developing content (20.3%).

As a third measure of effectiveness, students were also asked to rate their writing ability at the beginning of the writing-intensive course and at the end of the course. The survey responses indicate that the percentage of students who rated themselves as *excellent* increased from 9.2% to 14.7%, and the percentage of students who rated themselves as *above average* increased from 46% to 58.6%. At the same time, the percentage of students who rated themselves as *average* decreased from 40.8% to 24.6%; the percentage of students who rated themselves as *below average* decreased from 3.6% to 1.8%; and the percentage who rated themselves as *poor* writers decreased from .4% to .3%. While these percentages suggest overall improvement, analysis of change in rating by specific students revealed that 66.5% of the students actually reported "no change" in writing ability (i.e., gave themselves the same rating before and after taking the course). Only 29.2% of students rated their writing ability higher after taking the course, while 4.3% of students reported a lower rating.

Fourth, because the grade in a writing-intensive course should reflect the student's writing performance in that course, students were also asked to report the grade that had been received or was expected to be received in the WIC. A grade of "C" is required to satisfy the writing-intensive requirement, and 98.7% of the students reported receiving or expecting to receive a grade of "C" or above. Only 1.3% reported receiving or expecting to receive a grade below a "C." Although the report of 98.7% for grades of "C" or above may seem to be high (and while some grades may have been earned in a previous term), the actual percentage of grades of "C" or above in WIC courses for Spring 2003 was 94.8%.

The results of the student survey indicate that almost three-fourths of students believe that they have been able to improve their writing in their major discipline by taking a writing-intensive

course. Although the report of improvement in basic writing skills was well below that level, over two-thirds also reported improvement in their ability to express ideas more clearly and almost four-fifths reported improvement in their ability to think more critically in developing content. At the same time, the large number of students who reported no improvement or only minimal improvement in writing in their major or in each of the specific skill areas included in the survey suggests that writing-intensive courses are not having the intended effect for a substantial number of students.

In evaluating the effectiveness of the WIC, it may also be important to consider that two-thirds (66.5%) of the students responding did not change the rating of their overall writing ability from the beginning of the course to the end of the course. However, some of this lack of change may have occurred because students had too few options available to record accurately the degree of change they had experienced. In addition, the majority of these students already considered themselves to be effective writers. Of those students who did not change their overall rating, the largest percentage, 56.9%, initially rated themselves as "above average." The next largest percentage of students, 30%, rated themselves as "excellent" at the beginning of the course and were not able to record a higher rating at the end of the course.

The remaining students who reported no change in overall writing ability and the students who rated themselves lower in overall writing ability raise questions about the effectiveness of the WIC. Of the students who reported no change in their overall rating, 12.4% considered themselves to be "average" and .7% considered themselves to be "below average" in writing ability. While some students may find "average" writing skills to be acceptable, the lack of change suggests that more could be done to assist these students. In addition, 4.3% of students rated themselves "lower" in overall writing ability after taking the course. Although this lower rating may have occurred because they had become more aware of their deficiencies, the cause of the decline is not clear. While the number of students is relatively small and while the underlying reasons for these ratings could not be determined from the survey, this data does suggest that at least some students who are qualified to take upper division courses in their majors and who may be most in need of assistance with writing are not being reached.

Substantial Amount of Writing. In order for a course to be approved as writing intensive, it must involve a substantial amount of writing and the final grade must reflect the student's writing performance in the course. Several questions on the student survey looked for evidence from students that the WIC course selected as the basis for their responses included "substantial writing" as measured by the "time" and "effort" required in completing writing assignments. Time spent on writing assignments was to be considered in comparison to other courses in the major and in comparison to non-writing assignments in the writing-intensive course. Effort was to be considered in comparison to effort spent on non-writing assignments in the writing-intensive course.

In reporting time spent on writing assignments, 72.6% of the students reported spending *more* or *significantly more* time on writing assignments in the WIC compared to time spent on writing in

other courses in their majors, although 4.9% reported *less* or *significantly less* time spent on writing. In reporting time spent on writing assignments compared to time spent on other assignments in the WIC, 71.3% reported *more* or *significantly more* time with 6.2% reporting *less* or *significantly less* time. Similarly, 74% reported expending *more* or *significantly more* effort on writing assignments compared to effort on other assignments in the WIC with 4% reporting *less* or *significantly less* effort. For each question, approximately 22% reported spending the *same* time and expending the *same* effort compared to time and effort spent on writing assignments in other courses in the major or compared to other non-writing assignments in the course.

Students were also asked to report the percent of the final grade in the WIC that had been or would be based on all writing assignments combined. While a few students (1.6%) reported that "none of the final grade" was based on writing assignments, 57.8% of students indicated that the percent of final grade was over 50%. Slightly less than one-third (31.3%) of the students reported that between 76% and 100% of the final course grade was based on writing assignments.

The responses in the student survey indicate that over 70% of students perceive that they spend more or significantly more time and effort on writing assignments in writing-intensive courses, thus suggesting that there is a substantial amount of writing in these courses. The fact that approximately 22% of students reported the same amount of time and effort in other major courses or in non-writing assignments in the WIC may suggest that significant emphasis is also placed on writing in these other courses or that some students are able to complete writing assignments successfully with less effort than anticipated. However, these percentages do at least raise questions about the role of writing assignments in some writing-intensive courses. It is an additional point of concern that some students (ranging from 4% to 6.2%) reported spending less or significantly less time and effort on writing assignments in the WIC or in comparison to other major courses. While these may primarily be students who do not choose to expend time or effort on writing assignments, these percentages may also suggest that the emphasis on writing in some writing-intensive courses may not be as significant as expected or required.

Although the student survey was conducted in Spring 2003 and the department survey was conducted two years earlier in Spring 2001, it may be worth noting that students perceived a much greater percentage of the final grade to be based on writing than was indicated by departments and reported on the course syllabi that were submitted. In the department survey, only 25.9% of the course syllabi reported that at least 60% of the final grade percentage was based on writing. However, a higher percentage of students (31.3%) reported that a greater percentage of the grade (between 76% and 100%) was based on writing assignments. While the course syllabi submitted may not be representative, student perceptions may also overestimate the proportion of the grade based on writing while also overestimating the amount of time and effort expended on writing assignments. In general, however, the results of the survey suggest that most students perceive that significant emphasis is placed on writing in the WIC.

Opportunity for Guided Revision Before Grading. A critical expectation for a writing-intensive course is that there must be at least one writing assignment where the student is given an opportunity for guided revision before grading occurs. The student survey asked students to indicate if they were given "sufficient opportunities" for guided revision and to evaluate the "helpfulness" of the guidance received during the process of revision. Only 52.5% of the students indicated that they had *sufficient opportunity* to revise at least one writing assignment before final grading occurred. The remaining 47.5% reported that they had *some opportunity* (23.6%), *little opportunity* (10.6%), or *no opportunity* (13.3%). In assessing the helpfulness of the revision process in improving writing ability, 69.4% of students reported that it *helped a great deal* or *helped somewhat*, while 30.6% indicated that the revision process *did not help much* or *did not help at all.*

Although "guidance" is required in the process of revision, only 79.5% of the students indicated that they received guidance in making revisions. Of that number, 42.5% reported that this guidance *helped a great deal;* and 44.3% indicated that it *helped somewhat.* Of the remaining students who did receive guidance, 9.7% reported that the guidance *did not help much* and 3.5% reported that it *did not help at all.* Students receiving guidance indicated that it took several forms. For 89.1% of these students, instructors "provided notes on earlier drafts or assignments suggesting areas needing revision or improvement," while the remaining 10.9% of students reported that instructors did not provide notations as written feedback. Students also reported instructor use of other methods such as regular class meetings to provide feedback (62.5%), individual or group meetings outside of class (54.8%), or suggestions in the syllabus (46.8%). Some students (42.5%) also reported asking instructors for meeting time outside of class. The percentage of students who reported that guidance *helped a great deal* or *helped somewhat* varied only slightly for each form of guidance: scheduled individual or group meetings outside of class (92.7%), used class meeting time (91.4%), provided suggestions in the syllabus (90%), and provided notes on earlier drafts or assignments (89%).

The results of the student survey suggest that the process of guided revision is not functioning as required. Only slightly more than half of the students (52.5%) reported "sufficient opportunity" for revision, and approximately 30% reported that the revision process was not helpful in improving their writing ability. In addition, 20.5% of students reported that they did not receive guidance in making revisions or in improving their writing in subsequent assignments. All of the forms of guidance that were asked about in the survey were considered to be helpful with the relative order noted above. It is possible that some students are indicating that the process of revision was not helpful because they did not feel it was needed and, as permitted under the guidelines, they did not even choose to revise their draft assignments. However, the much greater percentage of students who did find the process helpful suggests that it is an important element in improving student writing.

Upper-Division Course in the Major All writing-intensive courses must be at the upper division level, and the majority of students reported taking their WIC either as a senior (686 or 62.8%) or as a junior (280 or 25.6%). However, some students reported sophomore standing

(104 or 9.5%); and a few students indicated that they were freshmen (23 or 2.1%) at the time they took the course used as the basis for their responses to the survey. Some of the sophomore enrollment may be explained by the fact that some students may still be sophomores during their third year of enrollment and by the fact that at least one department recommends that students take their junior level WIC during their sophomore year. Several students in this same department did take the WIC during their freshman year. One student, for example, took two freshman-level prerequisite courses as a post-secondary student while still in high school and then took the WIC during the second semester of enrollment on one of the Regional Campuses. Assuming that the remainder of these self-reports are accurate, it may also be the case that some respondents to the survey confused the WIC with one of their freshman English courses.

Because the writing-intensive course is designed to help students become better writers in their major, the survey also asked students to report the department of their major and the department in which they took the writing-intensive course. Although many students did not report the department of the WIC, 84.1% of the students responding to the item reported taking their WIC in the same department as their reported major, while 15.9% reported taking the WIC in a different department. Since the requirement is intended to help students become effective writers in their major discipline and since almost every major program has its own writing-intensive course, the number of students taking the course in their major department was somewhat smaller than expected. However, some students may have changed majors after taking the writing-intensive course; and students who had taken more than one WIC were allowed to choose which course to use as the basis for their responses. Also, some students reporting a major in the College of Education reported that the WIC was taken as one of their Education courses while others reported that the WIC was taken in their content area in another department. Students in interdisciplinary programs may also have reported different departments for their major and their writing-intensive course.

One-Credit Add-On WIC Courses. There have been many discussions over time about the use of a one-credit add-on course to serve as the writing-intensive course. This one-credit course is taken in conjunction with a content course in the major. These courses are not normally approved because the expectation is that writing will be integrated into course content in order for writing in the discipline to serve as a method for learning course material. In order to compare and contrast the experiences of students in these one-credit add-on courses with the experiences of students whose writing was integrated into standard content courses, the student survey asked students to indicate if the course used as a basis for their responses was a one-credit add-on course.

A large number of students responded affirmatively, indicating that 21.3% of the students (a total of 234 students) were using the one-credit add-on as the basis for their responses. However, this number seemed far too large since the maximum number of students enrolled in one-credit add-on courses for Spring 2003 was only 211 and it was unlikely that all of them had responded to the survey. Even allowing for the fact that students might have changed their majors after completing such a course or might have taken the course in a previous semester, it seemed more

likely that some students did not understand the terminology and did not answer the question accurately. Consequently, no comparisons of these two groups are included in this analysis.

Student Written Comments. Students were also invited to write opened-ended responses at the end of the survey. Only 43 students chose to write responses (3.8% of students who completed the survey), providing a total of 48 distinguishable concerns (see *Appendix C* for the complete text of student written responses). These 48 responses were first sorted into comments that directly addressed the WIC requirement (38) and general comments that addressed other aspects of specific courses (5) or instructors (3) or the questionnaire itself (2). Of the 38 comments addressing the WIC requirement, 12 were considered to be positive and 26 were considered to be negative.

Positive comments were placed into the following subcategories and are listed here in descending order of frequency:

Course effective and well designed	7
Positive use of peer review	4
Writing course needed	1

Negative comments were placed into the following subcategories and are also listed in descending order of frequency:

Structure of requirement should be changed	4
Other courses already include sufficient writing	4
Lack of course availability	3
Does not improve writing ability	3
Specific majors already include sufficient writing	3
Instructor feedback not timely	3
Instructor feedback inadequate	2
Needs more focus on basic skills	1
Other courses include more writing	1
Focus on "writing in discipline" not effective	1
Not enough help provided for students	1

Although the number of comments is quite small, several items reinforce the quantitative results reported from the survey. For example, some students again indicated that instructor feedback was not timely or adequate and did not provide enough help. A few students also noted that other courses and some specific majors already included sufficient writing or included even more writing than the WIC. Several students noted a lack of course availability. This issue was also included as a question on the student survey, and 13.6% of the students indicated that a writing-intensive course was not available in a timely manner to accommodate their plan of study.

One point not covered in the survey questions was the possibility of using peer review as one of

the feedback mechanisms for guided revision. Several students wrote favorably about this option.

Students who did not like the structure of the WIC requirement were concerned because the WIC taken in one major did not fulfill the requirement in a new major, because their major did not have a one-credit add-on option, because there was too much work required in a writing-intensive course to receive only one credit, and because their major offered options for the WIC and the student found this approach more difficult for scheduling. One student preferred a writing course "for all majors" (as offered in English) and thought that "writing within my discipline" was less effective and was an "afterthought to the curriculum."

FACULTY AND COURSE CHARACTERISTICS

Faculty Status (see *Appendix D*). When the writing-intensive requirement was approved in 1991, the EPC Subcommittee on Writing expected that the courses would be taught by full-time tenure track faculty. As part of this review, data were collected to determine the degree to which full-time tenure track faculty have served as instructors for the writing-intensive courses.

Information on faculty status was obtained for all writing-intensive sections offered for all Fall terms from 1999 to 2004 on both the Kent Campus and the Regional Campuses. In the data provided to URCC, most instructors were assigned an employment status of full-time faculty (including tenure track, non-tenure track, and term), part-time faculty, graduate assistants, or full-time administrator. In some cases, however, data on employment status were not available. When clear information on status was not available, individuals were included in the charts in *Appendix D* as "other or status not available."

The percentage of full-time tenure track instructors on all campuses for the terms reviewed was 60.9%, with a slightly lower percentage on the Kent Campus (60.8%) than on the Regional Campuses (61.6%). The percentage of non-tenure track or term faculty was almost the same on the Kent Campus (9.6%) and the Regional Campuses (9.3%), while the percentage of part-time faculty was higher on the Regional Campuses (16.3% on the Regional Campuses compared to 12.2% on the Kent Campus. As might be expected, all of the graduate teaching assistants were on the Kent Campus (9.8% of the Kent Campus instructors). The majority of these graduate teaching assistants (70 out of 91) were in one department.

While many of the instructors classified as full-time administrators (1.9% on all campuses) may have been tenure-track faculty, it was not possible to make that judgment from the data that was provided. The instructors for whom the status was "other or not available" (6.5% on all campuses) may also have included tenure track faculty but, again, it was not possible to determine their employment status from the data available.

The percentage of faculty within each classification was also reviewed for each of the fall terms included in the data (1999 through 2004). On the Kent Campus, the percentage of sections taught by tenure track faculty remained relatively consistent, ranging from a low of 58.6% in Fall 2000 to a high of 62.5% in Fall 2002. On the Regional Campuses, the differences were greater, with the percentages ranging from a high of 72.7% in Fall 2000 to a low of 54.5% in Fall 2004.

Because the number of writing-intensive sections increased from Fall 1999 compared to Fall 2004, it also may be helpful to consider the percentage increase in number of sections compared to the percentage increase in number of tenure track faculty teaching these sections. The number of sections on the Kent Campus increased by 22.9%, while the number of sections taught by tenure track faculty increased by 24.1%. For the same time period on the Regional Campuses, the number of sections increased by 17.9%, while the number of sections taught by tenure track faculty only increased by 12.5%.

Although the number of sections taught by tenure track faculty is substantial and while some of the data did not identify the employment status of the instructor, the number of sections taught by tenure track faculty was smaller than expected when the requirement was first established. Full-time non-tenure track or term faculty members taught a substantial number of these courses; however, part-time faculty taught an even higher percentage. In addition, although use of graduate teaching assistants as instructors for these courses was never officially approved, they taught almost 10% of the sections offered on the Kent Campus for Fall terms from 1999 through 2004. While the Subcommittee on Writing expected that tenure track faculty would teach major courses that focused on writing in the discipline, it should also be noted that no comparisons were made to determine the percentage of tenure track faculty who teach other upper division courses in the major.

Section Size (see *Appendix E*). Although initial recommendations in the 1986 Writing Skills Committee report suggested a class maximum of 40 students, the Subcommittee on Writing later proposed a class maximum of 30 students for writing-intensive courses. This reduction in class size recognized that a focus on writing assignments and on the revision process could best be accomplished with smaller class sizes. In order to determine class section sizes for the WIC, information was collected on the section sizes of all writing-intensive courses offered during all Fall terms from 1999 to 2004 on both the Kent Campus and Regional Campuses.

The data revealed that class size ranged from only one student to fifty students. Sections with very small enrollments (below 10 students) tended to be one-credit add-on sections, lab courses, senior project courses, or smaller sections scheduled to meet with a larger section (such as Honors sections). Out of 924 total sections scheduled on the Kent Campus for Fall terms from 1999 to 2004, 362 sections (39.2%) had enrollments below 10 students. On the Regional Campuses, 95 out of 172 sections (55.2%) had enrollments below 10 students. Because these smaller sections are somewhat misleading as part of an overall analysis of class size, they were excluded from the percentages reported below.

On the Kent Campus, when including only section sizes of 10 or above, almost half of the sections, 49.3%, were in the 10-19 range with an additional 27.9% in the 20-25 range. Another 10.9% of classes were in the 26-29 range. Thus, a total of 88.1% of the class sections were below the class maximum of 30 established by the Subcommittee on Writing. Of the remaining sections, most (7.7%) were in the 30-35 range, with 2.5 % in the 36-39 range, 1.4% in the 40-45 range, .2% (or only one course) in the 46-49 range, and only one course at a class size of 50. The percentage of class sections below the class maximum of 30 was relatively consistent across the six years analyzed with the largest percentage in the final year (89.5%, 88%, 84.1%, 84.8%, 87.6%, and 92.9% respectively). There is a similar pattern for the percentage of class sections of 25 or below (78.9%, 79.5, 75.6%, 69.6%, 74.2%, and 84% respectively).

On the Regional Campuses, again when including only section sizes of 10 or above, the class sizes were somewhat smaller, with 67.5% of the courses in the 10-19 range, 27.3% in the 20-25 range, and 2.6% in the 26-29 range. Overall, 97.4% of classes on the Regional Campuses were below the 30 maximum, with only one course each in the 30-35 range and the 40-45 range. For four of the six years, 100% of the class sections were below the 30 maximum. Only one course in Fall 2002 and one course in Fall 2004 were at 30 or above.

Because class section size was a particular concern identified in responses to the department survey conducted in 2001, information was also collected for the most recent two terms–Fall 2006 and Spring 2007. On the Kent Campus, when including only section sizes of 10 or above, 92.3% of the Fall 2006 sections had enrollments below 30, while 83.8% had enrollments of 25 or below. On the Regional Campuses, only one section offered during Fall 2006 had an enrollment above 25. For Spring 2007, 92.2% of sections on the Kent Campus had enrollments below 30, while 87.7% had enrollments of 25 or below. On the Regional Campuses, only one section had an enrollment in the 26-29 range and no sections were at 30 or above.

Although patterns may have changed over time, a relatively small number of departments are currently offering courses with a larger section size. During the Fall 2006 semester, eight departments offered a total of 10 sections in the 26-29 range and four departments offered a total of 10 sections with an initial maximum above 30 students. For the Spring 2007 semester, four departments offered a total of five sections in the 26-29 range and four departments offered a total of seven sections with over 30 students enrolled. These courses were offered by 15 different departments or schools representing every college. While every college offered at least one section with enrollment above 25, only three colleges offered sections of 30 or above.

Grade Distribution (see *Appendix F*). Because a student must pass the writing-intensive course with a grade of "C" or above in order to meet the graduation requirement, data were also collected on grade distributions for all writing-intensive courses offered on all campuses from Fall 1996 to Summer 2005. During that time period, 95.3% of all students who completed a WIC course received a grade of "C" or above. The percentages of grades of "C" or above on the Kent Campus and the Regional Campuses were comparable (95.4% on the Kent Campus compared to 94.6% on the Regional Campuses). There was a slightly lower percentage of grades

of "A" on the Kent Campus (48.1% on the Kent Campus compared to 51.5% on the Regional Campuses). The percentage of grades of "B" was similar on the Kent Campus and the Regional Campuses (33.2% compared to 32.5%), with a slightly higher percentage of "C" grades on the Kent Campus (14.1% compared to 10.6%).

The overall grade distribution was also generally consistent across terms when comparisons were made between academic years 1996-1997, 2000-2001, and 2004-2005. The corresponding Summer terms (1997, 2001, and 2005) were also consistent, with a somewhat higher grading distribution during Summer than during the academic year (98.2%, 97.5%, and 96.6%, respectively, for grades of "C" or above). These grade distributions may seem high; however, no comparisons were made with other non-writing-intensive upper division courses to determine the overall performance of students taking upper division courses in their majors.

Although the grade distribution has been high, it is not always clear that the final grade in these courses accurately represents a student's writing ability. As noted above, in the department survey conducted in 2001, the percentages of final grades based on writing ranged from 20% to 100%. A request sent to College Curriculum Committees in Spring 2005 again attempted to determine writing percentages and asked if students could earn a grade of "C" in the writing-intensive courses offered in each major program without earning a grade of at least a "C" on the writing assignments. Responses were not received from all units, and the reported percentages again ranged from 20% to 100%. However, over two-thirds of the responses reported final grade percentages of 50% or greater based on writing.

In addition, many departments argued that, regardless of specific percentage, it was unlikely that a student could pass the course with a grade of "C" or above without also earning at least a grade of "C" on the writing assignments. One department chair noted that the opportunity to revise at least one writing assignment helped to improve grades on these assignments, thus resulting in higher course grades. Another unit argued that the integration of content and writing made it difficult to separate the evaluation of each component into separate percentages and that, if writing truly did contribute to learning specific course content, then assessment of course content by other means provided an additional assessment of success in writing. Many of these responses were reassuring and indicated that some departments were giving serious consideration to this issue. Nevertheless, the degree to which the final grade reflects writing performance continues to be a point of concern when assessing the effectiveness of the writing-intensive course requirement.

SUMMARY AND CONCLUSIONS

Department Survey. Responses to the department survey summarized in this report indicated overall satisfaction with the WIC requirement and its effectiveness in improving student writing. Many faculty and departments were enthusiastic in describing their success. Some faculty reported that writing assignments had evolved over time as they sought better ways to improve

writing, and some departments indicated that they had officially modified their writing-intensive course in order to increase effectiveness in achieving the purposes of the requirement.

While there were many positive elements, the review of faculty and department responses also identified several areas of concern. For example, although department surveys reported that the final grade in the course reflected the student's writing performance, many course syllabi did not provide a clear indication that the amount of writing in the course was "substantial" or report grading percentages that demonstrated that writing assignments had a significant impact on the final course grade. In addition, many of the course syllabi submitted for the review did not describe the nature of writing in the discipline or explain that the course was intended to help students become effective writers in the major. Often, syllabi did not even identify the course as "writing intensive." Faculty and departments did express concerns about class size and about the level of student preparedness in the basic writing skills that provide a foundation for writing in the discipline.

Of particular concern to URCC, the review revealed that a number of faculty did not give students an opportunity for guided revision before grading occurred. This process of revision under faculty guidance is a critical part of the writing-intensive requirement, and the guidelines specify that students must be given an opportunity for revision before grading occurs. The purpose is to encourage students to continue to discover more effective ways to achieve the goals of the assignment rather than simply decide that the "grade is good enough." The student might ultimately choose not to revise the paper, but that decision should not be based on the grade received. While many faculty reported that they did provide feedback and encouraged revision, other faculty assigned grades to initial drafts and argued that no revision was necessary if students were "satisfied" with the grade on the first submission.

Student Survey. Responses to the student survey indicated that almost three-fourths of students (73.9%) believed they had improved their writing in their major discipline by taking a writing-intensive course, and similar numbers reported improvement in general writing skills (such as the clear expression of ideas and the ability to think critically in developing content). A somewhat smaller percentage of students believed that they had been able to improve their basic writing skills. Over 70% of students also perceived that they spent significant time and effort on writing assignments in these courses, although some students reported spending less time and effort on writing in the WIC than in other courses. These results reinforce the perceptions reported in the department survey that the writing-intensive courses have contributed to the improvement of student writing. However, with slightly more than one-fourth of students (26.1%) reporting little or no improvement in writing in the major, writing-intensive courses are not having the intended effect for many students.

As with the department survey, the most significant problem that was identified in the student survey was the failure of guided revision to function as required. Only slightly more than half of the students (52.5%) reported that they had "sufficient opportunity" for revision while about one-fifth (20.5%) reported that they did not receive "guidance" in making revisions. The majority

(86.8%) of students who did receive guidance reported that it was "helpful" in improving their writing. Although small in number, the written responses on the student survey also reported concerns about the timeliness of the guided revision process. The survey was administered toward the end of the semester. However, one student indicated that the "first draft" had not yet been submitted for instructor review. Another student reported that it was difficult to complete the survey because the class "had not gotten back any of our papers" and thus had received "no indication of progress in the course."

Faculty Status. When the writing-intensive requirement was approved in 1991, the EPC Subcommittee on Writing thought that these courses would be taught by tenure track faculty. These faculty were responsible for curriculum development and for the types of discussions that were expected to occur in the development of course content and the integration of writing into courses in the discipline. In addition, because WICs were upper-division courses in the major, it was also assumed that existing courses were already being taught by full-time continuing faculty.

Although the number of tenure track faculty responsible for teaching writing-intensive courses has been substantial, the percentages were lower than expected at the time the requirement was first approved. Many sections have been taught by non-tenure track, term, or part-time faculty or by graduate teaching assistants. Although the student survey did report some problems with course instruction, no data were collected that would identify specific instructors or their faculty status. Given the wide range of instructors and the potential for frequent changes in staffing (especially among part-time faculty and graduate teaching assistants), URCC believes that departments and schools must give special attention to assessing the qualifications of instructors, communicating course requirements, and assuring that writing-intensive courses meet the expectations and standards proposed at the time the WIC was approved.

Section Size. The data reviewed in this report indicated that the majority of writing-intensive classes have been within the class maximum of 30 established by the EPC Subcommittee on Writing and that this distribution remained relatively stable for Fall terms from 1999 to 2004. On the Kent Campus, the latest three terms surveyed (Fall 2004, Fall 2006, and Spring 2007) had the highest percentage of sections with an enrollment below 30 and the highest percentage of sections of 25 or below. On the Regional Campuses, only three sections had enrollments between 26 and 29 and only three sections had enrollments at 30 or above in the seven Fall terms and one Spring term surveyed. Overall, these enrollment numbers are positive. However, some departments have not been able to keep class enrollments at or below the recommended maximum of 30 students. In addition, responses to the department survey indicated that many faculty preferred a class section size of 25 or below in order to be effective in teaching writing-intensive courses.

Grade Distribution. According to data collected for this report, 95.3% of all students who completed a writing-intensive course from Fall 1996 to Summer 2005 received a final course grade of "C" or above. Because the final grade in a writing-intensive course must reflect the student's writing performance, it is tempting to conclude that the writing-intensive courses are

highly successful. However, this conclusion must be carefully considered in light of other evidence about writing in the course and about the percentage of the final grade that is based on writing. In some courses, for example, only 20% of the final grade is based on writing. For these courses and many others, it seems clear that students can earn a grade of "C" or above in the course without earning a similar grade on the writing assignments. Nevertheless, URCC was encouraged by a Spring 2005 survey indicating that many courses (over two-thirds of those reported in the survey) required a much higher percentage (50% or more of the final grade based on writing).

Conclusion. Responses to the department survey and the student survey indicated that writing-intensive courses have had a positive impact on student writing and that faculty and departments support the requirement and are committed to improving student writing. However, several areas of concern were also identified in this review. These concerns include the amount of writing required in writing-intensive courses, class section sizes, the failure of guided revision to function as required, and the need to maintain careful communication with a wide range of instructors. The following recommendations are intended to strengthen the requirement and to assist faculty in their efforts to improve student writing.

RECOMMENDATONS

Revised Writing-Intensive Guidelines and Course Information Form

As a part of this review, ***the Guidelines for Writing-Intensive Course Proposals and the Writing-Intensive Course Information Form have been revised*** (see *Appendix G*). The purposes of these revisions are to clarify the guidelines and expectations for writing-intensive courses, communicate this information more effectively to faculty who are preparing proposals and teaching these classes, and improve the quality of the information included in the course proposals that are reviewed by URCC.

In order to clarify the focus on writing in the discipline, questions have been added to the Course Information Form asking departments and faculty to explain how course writing assignments are representative of writing in the discipline and how writing is an integral part of the course content. In order to clarify the pedagogical approach to teaching writing, departments are also asked to describe how the course will provide instruction on the elements of writing taught in the course, to identify methods of providing guided revision, and to indicate which elements of writing are included in the assessment of writing performance.

When identifying instructional staff to teach writing-intensive courses, it is currently expected that schools and departments give attention to assessing interest and qualifications for teaching writing, to explaining writing-intensive guidelines and expectations (especially the use of guided revision), and to communicating course requirements and expectations as presented in the WIC proposal. The revised Course Information Form now asks each school or department to describe

the methods used to explain WIC requirement guidelines and communicate course requirements and expectations to faculty who will be teaching the course. The unit is also asked to identify methods used to monitor implementation over time and across multiple sections. These efforts will be particularly important if there are frequent changes in instructional staff (either tenure track, non-tenure track, term, or part-time) or if some departments continue to use doctoral students as course instructors.

In addition, in order to clarify course writing goals and the relationships between writing assignments and disciplinary content, faculty will be asked to include specific writing-intensive course goals on syllabi, as well as information on the nature of writing in the discipline. The "master syllabus" for each course should include this information and is to be submitted as part of the request for course approval.

Substantial Amount of Writing/Final Grade Percentage

The review raised concerns about the amount of writing included in writing-intensive courses. Initially, the EPC Subcommittee on Writing viewed "substantial" writing from both a qualitative and a quantitative perspective and was reluctant to require that a minimum percentage of the course grade must be based on writing. URCC has thoroughly discussed the merits of setting a minimum percentage and, in Spring 2007, sought additional feedback from college, school, and department curriculum committees. URCC's primary concern is that the approved WIC criteria that have been in place since 1991 are not being fully met. These criteria require a "substantial amount of writing" and require that the final grade in the course (minimum grade of "C") must reflect the student's writing performance in that course.

In response both to URCC concerns and to recent faculty and curriculum committee feedback, URCC ***recommends that a minimum of 50% of the final course grade should be based on writing assignments***. Although this percentage will not be required, the revised Guidelines and Course Information Form clarify the expectation and recommend this minimum standard. In cases where less than 50% of the final course grade is based on writing assignments, departments will be required to provide a rationale for this exception. For example, this rationale might address such factors as how writing assignments in the course may be viewed as "substantial" for a particular course or within a particular discipline. Units that have established a structured writing sequence across several required courses might also be able to justify a lower percentage in a final writing-intensive course. URCC will consider the merits of these requests for exceptions when granting writing-intensive course approval. However, it is also the intent of URCC to continue to work with departments and schools in order to explore the possible establishment of a required minimum standard as part of the next WIC review.

Class Section Size

Because of the increased instructional demands required by writing-intensive courses, especially the process of guided revision, discussions in URCC have raised a number of concerns about

class section size. Many departments have kept class section sizes below the maximum of 30 established by the EPC Subcommittee on Writing; however, other departments have not been able to meet this standard. Class section size was also identified as an area of concern in the department survey conducted in 2001; and faculty expressed a strong preference for section sizes of 25 or below. During Fall 2006 and Spring 2007 semesters, 32 sections enrolled more than 25 students (15 sections enrolled from 26 to 29 students, and 17 sections enrolled 30 or more students with the largest section initially enrolling 42 students).

As a result of these discussions, URCC ***recommends that the expected section size for writing-intensive courses be limited to 25 students.*** Departments that are not able to meet this standard will be asked to provide information describing their efforts to reduce class size to 25 or below and to explain what specific efforts will be made to ensure that the writing-intensive expectations of the course are maintained with a larger class size. These departments should also continue to explore all possible options for reducing class section size. In some instances, for example, it may be possible to reduce section size by monitoring course prerequisites more closely. In other cases, some departments may be able to develop alternative writing-intensive courses where a smaller class size may be more easily achieved.

Faculty Development Workshops

The value of special workshops to assist faculty in developing approaches to teaching writing-intensive courses was recognized in the original charge to the EPC Subcommittee on Writing. However, these workshops have not been offered since the URCC assumed responsibility for the requirement. In order to raise awareness about the expectations for writing-intensive courses and assist faculty in developing additional expertise in teaching writing, URCC ***recommends that instructional workshops be offered at least once a semester to provide guidance in the development of strategies and techniques for teaching writing.*** Because the use of "guided revision" emerged as an area of particular concern in the review, it is further ***recommended that the importance of guided revision and strategies for its use should receive special attention as these workshops are developed and delivered.*** Discussions of guided revision should also emphasize the role of faculty in helping students view the writing process as a means to improve their understanding of content in the discipline. These workshops would be targeted at a wide range of faculty, including those who have had experience in teaching writing-intensive courses, those teaching these courses for the first time, and those interested in developing a writing-intensive course proposal.

The co-chairs of URCC will work with the Faculty Professional Development Center to identify appropriate faculty to design and deliver these workshops and to pursue such options as a WIC learning community. As an outgrowth of the workshops, URCC and FPDC will also pursue the development of additional resources such as a faculty handbook with information on approaches to teaching writing and a WIC website that will provide similar information in an easily accessible format. In addition, URCC also encourages individual departments to develop teaching circles comprised of faculty who are currently teaching writing-intensive courses or

preparing to teach these courses. These teaching circles would meet at least once each semester and share ideas, experiences, and pedagogical approaches to teaching writing in the discipline.

Required Courses in the Major

According to Spring 2006 reports from each college, only two major programs did not include a writing-intensive course in the major as one of their requirements. Students in these programs have typically been able to take either an "elective" writing-intensive course in their own discipline or a writing-intensive course in a related discipline. Nevertheless, these programs do not currently meet the intent of the requirement. In order to meet this original intent, URCC ***recommends that remaining major programs that do not have an approved writing-intensive course as part of the requirements in the major identify or develop a writing-intensive course within their own disciplines no later than the end of Spring semester 2008.*** URCC co-chairs and members are available, if needed, to work with these units in developing these proposals.

***Catalog* Copy**

The Writing-Intensive Course Requirement *Catalog* statement has been revised to include a statement of objectives, a list of criteria, and guidelines for satisfying the writing-intensive graduation requirement (see *Appendix G*). This revision includes more detail than the current statement and is intended to serve as an additional source of information for students and faculty. The revised format parallels the *Catalog* statements for the Liberal Education Requirement and the Diversity Requirement. URCC ***recommends that this revised Catalog copy be approved for inclusion in the 2008 Undergraduate Catalog.***

Writing-Intensive Requirement Review

URCC encourages departments and schools to review current writing-intensive courses and, if necessary, update Course Information Forms and course syllabi to reflect the new standards that are recommended in this report. These recommendations include a class section size maximum of 25 students and a minimum of 50% of the final course grade based on writing assignments. URCC also encourages departments and schools to maintain and, if necessary, increase efforts to communicate standards and expectations to instructional staff and to monitor implementation across multiple sections. Following approval of the revised Guidelines and Course Information Form, these topics must also be addressed in proposals for new or revised writing-intensive courses.

When the writing-intensive requirement was established, no provision was made for a formal, periodic review. URCC ***recommends that a review of the writing-intensive requirement take place every five years with the next review to occur in 2012.***

SUMMARY OF RECOMMENDATIONS

The University Requirements Curriculum Committee recommends the following actions:

1. **The Guidelines for Writing-Intensive Course Proposals and the Writing-Intensive Course Information Form should be approved as revised, including the recommendation that a minimum of 50% of the final course grade for writing-intensive courses should be based on writing assignments.**

2. **Class section size for writing-intensive courses should be limited to a maximum of 25 students.**

3. **Instructional workshops should be offered at least once a semester to provide guidance in the development of strategies and techniques for teaching writing. The importance of guided revision and strategies for its use should receive special attention as these workshops are developed and delivered.**

4. **Major programs that do not have an approved writing-intensive course as part of the requirements in the major should identify or develop a writing-intensive course within their own disciplines no later than the end of Spring semester 2008.**

5. **Revised *Catalog* copy for the Writing-Intensive Course Requirement should be approved for inclusion in the 2008 *Undergraduate Catalog*.**

6. **A review of the writing-intensive requirement should take place every five years with the next review to occur in 2012.**

APPENDIX A

Recommendations of the Writing Skills Committee
of the Educational Policies Council
Approved by Faculty Senate December 1, 1986

Approved by Faculty Senate
December 1, 1986

RECOMMENDATIONS OF THE WRITING SKILLS COMMITTEE OF THE EDUCATIONAL POLICIES COUNCIL

The recommendations of the Writing Skills Committee (WSC) of the Educational Policies Council (EPC) were accepted by EPC and forwarded to the Faculty Senate for its consideration on December 1, 1986. The following reflect those recommendations as approved by Faculty Senate (amendments by Faculty Senate have been underlined):

(1) The EPC should establish a permanent Subcommittee on Writing to encourage and oversee university-wide efforts to improve writing skills.

The structure of the EPC Subcommittee on Writing could be similar to that of the EPC Library Subcommittee. The committee could help to initiate workshops; to foster communication with faculty and students; to provide writing opportunities, conferences, speakers, special events; to advocate writing as both a tool and a liberal art; and to spur cross-college and cross-discipline fertilization of ideas for incorporating writing in an enticing fashion into various curricular and extra-curricular endeavors.

(2) The Educational Policies Council should direct college, school, and department curriculum committees to establish writing plans to direct greater attention to the deliberate integration of writing into the curriculum.

Each committee's writing plan should define expected and appropriate writing goals. These committees might also articulate the curricular places in which different types of writing are taught to majors, minors, and students taking Liberal Education Reguirements (LER) or other required or elective courses in the discipline.

In recognition that the writing enterprise should be shared between English and other disciplines, special review of the English composition sequence should be undertaken to examine the sequence of instruction within the courses and to discuss with faculty how English can complement writing in other disciplines.

(3) The EPC should establish a university policy encouraging the use of written work, including essay questions on examinations, wherever possible.

(4) The EPC should direct the Liberal Education Requirements Curriculum Committee to send to the EPC Subcommittee on Writing a policy statement about writing requirements in LER courses.

(5) The EPC should require that all basic data sheets submitted in the future contain an explicit statement of writing requirements, with the understanding that such descriptions are not appropriate for some courses and will simply indicate that no graded writing is required.

(6) The EPC should encourage departments and other units to have the faculty include in each course syllabus a specific declaration about the extent of writing required.

> Such a declaration might speak to the form, length, quantity, and quality determinants of written work--with the understanding that writing may not be appropriate in some courses.

(7) The EPC should urge the central administration to provide additional fiscal and staff resources for instruction in writing. This support should facilitate a policy to strengthen the English composition sequence as well as other subject areas identified as important in the instruction of writing.

(8) The EPC should request that the English Department sponsor an annual workshop in the teaching of writing for faculty in other disciplines, part-time faculty in English, and graduate assistants in English or other disciplines.

(9) The EPC should request that the Office of the Vice President for Academic and Student Affairs provide for the devising, production and distribution of KSU handbooks on writing and auxiliary skills (speaking, listening, and reading) for students and faculty.

****

The Faculty Senate chose to consider the following recommendation as revised by Senator Calkins, even though it was not approved by the EPC but was referred to the Subcommittee established in Recommendation #1. It shall be designated Recommendation #10:

(10) A graduation requirement should be established that students must take at least two writing-intensive courses, at least one of them upper-division, following successful completion of the English composition sequence.

> The criteria for determining which courses shall be drawn up by the EPC's permanent Subcommittee on Writing referenced in Recommendation #1 of this report. That Committee shall also determine which courses meet these criteria.

****

APPENDIX B

Memo to Chairs and Directors
2001 Periodic Review of Writing-Intensive Courses

Units Responding to 2001 WIC Department Survey

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

INTER-DEPARTMENTAL CORRESPONDENCE
THE HONORS COLLEGE
KENT STATE UNIVERSITY

TO: Chairs and Directors, Academic Units

FROM: Larry Andrews for and Linda Williams, Co-Chairs
University Requirements Curriculum Committee

SUBJ: Periodic Review of Writing-Intensive Courses

DATE: March 23, 2001

The university's undergraduate Writing-Intensive Course graduation requirement has been in effect since Fall 1992. A statement of the requirement itself and a list of approved writing-intensive courses (WICs) can be found in the *2000-01 Undergraduate Catalog,* pages 64 and 84 respectively. The *intent* of the WIC graduation requirement is "to assist undergraduates in becoming effective writers within their majors."

Initial review and approval of courses designated as "writing intensive" was delegated to the Educational Policy Council's (EPC) Subcommittee on Writing. The EPC Subcommittee on Writing reviewed all WIC proposals from 1991 through 1997. In the Fall of 1997, the newly established University Requirements Curriculum Committee (URCC) assumed oversight responsibilities for the WIC requirement. The URCC is now responsible for review and recommendation of all WIC proposals and for the periodic review and recommendation of changes to the requirement.

The URCC is beginning a comprehensive review of the WIC graduation requirement. As a first step in that review process, we are requesting information from all academic units regarding their experiences with and assessment of WICs offered for their undergraduate majors. To assist in developing your responses, copies of the current "Writing-Intensive Course Information Form" for approved WICs in your program(s) are enclosed (if available). If the form is not enclosed, please consult your departmental records and include a copy with your responses.

In consultation with faculty in your unit who have taught WICs, please provide a relatively brief response to the following questions. You may wish to cast your responses by reference to individual offerings of a relevant WIC or by reference to all relevant WICs your unit has offered over the nine-year period of the current requirement. For any question, feel free to indicate any differences in evaluation among those involved in providing the responses.

1. In what respects has the course met or not met the requirements and standards established by your unit for WICs as stated on the approved "Writing-Intensive Course Information Form"? Please respond in terms of the five items on the information form.
2. What are some significant factors involved in determining whether your courses satisfy the requirements and standards established by your unit?
3. In what respects have your courses met or not met the stated intent of WICs ("to assist undergraduates in becoming effective writers within their majors")?
4. In your judgment, are modifications to your unit's WICs needed to enhance how those courses help satisfy the intent of the WIC graduation requirement? If yes, please explain.
5. If your unit does not have an approved WIC for each of your undergraduate programs, please explain how students enrolled in those programs meet the graduation requirement.

In addition to your responses to the questions, please forward a copy of a current syllabus for each approved course. ***Please submit your responses to Larry Andrews in the Honors College by April 27, 2001.***

Thank you for your assistance and cooperation. Based upon your responses, the URCC will continue its review. More information will be provided at the beginning of the Fall 2001 semester.

xc: Paul Gaston, Provost Laura Davis, Associate Provost Deans URCC

UNITS RESPONDING TO 2001 WIC DEPARTMENT SURVEY

COLLEGE OF ARTS AND SCIENCES

Biological Sciences
Center for Applied Conflict Management
Chemistry
English
Geology
Justice Studies
Modern and Classical Language Studies
Philosophy
Physics
Political Science
Psychology
Sociology

COLLEGE OF BUSINESS ADMINISTRATION

Accounting
Economics
Marketing

COLLEGE OF FINE AND PROFESSIONAL ARTS

Architecture and Environmental Design
Communication Studies
Exercise, Leisure and Sport
Fashion Design and Merchandising
Integrated Health Studies
Journalism and Mass Communication
Music
Speech Pathology and Audiology

APPENDIX C

2003 WIC Student Survey Questionnaire with Number and Percentage of Student Responses

2003 WIC Student Survey Written Comments

Number and Percentage of Students Responses to a URCC Survey Reviewing Student Perception of the Writing-Intensive Graduation Requirement Spring 2003

(Note: The original data submitted to the URCC committee at the end of August 2003 was from 1134 students. A review indicated that three (3) surveys were missing too many answers to be considered complete and were removed from the total number responding leaving 1131 respondents.)

1. **ACADEMIC DEPARTMENT (MAJOR) CODE.** In the space for **"ID Number"** on the Scan Sheet, enter and grid in the **department code of your major** using the list below. If you have more than one major, enter the department code of the program you consider to be your "primary" major.

ARTS AND SCIENCES		371	(34.0%)
10	A&S Undeclared	9	(.8)
11	General Studies	14	(1.3)
12	Anthropology	---	
13	Biological Sciences	30	(2.7)
14	Chemistry	2	(.2)
15	Computer Sciences	12	(1.1)
16	English	84	(7.7)
17	Geography	7	(.6)
18	Geology	---	
19	History	13	(1.2)
20	Justice Studies	51	(4.7)
21	Mathematics	10	(.9)
22	Modern and Classical Language Studies	23	(2.1)
23	Pan-African Studies	9	(.8)
24	Philosophy	9	(.8)
25	Physics	---	
26	Political Science	16	(1.5)
27	Psychology	58	(5.3)
28	Sociology	24	(2.2)
BUSINESS ADMINISTRATION		228	(20.9)
29	Accounting	35	(3.2)
30	Economics	---	
31	Finance	3	(.3)
32	M&IS (Business Mgmt, CIS, Operations Mgmt)	93	(8.5)
33	Marketing	97	(8.9)
COMMUNICATION AND INFORMATION		83	(7.6)
34	CCI General	---	
35	Communication Studies	43	(3.9)
36	Journalism and Mass Communication	25	(2.3)
37	Visual Communication Design	15	(1.4)
EDUCATION		75	(6.9)
38	ACHVE (Health Education and Vocational Education)	4	(.4)
39	EFSS (Intervention Specialist)	21	(1.9)
40	TLCS (Early, Middle, and Adolescence/ Young Adult Education)	50	(4.6)
FINE AND PROFESSIONAL ARTS		221	(20.2)
41	F&PA General	3	(.3)
42	Integrated Health Studies	---	
43	Architecture	4	(.4)
44	Art	35	(3.2)
45	Exercise, Leisure and Sport	72	(6.6)
46	Family and Consumer Studies	48	(4.4)
47	Fashion Design and Merchandising	18	(1.6)
48	Music	---	
49	Speech Pathology and Audiology	19	(1.7)
50	Theatre and Dance	22	(2.0)
NURSING		105	(9.6)
51	Nursing	105	(9.6)
TECHNOLOGY		7	(.6)
52	Technology	7	(.6)
UNDERGRADUATE STUDIES		2	(.2)
53	Exploratory	2	(.2)
REGIONAL CAMPUSES			
54	Associate Degree Programs	---	

2. **DEGREE CODE.** In the space for **"Call No."** on the Scan Sheet, enter and grid in the **code** for the **degree** you will receive for the major you reported above.

10	Bachelor of Arts	376	(34.8)	14	Bachelor of Architecture	11	(1.0)	18	Bachelor of Music	---	
11	Bachelor of Science	224	(20.7)	15	Bachelor of Business Admin.	219	(20.2)	19	Bachelor of Science/ Doctor of Medicine	4	(.4)
12	Bachelor of Science in Educ.	61	(5.6)	16	Bachelor of Fine Arts	68	(6.3)				
13	Bachelor of Science Nursing	97	(9.0)	17	Bachelor of General Studies	16	(1.5)	20	Associate Degree	6	(.6)

3. **COURSE CODE.** If you have taken (or are taking) more than one WIC, **select only one writing-intensive course** to use as the basis for this survey. Once again using the academic department codes listed above, in the space for **"Test Code"** on the Scan Sheet, enter and grid in the **department code of the WIC course** you will use as the basis for your responses in this survey. (See this listing and frequencies in Appendix)

4. **CAMPUS CODE.** In the space for **"Special Code"** on the Scan Sheet, enter and grid in **campus code** where you took the WIC selected above.

10	Ashtabula	11	(1.0)	12	Geauga	3	(.3)	14	Salem	17	(1.6)
11	East Liverpool	10	(.9)	13	Kent	914	(86.4)	15	Stark	70	(6.6)
16	Trumbull	17	(1.6)								
17	Tuscarawas	16	(1.5)								

SECTION I

1. Was there at least one writing assignment required for this writing-intensive course a. Yes 1131 (100%) b. No 0
IF YOUR ANSWER IS "NO," GO DIRECTLY TO QUESTION #21.

2. In comparison to other courses in your major, how much **time** did you spend on writing assignments **in this course**?
a. significantly more 400 (35.4%) b. more 420 (37.2%) c. the same 254 (22.5%) d. less 52 (4.6%) e. significantly less 3 (.3%)

3. Thinking about all of the assignments expected **for this course** (such as outside reading, in-class presentations, and written work), how much **time** did you spend on writing assignments compared to time spent on other assignments?
a. significantly more 298 (26.4%) b. more 507 (44.9%) c. the same 254 (22.5%) d. less 63 (5.6%) e. significantly less 7 (.6%)

4. Considering all the assignments **for this course**, how much **effort** did you spend on writing assignments compared to effort spent on other assignments?
a. significantly more 297 (26.5%) b. more. 532 (47.5%) c. the same 248 (22.1%) d. less 41 (3.7%) e. significantly less 3 (.3%)

5. Thinking about the final grade for this course, what **percent of the final grade** was/will be based on how well you did on **ALL** of the required writing assignments combined?
a. none of the final grade 18 (1.6%) b. between 1% and 10% 48 (4.3%) c. between 11% and 20% 48 (4.3%)
d. between 21% and 30% 117 (10.5%) e. between 31% and 40% 102 (9.1%) f. between 41% and 50% 139 (12.4%)
g. between 51% and 75% 296 (26.5%) h. between 76% and 100% 350 (31.3%)

SECTION II

6. How much did the writing assignments in this course help you to become a more effective writer **in your major**?
a. helped a great deal 281 (25.0%) b. helped somewhat 551 (48.9%) c. did not help much 216 (19.2%) d. did not help at all 78 (6.9%)

7. How much did the writing assignments in this course help you to improve your **basic writing skills** (including areas such as spelling, punctuation, grammar, footnotes and citations)?
a. helped a great deal 173 (15.3%) b. helped somewhat 531 (47%) c. did not help much 328 (29.1%) d. did not help at all 97 (8.6%)

8. How much did the writing assignments in this course help you to improve your ability to **express your ideas more clearly**?
a. helped a great deal 223 (19.8%) b. helped somewhat 577 (51.2%) c. did not help much 250 (22.2%) d. did not help at all 77 (6.8%)

9. How much did the writing assignments in this course help you to **think more critically in developing content**?
a. helped a great deal 372 (33%) b. helped somewhat 525 (46.6.%) c. did not help much 178 (15.8%) d. did not help at all 51 (4.5%)

10. Overall, how would you rate your writing ability at the **beginning** of this course?
a. excellent 104 (9.2%) b. above average 518 (46%) c. average 460 (40.8%) d. below average 41 (3.6%) e. poor 4 (.4%)

11. Overall, how would you rate your writing ability at the **end** of this course?
a. excellent 166 (14.7%) b. above average 662 (58.6%) c. average 278 (24.6%) d. below average 20 (1.8%) e. poor 3 (.3%)

2003 Student WIC Survey – Page 3

SECTION III

12. How much opportunity were you given to **revise** at least one writing assignment before final grading of that assignment?
    a. sufficient opportunity 591 (52.5%) b. some opportunity 266 (23.6%) c. little opportunity 119 (10.6%) d. no opportunity 150 (13.3%)

13. How helpful was the **revision process** in improving your writing ability?
    a. helped a great deal 349 (31.7%) b. helped somewhat 415 (37.7%) c. did not help much 191 (17.3%) d. did not help at all 147 (13.3%)

14. Did you receive **guidance** in making revisions to a draft document or for improving your writing in subsequent assignments?
    a. Yes 849 (79.5%) b. No 254 (20.5%) **IF YOUR ANSWER IS "NO," GO DIRECTLY TO QUESTION #21.**

15. How helpful was the **guidance** you received?
    a. helped a great deal 373 (42.5%) b. helped somewhat 389 (44.3%) c. did not help much 85 (9.7%) d. did not help at all 31 (3.5%)

16. Did the instructor provide **notes on earlier drafts or assignments** suggesting areas needing revision or improvement?
    a. Yes 784 (89.1%) b. No 96 (10.9%)

17. Did the instructor use **regular class meetings** to provide suggestions for revisions or improvement?
    a. Yes 548 (62.5%) b. No 329 (37.5%)

18. Did the instructor schedule **individual or group meetings outside of class** to provide guidance?
    a. Yes 481 (54.8%) b. No 397 (45.2%)

19. Were suggestions **included in the syllabus** for how to revise draft documents or improve subsequent writing assignments?
    a. Yes 410 (46.8%) b. No 466 (53.2%)

20. Did you **ask the instructor to meet with you** to provide guidance in revisions or to improve your writing?
    a. Yes 373 (42.5%) b. No 504 (57.5%)

SECTION IV

21. Was a writing-intensive course **available** to you in a **timely manner** to accommodate your plan of study?
    a. Yes 963 (86.4%) b. No 152 (13.6%)

22. Was the WIC used as the basis for your responses a **one-credit "add-on" course** taken in conjunction with another course?
    a. Yes 234 (21.3%) b. No 866 (78.7%)

23. What **grade** did you receive (or do you expect to receive) in the WIC used as the basis for your responses?
    a. "A" 487 (43.8%) b. "B" 451 (40.6%) c. "C" 159 (14.3%) d. "D" 13 (1.2%) e. "F" 1 (.1%)

24. What was your **classification** when you took this writing-intensive course?
    a. Freshman 23 (2.1%) b. Sophomore 104 (9.5%) c. Junior 280 (25.6%) d. Senior 686 (62.8%)

Thank you for your help in reviewing the Writing-Intensive Requirement.

If you have any further responses that might be useful in improving the WIC requirement, please write your comments at the bottom and/or on the back of this page.

2003 WIC Student Survey Written Comments

COMMENTS ON WIC REQUIREMENT - POSITIVE

COURSE EFFECTIVE AND WELL DESIGNED

The writing intensive is very interesting and helpful.

Overall, I feel the course lends itself well to improving one's ability to compose well thought out, fluid arguments and then revise and revisit them until they are finely crafted works. Combining writing intensive activity with the study of literary criticism allows for better depth of exploration and further improvement in skills that many other courses may not.

Having us visit the library and learn how to effectively use on-line journals was a great idea.

This had to be the best WIC I have ever taken. It was very challenging.

This was a great class but I wouldn't recommend a non-English major taking an English class.

Meeting on a weekly basis helped get me on a schedule.

. . . I assure you the class was well designed & evaluated.

POSITIVE USE OF PEER REVIEW

Peer-reviews helped me to understand how difficult it is to constructively critize your peers. The feedback I recieved help me to read my paper how other people read it. Overall I enjoyed the process.

In our WI class, our peers reviewed our papers first. This gave us the opportunity to read other papers & gain ideas. It also gave us a chance to improve our papers.

We did peer review & it was very successful.

I think that mandating peer review before turning in the papers worked very well in helping to provide better insight on making my paper better. Not to mention having our teacher give other lectures on things that are important writing perspectives such as writing scientific resume and cover letters.

WIC NEEDED

I personally feel that anyone entering the business field that cannot present his or her thought in a well-defined, concise, and compact form will fail. I have personally been appauled at the number of students who cannot spell, punctuate, or organize written presentations.

COMMENTS ON WIC REQUIREMENT - NEGATIVE

STRUCTURE OF REQUIREMENT SHOULD BE CHANGED

I took an English writing intensive course while an English major and did not transfer over once I became a Comm major and I had to take another. Should had counted for both.

I think Comm should add the 1 credit hour add on to a class to meet WIC.

I feel one credit hour for this kind of work is extremely insufficient.

It would be easier if the writing intensive req. was a single course as in other majors. Makes it easier for scheduling and for assignment structure.

OTHER COURSES ALREADY INCLUDE SUFFICIENT WRITING

Well after all the writing (Eng) requirements, a WIC course is point-less! Don't you think?

I don't understand why you made a course specifically writing intensive when almost every class I have had has been writing intensive.

Many other classes are at least as writing intensive as this one (if not more). Why have this class required as writing intensive?

I don't understand why you made a specific writing intensive course when ALL my other courses were writing intensive.

LACK OF COURSE AVAILABILITY

More writing intensive courses need to be offered to students. The classes fill too quickly and many people are turned away and have to wait an extra semester.

More sections need to be added because I tried to register beginning in my junior year & didn't actually get in until my second semester of my senior year. This doesn't allow much choice for which course you take WI with.

It was too hard to get in WI. As a graduating senior, I had to get special approval to overload the class, which is ridiculous.

DOES NOT IMPROVE WRITING ABILITY

This course was a great deal of work. I do not feel that it helped develop writing skills. By the time students get this level, they either know how to write or not.

This course did NOT help in my development of writing for my major. I achieved much more in English II courses. I am a junior and wished to progress more in my writing abilities. The class was no comparison of "writing" activity compared to other courses – it was NO different – What a let down on my educational journey!!

You are kidding yourself if you think that this WIC helps students with writing in any way.

SPECIFIC MAJORS ALREADY INCLUDE SUFFICIENT WRITING

Every course that was taken in this major was in one way or other, writing intensive. What was the purpose?

The majority of this majors classes are writing intensive. Child Psych – Sociol – English I & II. This requirement needs to be looked at. → More money does not result in more [*edu?].

A writing intensive course for journalism students is a waste of time. Our entire major is based on writing – a WIC course just takes away from the writing we should be doing for our major classes and burns us out.

INSTRUCTOR FEEDBACK NOT TIMELY

For writing intensive courses if there is one large assignment due toward end of semester that has required frequent use of time during duration of semester, have students turn in multiple drafts or have meetings so that the writing can be evaluated and worked on because many will leave it to last minute and not learn anything in writing skills.

I was unable to answer #13-20 because I have yet to turn my first draft in for revisions.

At the time of this survey, we had not gotten back any of our papers, which made it very difficult to answer many of the questions as there is no indication of progress in the course

INSTRUCTOR FEEDBACK INADEQUATE

This class is/was a waste of time the instructor did not seem to even read our work and wrote obscure, generic, unreadable comments on returned papers. In my opinion the instructor just read the first sentence of an assignment and that is how it was graded.

The teacher did not give ANY comments on the writing – only a grade. Comments would have been helpful.

NEEDS MORE FOCUS ON BASIC SKILLS

I would try to have a W.I.C. that reviews basic rules in grammar punctuation and APA format not lexicon semantics, etc...

OTHER COURSES INCLUDE MORE WRITING

I felt this class focused more on language then writing. I had more writing assignments in other classes.

FOCUS ON "WRITING IN DISCIPLINE" NOT EFFECTIVE

The writing requirement should be only mandated w/in the college of English. When I had to complete the writing course for all majors, I learned more about my writing and the need for improvement. It appears that the writing assignment w/in my discipline is an afterthought to the curriculum.

NOT ENOUGH HELP PROVIDED FOR STUDENTS

We have to pass a grammar test will little to no help, same with our W.I.C. This set up only works for students with strong grammatical & writing skills. What about students that struggle. Like students with disabilities. More help needs to be available for students.

GENERAL COMMENTS

COMMENTS ON INSTRUCTORS

This has been one of my favorite classes. The prof. makes it interesting and is extremely helpful. I feel that it has greatly helped improve my comprehension of the language.

Instructor was very knowledgeable about material that he was presenting. Was able to transform text and jargon into meaningful and useful information through the use of note vision and class discussion. Don't Lose Him!

Instructor responded promptly to ?'s and concerns via e-mail. I didn't have to go up to main campus to talk with him. Very good teacher.

COMMENTS ON COURSES

SPECIFIC COURSE CONTENT NOT VALUABLE/COMPREHENSIBLE

This class is pointless. It's not the professor. He did his job. The concept of "Research Methods" is a pointless skill to require. It should be an elective for people stupid enough to take it.

This concepts class was a waste of time. We learned the same things that we learned in other writing intensive courses. This class should not be a requirement for nursing but as a course available for students who need help.

I did not enjoy this class at all – it needs to be restructured and redesigned. The subject matter was difficult to comprehend.

SPECIFIC COURSE DESIGN AND DELIVERY NOT SUCCESSFUL

(1) It might be helpful to me anyway to provide more time when administering the tests. I would have done better if given a little more time. (2) I feel as though I need a dictionary and thesoris when listening to you speek and taking your tests. (3) I feel a comprehensive final for a class like this is both unnecessary and unreasonable.

Should have more than one course topic instead of just one for a semester so students can have a choice to choose one that interests them.

COMMENTS ON SURVEY QUESTIONNAIRE

Writing Intensive Courses in a foreign language are very different from other WIC courses and almost require a different type of survey.

This questionare was worthless. I am taking this not for my major, but for a minor. I am also working for a journalism major with a writing minor. Consequently, my answers probably seem deviant from "favorable results."

APPENDIX D

WIC Instructor Status Summary by Academic Unit
Kent Campus
Fall Terms 1999 - 2004

WIC Instructor Status Summary by Academic Unit
Regional Campuses
Fall Terms 1999 - 2004

WIC Instructor Status Summary by Year
Kent Campus and Regional Campuses
Fall Terms 1999 - 2004

WIC INSTRUCTOR STATUS SUMMARY BY ACADEMIC UNIT
KENT CAMPUS
FALL TERMS 1999-2004

	TT	NTT or TERM	PT	GA	Full-Time Administrator	Other or Status Not Available	TOTAL
KENT CAMPUS							
College of Arts & Sciences							
ASL			4				
ANTH	1						
BSCI	51				3		
CACM	4						
CHEM	9	4					
CS		4	1		3		
CJST	2		1				
ENG	32	8	2	1	2		
FR	6						
GEOL	3					3	
GER	3						
HIST	19	1	2		1		
JUST	4		8		1	2	
MATH	11	1					
PAS		1					
PHIL	11				1		
PHY	11						
POL	16	1					
PSYC	47	2	13	70		3	
RUSS	11						
SOC	4	1	10				
SPAN	12						
A&S Total	**257**	**23**	**41**	**71**	**11**	**8**	**411**
Percentage	**62.5%**	**5.6%**	**10.0%**	**17.3%**	**2.7%**	**1.9%**	

WIC INSTRUCTOR STATUS SUMMARY BY ACADEMIC UNIT
KENT CAMPUS
FALL TERMS 1999-2004

	TT	NTT or TERM	PT	GA	Full-Time Administrator	Other or Status Not Available	TOTAL
KENT CAMPUS							
College of Architecture & Environmental Design							
ARCH	8		1				
AED Total	**8**	**0**	**1**	**0**	**0**	**0**	**9**
Percentage	**88.9%**		**11.1%**				
College of Business Administration							
ACCT	11			1			
ADMS	2		2	1			
ECON	5	1			1	5	
FIN	5			3			
M&IS	16	5	1	1			
MKTG	14	2					
B Total	**53**	**8**	**3**	**6**	**1**	**5**	**76**
Percentage	**69.7%**	**10.5%**	**3.9%**	**7.9%**	**1.3%**	**6.6%**	
College of Communication & Information							
COMM	8	4	1	4			
JMC	9	1	3			1	
VCD			2			1	
CCI Total	**17**	**5**	**6**	**4**	**0**	**2**	**34**
Percentage	**50.0%**	**14.7%**	**17.6%**	**11.8%**	**0.0%**	**5.9%**	

WIC INSTRUCTOR STATUS SUMMARY BY ACADEMIC UNIT
KENT CAMPUS
FALL TERMS 1999-2004

	TT	NTT or TERM	PT	GA	Full-Time Administrator	Other or Status Not Available	TOTAL
KENT CAMPUS							
College of Education							
ACHVE			1				
ECED	7	3					
ELED	5		1	1		5	
HED	5			1			
SPED	8		6	2			
TLCS	21	1	6	5		7	
E Total	**46**	**4**	**14**	**9**	**0**	**12**	**85**
Percentage	**54.1%**	**4.7%**	**16.5%**	**10.6%**	**0.0%**	**14.1%**	
College of Fine & Professional Arts							
ARCH	9	3				13	
ART	26	4	15				
COMM	3	2		1			
FCS	7	2	6		1		
FD&M	8		10			2	
JMC	15		2				
LEST	12						
PEP	13	6	6			5	
SP&A					2	1	
THEA	6		2				
F Total	**99**	**17**	**41**	**1**	**3**	**21**	**182**
Percentage	**54.4%**	**9.3%**	**22.5%**	**0.5%**	**1.6%**	**11.5%**	

WIC INSTRUCTOR STATUS SUMMARY BY ACADEMIC UNIT
KENT CAMPUS
FALL TERMS 1999-2004

	TT	NTT or TERM	PT	GA	Full-Time Administrator	Other or Status Not Available	TOTAL
KENT CAMPUS							
College of Nursing							
NURS	58	22	2				
N Total	**58**	**22**	**2**				**82**
Percentage	**70.7%**	**26.8%**	**2.4%**				
School of Nursing							
NURS	10	6				5	
N Total	**10**	**6**				**5**	**21**
Percentage	**47.6%**	**28.6%**				**23.8%**	
School of Technology							
TECH	16	4	5			3	
T Total	**16**	**4**	**5**			**3**	**28**
Percentage	**57.1%**	**14.3%**	**17.9%**			**10.7%**	
TOTAL KC	**564**	**89**	**113**	**91**	**15**	**56**	**928**
Percentage	**60.8%**	**9.6%**	**12.2%**	**9.8%**	**1.6%**	**6.0%**	

WIC INSTRUCTOR STATUS SUMMARY BY ACADEMIC UNIT
REGIONAL CAMPUSES
FALL TERMS 1999-2004

	TT	NTT or TERM	PT	GA	Full-Time Administrator	Other or Status Not Available	TOTAL
REGIONAL CAMPUSES							
College of Arts & Sciences							
CHEM	1						
CSJT	1	2					
ENG	21						
HIST	8						
JUST	6	1	6				
MATH	1						
PSYC	20	6					
SOC	1						
A&S Total	**59**	**9**	**6**				**74**
Percentage	**79.7%**	**12.2%**	**8.1%**				
College of Business Administration							
ADMS	2						
M&IS	9		5				
B Total	**11**		**5**				**16**
Percentage	**68.8%**		**31.3%**				
College of Education							
ECED	3						
ELED			1		2		
TLCS	6						
E Total	**9**		**1**		**2**		**12**
Percentage	**75.0%**		**8.3%**		**16.7%**		

WIC INSTRUCTOR STATUS SUMMARY BY ACADEMIC UNIT
REGIONAL CAMPUSES
FALL TERMS 1999-2004

	TT	NTT or TERM	PT	GA	Full-Time Administrator	Other or Status Not Available	TOTAL
REGIONAL CAMPUSES							
College of Fine & Professional Arts							
I.H.S.			1		1		
THEA	1						
F Total	**1**		**1**		**1**		**3**
Percentage	**33.3%**		**33.3%**		**33.3%**		
School of Technology							
TECH	26	7	15		3	16	
T Total	**26**	**7**	**15**		**3**	**16**	**67**
Percentage	**38.8%**	**10.4%**	**22.4%**		**4.5%**	**23.9%**	
TOTAL RC	**106**	**16**	**28**	**0**	**6**	**16**	**172**
Percentage	**61.6%**	**9.3%**	**16.3%**	**0.0%**	**3.5%**	**9.3%**	

WIC INSTRUCTOR STATUS SUMMARY BY YEAR
KENT CAMPUS AND REGIONAL CAMPUSES
FALL TERMS 1999-2004

	TT	%	NTT or Term	%	PT	%	GA	%	Full-Time Administrative	%	Other or Status Not Available	%	TOTAL
Kent Campus													
1999F	87	60.4%	9	6.3%	21	14.6%	18	12.5%	0	0.0%	9	6.3%	144
2000F	82	58.6%	16	11.4%	12	8.6%	14	10.0%	2	1.4%	14	10.0%	140
2001F	92	59.7%	11	7.1%	17	11.0%	15	9.7%	5	3.2%	14	9.1%	154
2002F	95	62.5%	15	9.9%	12	7.9%	13	8.6%	3	2.0%	14	9.2%	152
2003F	100	62.1%	18	11.2%	27	16.8%	12	7.5%	2	1.2%	2	1.2%	161
2004F	108	61.0%	20	11.3%	24	13.6%	19	10.7%	3	1.7%	3	1.7%	177
TOTAL	564	60.8%	89	9.6%	113	12.2%	91	9.8%	15	1.6%	56	6.0%	928
Regional Campuses													
1999F	16	57.1%	3	10.7%	0	0.0%	0	0.0%	2	7.1%	7	25.0%	28
2000F	16	72.7%	0	0.0%	4	18.2%	0	0.0%	2	9.1%	0	0.0%	22
2001F	18	64.3%	2	7.1%	6	21.4%	0	0.0%	1	3.6%	1	3.6%	28
2002F	18	62.1%	3	10.3%	4	13.8%	0	0.0%	0	0.0%	4	13.8%	29
2003F	20	62.5%	2	6.3%	7	21.9%	0	0.0%	0	0.0%	3	9.4%	32
2004F	18	54.5%	6	18.2%	7	21.2%	0	0.0%	1	3.0%	1	3.0%	33
TOTAL	106	61.6%	16	9.3%	28	16.3%	0	0.0%	6	3.5%	16	9.3%	172
All Campuses													
TOTAL	670	60.9%	89	8.1%	141	12.8%	91	8.3%	21	1.9%	72	6.5%	1100

APPENDIX E

WIC Section Size Summary by Academic Unit
Kent Campus
Fall Terms 1999 – 2004

WIC Section Size Summary by Academic Unit
Regional Campuses
Fall Terms 1999 - 2004

WIC Section Size Summary by Year
Selected Ranges
Kent Campus and Regional Campuses
Fall Terms 1999 – 2004

WIC Section Size Summary by Academic Unit
Kent Campus
Fall 2006

WIC Section Size Summary by Academic Unit
Regional Campuses
Fall 2006

WIC Section Size Summary by Academic Unit
Kent Campus
Spring 2007

WIC Section Size Summary by Academic Unit
Regional Campuses
Spring 2007

WIC Section Size Summary by Year
Selected Ranges
Kent Campus and Regional Campuses
Fall 2006 – Spring 2007

WIC SECTION SIZE SUMMARY BY ACADEMIC UNIT
KENT CAMPUS
FALL TERMS 1999-2004

KENT CAMPUS											
DEPT	1 TO 4	5 TO 9	10 TO 19	20 TO 25	26 TO 29	30 TO 35	36 TO 39	40 TO 45	46 to 49	50	TOTAL
COLLEGE OF ARTS & SCIENCES											
ASL	1	3									4
ANTH			1								1
BSCI	39	14	1								54
CACM			3	1							4
CHEM	1	6	6								13
CS			1	6		1					8
CJST						1	2				3
ENG		2	10	25	8						45
FR		1	5								6
GEOL			1		1	3		1			6
GER	2	1									3
HIST	16	2	2	3							23
JUST						8	6	1			15
MATH			5	6	1						12
PAS		1									1
PHIL			6	2	4						12
PHY	5	6									11
POL	4	2	8	3							17
PSYC	86	49									135
RUSS	7	4									11
SOC			13	2							15
SPAN			8	3	1						12
A&S Total	**161**	**91**	**70**	**51**	**15**	**13**	**8**	**2**			**411**
COLLEGE OF ARCHITECTURE & ENVIRONMENTAL DESIGN											
ARCH			8		1						9
AED Total			**8**		**1**						**9**
COLLEGE OF BUSINESS											
ACCT				10	1	1					12
ADMS		1	1		1		1				4
ECON		2	7		1			2			12
FIN			3	1		2	1	1			8
M&IS		1	6	3	9	4					23
MKTG			1	1	2	8	4				16
B Total		**4**	**18**	**15**	**14**	**15**	**6**	**3**			**75**

WIC SECTION SIZE SUMMARY BY ACADEMIC UNIT
KENT CAMPUS
FALL TERMS 1999-2004

KENT CAMPUS											
DEPT	1 TO 4	5 TO 9	10 TO 19	20 TO 25	26 TO 29	30 TO 35	36 TO 39	40 TO 45	46 to 49	50	TOTAL
COLLEGE OF COMMUNICATION AND INFORMATION											
COMM			5	6	4	2					17
JMC	1		11	2							14
VCD		1	2								3
CCI Total	**1**	**1**	**18**	**8**	**4**	**2**					**34**
COLLEGE OF NURSING											
NURS	30	11	25	16							82
CN Total	**30**	**11**	**25**	**16**							**82**
COLLEGE OF EDUCATION, HEALTH & HUMAN SERVICES											
ACHVE		1									1
ECED				2	4	4					10
ELED			1	2	3	3					9
HED			5	1							6
SPED	2	1	7	4	2						16
TLCS			15	17	6	2					40
E Total	**2**	**2**	**28**	**26**	**15**	**9**					**82**
COLLEGE OF FINE & PROFESSIONAL ARTS											
ARCH		1	19	1	2	2					25
ART	17	6	16	5	1						45
COMM	1		2		2	1					6
FCS			6	6	3			1			16
FD&M			4	14	2						20
JMC	1	3	12	1							17
LEST		1	9	2							12
PEP		4	18	8							30
SP&A		1	2								3
THEA		1	7								8
F Total	**19**	**17**	**95**	**37**	**10**	**3**	**0**	**1**			**182**
SCHOOL OF NURSING											
NURS	9		12								21
N Total	**9**		**12**								**21**
COLLEGE OF TECHNOLOGY											
TECH	10	4	3	4	2	1		2	1	1	28
T Total	**10**	**4**	**3**	**4**	**2**	**1**		**2**	**1**	**1**	**28**
TOTAL KC	**232**	**130**	**277**	**157**	**61**	**43**	**14**	**8**	**1**	**1**	**924**

WIC SECTION SIZE SUMMARY BY ACADEMIC UNIT
REGIONAL CAMPUSES
FALL TERMS 1999-2004

REGIONAL CAMPUSES									
DEPT	1 TO 4	5 TO 9	10 TO 19	20 TO 25	26 TO 29	30 TO 35	36 TO 39	40 TO 45	TOTAL
COLLEGE OF ARTS & SCIENCES									
CHEM	1								1
CSJT		1		2					3
ENG		3	15	3					21
HIST	4		1	1	1	1			8
JUST		2	8	3					13
MATH	1								1
PSYC	21	5							26
SOC								1	1
A&S Total	**27**	**11**	**24**	**9**	**1**	**1**		**1**	**73**
COLLEGE OF BUSINESS									
ADMS	1			1					2
M&IS		4	10						14
B Total	**1**	**4**	**10**	**1**					**16**
COLLEGE OF EDUCATION, HEALTH & HUMAN SERVICES									
ECED	1		2						3
ELED	1	2							3
TLCS	1		1	3	1				6
E Total	**3**	**2**	**3**	**3**	**1**				**12**
COLLEGE OF FINE & PROFESSIONAL ARTS									
I.H.S.	1		1						2
THEA			1						1
F Total	**1**		**2**						**3**
COLLEGE OF TECHNOLOGY									
TECH	29	17	13	8					67
T Total	**29**	**17**	**13**	**8**					**67**
RC Total	**61**	**34**	**52**	**21**	**2**	**1**	**0**	**1**	**172**

WIC SECTION SIZE SUMMARY BY YEAR
SELECTED RANGES
KENT CAMPUS AND REGIONAL CAMPUSES
FALL TERMS 1999-2004

Kent Campus

	10-19	20-25	26-29	30-35	36-39	40-45	46-49	50
1999F	54	21	10	6	4	0	0	0
2000F	42	24	7	8	2	0	0	0
2001F	39	23	7	7	3	3	0	0
2002F	39	25	14	10	1	2	0	1
2003F	45	27	13	6	3	2	1	0
2004F	58	37	10	6	1	1	0	0
TOTAL	277	157	61	43	14	8	1	1
Percentage	49.3%	27.9%	10.9%	7.7%	2.5%	1.4%	0.2%	0.2%

Regional Campuses

	10-19	20-25	26-29	30-35	36-39	40-45	46-49	50
1999F	6	4	0	0	0	0	0	0
2000F	7	4	0	0	0	0	0	0
2001F	10	4	0	0	0	0	0	0
2002F	8	3	1	1	0	0	0	0
2003F	9	2	1	0	0	0	0	0
2004F	12	4	0	0	0	1	0	0
TOTAL	52	21	2	1	0	1	0	0
Percentage	67.5%	27.3%	2.6%	1.3%	0.0%	1.3%	0.0%	0.0%

WIC SECTION SIZE SUMMARY BY ACADEMIC UNIT
KENT CAMPUS
FALL 2006

KENT CAMPUS											
DEPT	1 TO 4	5 TO 9	10 TO 19	20 TO 25	26 TO 29	30 TO 35	36 TO 39	40 TO 45	46 to 49	50	TOTAL
COLLEGE OF ARTS & SCIENCES											
ASL				1							1
ANTH			1								1
BSCI	4	9									13
CACM			1								1
CHEM		1	2								3
CS			1								1
ENG			6	3							9
FR		1									1
GEOL				1							1
GER		1									1
HIST		1	2								3
ITAL	1										1
JUS			1			3					4
MATH			1	1							2
PHIL			1	1							2
PHY		2									2
POL		1	1	1							3
PSYC	18	6	1								25
RUSS	1										1
SOC			1	1							2
SPAN			2								2
A&S Total	**24**	**22**	**21**	**9**		**3**					**79**
COLLEGE OF ARCHITECTURE & ENVIRONMENTAL DESIGN											
ARCH			9								9
ID					1						1
AED Total			**9**		**1**						**10**
COLLEGE OF BUSINESS											
ACCT				1	1						2
ECON			1					1			2
FIN					2						2
M&IS			2			2					4
MKTG					2	3					5
B Total			**3**	**1**	**5**	**5**		**1**			**15**

WIC SECTION SIZE SUMMARY BY ACADEMIC UNIT
KENT CAMPUS
FALL 2006

KENT CAMPUS											
DEPT	1 TO 4	5 TO 9	10 TO 19	20 TO 25	26 TO 29	30 TO 35	36 TO 39	40 TO 45	46 to 49	50	TOTAL
COLLEGE OF COMMUNICATION AND INFORMATION											
COMM				3	1						4
JMC	1	2	3	1							7
VCD		1									1
CCI Total	**1**	**3**	**3**	**4**	**1**						**12**
COLLEGE OF NURSING											
NURS	7	2	3	6	1						19
CN Total	**7**	**2**	**3**	**6**	**1**						**19**
COLLEGE OF EDUCATION, HEALTH & HUMAN SERVICES											
ADED			2	3							5
CTTE	1		1								2
ECED			2	1	1						4
GERO			1	1							2
HED			1								1
HM				1							1
IHS			1								1
MCED				2							2
PEP			4	1							5
RPTM				2							2
SPED	1		2	1							4
SP&A			2								2
E Total	**2**	**0**	**16**	**12**	**1**						**31**
COLLEGE OF THE ARTS											
ART	9	3	2								14
FD&M			4	2							6
THEA			2								2
CotA Total	**9**	**3**	**8**	**2**							**22**
COLLEGE OF TECHNOLOGY											
TECH		1	1		1						3
T Total		**1**	**1**		**1**						**3**
TOTAL KC	**43**	**31**	**64**	**34**	**10**	**8**	**0**	**1**	**0**	**0**	**191**
TOTAL PERCENTAGE			**54.7%**	**29.1%**	**8.5%**	**6.8%**	**0.0%**	**0.9%**	**0.0%**	**0.0%**	

WIC SECTION SIZE SUMMARY BY ACADEMIC UNIT
REGIONAL CAMPUSES
FALL 2006

REGIONAL CAMPUSES											
DEPT	1 TO 4	5 TO 9	10 TO 19	20 TO 25	26 TO 29	30 TO 35	36 TO 39	40 TO 45	46 to 49	50	TOTAL
COLLEGE OF ARTS & SCIENCES											
BSCI	1										1
ENG		2	4	1							7
HIST		1	1								2
JUS				2							2
MATH		1									1
PSYC	6	3									9
SOC			1								1
A&S Total	**7**	**7**	**6**	**3**							**23**
COLLEGE OF ARCHITECTURE & ENVIRONMENTAL DESIGN											
AED Total											**0**
COLLEGE OF BUSINESS											
M&IS	1	1	2			1					5
B Total	**1**	**1**	**2**			**1**					**5**
COLLEGE OF COMMUNICATION AND INFORMATION											
CCI Total											**0**
COLLEGE OF NURSING											
NURS		1	3	1							5
CN Total		**1**	**3**	**1**							**5**
COLLEGE OF EDUCATION, HEALTH & HUMAN SERVICES											
ECED		1									1
GERO		2									2
MCED				1							1
E Total		**3**		**1**							**4**
COLLEGE OF THE ARTS											
THEA		1									1
CotA Total		**1**									**1**
COLLEGE OF TECHNOLOGY											
TECH	5	3	1								9
T Total	**5**	**3**	**1**								**9**
TOTAL RC	**13**	**16**	**12**	**5**	**0**	**1**	**0**	**0**	**0**	**0**	**47**
TOTAL PERCENTAGE			**66.7%**	**27.8%**	**0.0%**	**5.5%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	

WIC SECTION SIZE SUMMARY BY ACADEMIC UNIT
KENT CAMPUS
SPRING 2007

KENT CAMPUS											
DEPT	1 TO 4	5 TO 9	10 TO 19	20 TO 25	26 TO 29	30 TO 35	36 TO 39	40 TO 45	46 to 49	50	TOTAL
COLLEGE OF ARTS & SCIENCES											
BSCI	5	5									10
CACM		1									1
CHEM		1	1								2
CS			1								1
ENG	1		6	3							10
FR		1									1
GEOG	1				1						2
GEOL				1							1
GER			1								1
HIST		1	2								3
ITAL	1										1
JUS			1	1		1					3
MATH		2	1								3
PAS		1	1								2
PHIL		1		1							2
PHY	1	1									2
POL	1	1	1	1							4
PSYC	20	5									25
SOC			2								2
SPAN	1		1	1							3
A&S Total	**31**	**20**	**18**	**8**	**1**	**1**					**79**
COLLEGE OF ARCHITECTURE & ENVIRONMENTAL DESIGN											
AED Total											**0**
COLLEGE OF BUSINESS											
ACCT				2							2
ECON			2								2
FIN		1			1						2
M&IS	1	1	2					2			6
MKTG						2	1				3
B Total	**1**	**2**	**4**	**2**	**1**	**2**	**1**	**2**			**15**

WIC SECTION SIZE SUMMARY BY ACADEMIC UNIT
KENT CAMPUS
SPRING 2007

KENT CAMPUS											
DEPT	1 TO 4	5 TO 9	10 TO 19	20 TO 25	26 TO 29	30 TO 35	36 TO 39	40 TO 45	46 to 49	50	TOTAL
COLLEGE OF COMMUNICATION AND INFORMATION											
COMM			1	5							6
JMC		2	2	1							5
VCD			1								1
CCI Total		**2**	**4**	**6**							**12**
COLLEGE OF NURSING											
NURS	4	1	4	5							14
CN Total	**4**	**1**	**4**	**5**							**14**
COLLEGE OF EDUCATION, HEALTH & HUMAN SERVICES											
ECED			3	1							4
GERO			1								1
HM			1								1
IHS						1					1
NUTR				1							1
PEP			3	2							5
RPTM				1							1
SEED			2								2
SPED		1	2								3
E Total		**1**	**12**	**5**		**1**					**19**
COLLEGE OF THE ARTS											
ART	9		3								12
FD&M			1	1	2						4
MUS			1								1
THEA			1	1							2
CotA Total	**9**		**6**	**2**	**2**						**19**
COLLEGE OF TECHNOLOGY											
TECH	2	1	1	1							5
T Total	**2**	**1**	**1**	**1**							**5**
TOTAL KC	**47**	**27**	**49**	**29**	**4**	**4**	**1**	**2**	**0**	**0**	**163**
TOTAL PERCENTAGE			**55.1%**	**32.6%**	**4.5%**	**4.5%**	**1.1%**	**2.2%**	**0.0%**	**0.0%**	

WIC SECTION SIZE SUMMARY BY ACADEMIC UNIT
REGIONAL CAMPUSES
SPRING 2007

REGIONAL CAMPUSES											
DEPT	1 TO 4	5 TO 9	10 TO 19	20 TO 25	26 TO 29	30 TO 35	36 TO 39	40 TO 45	46 to 49	50	TOTAL
COLLEGE OF ARTS & SCIENCES											
ASL											0
ANTH											0
BSCI	1										1
CACM											0
CHEM											0
CS											0
ENG		3	2								5
FR											0
GEOL											0
HIST					1						1
JUS			1	2							3
MATH	1										1
PSYC	7	3									10
A&S Total	**9**	**6**	**3**	**2**	**1**						**21**
COLLEGE OF ARCHITECTURE & ENVIRONMENTAL DESIGN											
AED Total											**0**
COLLEGE OF BUSINESS											
ECON			1								1
M&IS	1	3	2	1							7
B Total	**1**	**3**	**3**	**1**							**8**
COLLEGE OF COMMUNICATION AND INFORMATION											
COMM			1								1
CCI Total			**1**								**1**
COLLEGE OF NURSING											
NURS			2								2
CN Total			**2**								**2**
COLLEGE OF EDUCATION, HEALTH & HUMAN SERVICES											
GERO			1								1
HM	1										1
E Total	**1**		**1**								**2**
COLLEGE OF THE ARTS											
CotA Total											**0**
COLLEGE OF TECHNOLOGY											
TECH	2	5	1	1							9
T Total	**2**	**5**	**1**	**1**							**9**
TOTAL RC	**13**	**14**	**11**	**4**	**1**	**0**	**0**	**0**	**0**	**0**	**43**
TOTAL PERCENTAGE			**68.8%**	**25.0%**	**6.2%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	

WIC SECTION SIZE SUMMARY BY YEAR
SELECTED RANGES
KENT CAMPUS AND REGIONAL CAMPUSES
FALL 2006 - SPRING 2007

Kent Campus								
	10-19	20-25	26-29	30-35	36-39	40-45	46-49	50
2006F	64	34	10	8	0	1	0	0
Percentage	54.7%	29.1%	8.5%	6.8%	0.0%	0.9%	0.0%	0.0%
2007S	49	29	4	4	1	2	0	0
Percentage	55.1%	32.6%	4.5%	4.5%	1.1%	2.2%	0.0%	0.0%
TOTAL	113	63	14	12	1	3	0	0
TOTAL PERCENTAGE	54.9%	30.6%	6.8%	5.8%	0.5%	1.5%	0.0%	0.0%

Regional Campuses								
	10-19	20-25	26-29	30-35	36-39	40-45	46-49	50
2006F	12	5	0	1	0	0	0	0
Percentage	66.7%	27.8%	0.0%	5.5%	0.0%	0.0%	0.0%	0.0%
2007S	11	4	1	0	0	0	0	0
Percentage	68.8%	25.0%	6.2%	0.0%	0.0%	0.0%	0.0%	0.0%
TOTAL	23	9	1	1	0	0	0	0
TOTAL PERCENTAGE	67.6%	26.5%	2.9%	2.9%	0.0%	0.0%	0.0%	0.0%

APPENDIX F

WIC Grade Summary by Academic Unit
Kent Campus
All Terms
Fall 1996 – Summer 2005

WIC Grade Summary by Academic Unit
Regional Campuses
All Terms
Fall 1996 – Summer 2005

WIC Grade Summary by Selected Terms
All Campuses Combined

WIC GRADE SUMMARY BY ACADEMIC UNIT
KENT CAMPUS
ALL TERMS
FALL 1996 - SUMMER 2005

KENT CAMPUS															
COLL	DEPT	A	%	B	%	C	%	D	%	F	%	IP INC	%	Total (without W)	W
College of Arts and Sciences															
A	ANTH	65	33.3%	83	42.6%	39	20.0%	4	2.1%	3	1.5%	1	0.5%	195	13
A	ASL	4	18.2%	13	59.1%	5	22.7%	0	0.0%	0	0.0%	0	0.0%	22	3
A	BSCI	360	67.4%	115	21.5%	39	7.3%	10	1.9%	5	0.9%	5	0.9%	534	30
A	CACM	99	69.2%	25	17.5%	10	7.0%	2	1.4%	3	2.1%	4	2.8%	143	5
A	CHEM	84	46.4%	77	42.5%	17	9.4%	1	0.6%	2	1.1%	0	0.0%	181	17
A	CJST	257	27.4%	367	39.2%	246	26.3%	40	4.3%	24	2.6%	3	0.3%	937	76
A	CLAS	12	63.2%	4	21.1%	1	5.3%	0	0.0%	1	5.3%	1	5.3%	19	2
A	CS	126	34.6%	136	37.4%	75	20.6%	11	3.0%	10	2.7%	6	1.6%	364	20
A	ENG	953	39.3%	801	33.1%	464	19.2%	89	3.7%	102	4.2%	13	0.5%	2,422	292
A	FR	79	40.1%	76	38.6%	28	14.2%	8	4.1%	3	1.5%	3	1.5%	197	25
A	GEOG	87	64.9%	36	26.9%	7	5.2%	2	1.5%	2	1.5%	0	0.0%	134	11
A	GEOL	86	38.7%	97	43.7%	27	12.2%	6	2.7%	6	2.7%	0	0.0%	222	26
A	GER	26	36.6%	28	39.4%	14	19.7%	2	2.8%	1	1.4%	0	0.0%	71	12
A	HIST	138	36.7%	133	35.4%	80	21.3%	6	1.6%	14	3.7%	5	1.3%	376	54
A	JUS	299	29.3%	435	42.6%	214	21.0%	45	4.4%	26	2.5%	1	0.1%	1,020	89
A	LEST	4	7.1%	30	53.6%	20	35.7%	1	1.8%	1	1.8%	0	0.0%	56	2
A	MATH	140	36.9%	92	24.3%	93	24.5%	35	9.2%	19	5.0%	0	0.0%	379	83
A	PAS	30	23.8%	41	32.5%	38	30.2%	7	5.6%	0	0.0%	10	7.9%	126	12
A	PEP	29	18.8%	74	48.1%	43	27.9%	5	3.2%	3	1.9%	0	0.0%	154	12
A	PHIL	194	34.5%	231	41.0%	102	18.1%	15	2.7%	19	3.4%	2	0.4%	563	103
A	PHY	73	49.7%	51	34.7%	12	8.2%	1	0.7%	9	6.1%	1	0.7%	147	15
A	POL	200	39.6%	196	38.8%	73	14.5%	14	2.8%	13	2.6%	9	1.8%	505	45
A	PSYC	1,113	67.3%	350	21.2%	119	7.2%	17	1.0%	33	2.0%	22	1.3%	1,654	187
A	RUSS	64	71.1%	21	23.3%	4	4.4%	0	0.0%	1	1.1%	0	0.0%	90	4
A	SOC	269	40.4%	204	30.6%	141	21.2%	19	2.9%	25	3.8%	8	1.2%	666	103
A	SPAN	170	36.5%	121	26.0%	94	20.2%	50	10.7%	28	6.0%	3	0.6%	466	68
A		**4,961**	**42.6%**	**3,837**	**33.0%**	**2,005**	**17.2%**	**390**	**3.3%**	**353**	**3.0%**	**97**	**0.8%**	**11,643**	**1,309**

WIC GRADE SUMMARY BY ACADEMIC UNIT
KENT CAMPUS
ALL TERMS
FALL 1996 - SUMMER 2005

KENT CAMPUS															
COLL	DEPT	A	%	B	%	C	%	D	%	F	%	IP INC	%	Total (without W)	W
College of Architecture and Environmental Design															
AED	ARCH	59	47.2%	49	39.2%	13	10.4%	1	0.8%	1	0.8%	2	1.6%	125	2
AED	ID	10	38.5%	9	34.6%	7	26.9%	0	0.0%	0	0.0%	0	0.0%	26	0
AED		**69**	**45.7%**	**58**	**38.4%**	**20**	**13.2%**	**1**	**0.7%**	**1**	**0.7%**	**2**	**1.3%**	**151**	**2**
College of Business Administration															
B	ACCT	274	34.6%	397	50.2%	112	14.2%	7	0.9%	1	0.1%	0	0.0%	791	26
B	ADMS	589	47.2%	455	36.4%	157	12.6%	26	2.1%	21	1.7%	1	0.1%	1,249	82
B	ECON	257	33.4%	315	41.0%	154	20.0%	25	3.3%	15	2.0%	3	0.4%	769	68
B	FIN	337	31.7%	456	42.9%	216	20.3%	38	3.6%	17	1.6%	0	0.0%	1,064	75
B	M&IS	668	47.5%	606	43.1%	108	7.7%	7	0.5%	14	1.0%	2	0.1%	1,405	58
B	MKTG	373	23.3%	803	50.3%	412	25.8%	4	0.3%	6	0.4%	0	0.0%	1,598	53
B		**2,498**	**36.3%**	**3,032**	**44.1%**	**1,159**	**16.9%**	**107**	**1.6%**	**74**	**1.1%**	**6**	**0.1%**	**6,876**	**362**
College of Communication and Information															
CCI	COMM	93	24.5%	165	43.5%	99	26.1%	9	2.4%	6	1.6%	7	1.8%	379	19
CCI	JMC	195	30.1%	355	54.9%	90	13.9%	4	0.6%	2	0.3%	1	0.2%	647	25
CCI	VCD	4	12.1%	5	15.2%	1	3.0%	0	0.0%	0	0.0%	23	69.7%	33	6
CCI		**292**	**27.6%**	**525**	**49.6%**	**190**	**17.9%**	**13**	**1.2%**	**8**	**0.8%**	**31**	**2.9%**	**1,059**	**50**
College of Nursing															
CN	NURS	**1,313**	**74.1%**	**406**	**22.9%**	**41**	**2.3%**	**2**	**0.1%**	**6**	**0.3%**	**4**	**0.2%**	**1,772**	**31**
College of Education															
E	ADED	906	83.7%	122	11.3%	39	3.6%	3	0.3%	5	0.5%	7	0.6%	1,082	24
E	CTTE	6	85.7%	1	14.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	0
E	ECED	729	79.7%	154	16.8%	20	2.2%	1	0.1%	2	0.2%	9	1.0%	915	12
E	ELED	1,507	80.5%	311	16.6%	47	2.5%	3	0.2%	3	0.2%	2	0.1%	1,873	40
E	HED	108	70.1%	42	27.3%	2	1.3%	2	1.3%	0	0.0%	0	0.0%	154	6
E	MCED	315	80.4%	60	15.3%	14	3.6%	2	0.5%	0	0.0%	1	0.3%	392	6
E	SEED	415	88.5%	42	9.0%	8	1.7%	0	0.0%	4	0.9%	0	0.0%	469	4
E	SPED	297	61.2%	160	33.0%	15	3.1%	2	0.4%	1	0.2%	10	2.1%	485	14
E		**4,283**	**79.7%**	**892**	**16.6%**	**145**	**2.7%**	**13**	**0.2%**	**15**	**0.3%**	**29**	**0.5%**	**5,377**	**106**

WIC GRADE SUMMARY BY ACADEMIC UNIT
KENT CAMPUS
ALL TERMS
FALL 1996 - SUMMER 2005

KENT CAMPUS															
COLL	DEPT	A	%	B	%	C	%	D	%	F	%	IP INC	%	Total (without W)	W
College of Fine & Professional Arts															
F	ARCH	106	21.8%	220	45.3%	121	24.9%	28	5.8%	8	1.6%	3	0.6%	486	9
F	ART	594	53.2%	273	24.5%	124	11.1%	17	1.5%	17	1.5%	91	8.2%	1,116	53
F	COMM	130	29.4%	193	43.7%	90	20.4%	19	4.3%	10	2.3%	0	0.0%	442	29
F	DAN	27	42.2%	21	32.8%	12	18.8%	1	1.6%	1	1.6%	2	3.1%	64	2
F	FCS	234	29.8%	324	41.2%	184	23.4%	29	3.7%	14	1.8%	1	0.1%	786	29
F	FD&M	517	58.9%	309	35.2%	43	4.9%	3	0.3%	5	0.6%	1	0.1%	878	23
F	GERO	55	25.3%	89	41.0%	63	29.0%	6	2.8%	3	1.4%	1	0.5%	217	9
F	HFSM	26	48.1%	24	44.4%	3	5.6%	1	1.9%	0	0.0%	0	0.0%	54	1
F	HM	63	84.0%	11	14.7%	1	1.3%	0	0.0%	0	0.0%	0	0.0%	75	0
F	ID	40	35.1%	41	36.0%	32	28.1%	1	0.9%	0	0.0%	0	0.0%	114	2
F	IHS	60	58.8%	25	24.5%	14	13.7%	1	1.0%	1	1.0%	1	1.0%	102	2
F	JMC	271	26.7%	517	50.9%	200	19.7%	15	1.5%	7	0.7%	6	0.6%	1,016	58
F	LEST	44	10.6%	172	41.2%	162	38.8%	30	7.2%	9	2.2%	0	0.0%	417	20
F	MUS	76	28.1%	97	35.9%	61	22.6%	21	7.8%	13	4.8%	2	0.7%	270	6
F	NUTR	60	63.2%	31	32.6%	4	4.2%	0	0.0%	0	0.0%	0	0.0%	95	0
F	PEP	195	19.6%	351	35.3%	346	34.8%	69	6.9%	29	2.9%	4	0.4%	994	74
F	SP&A	312	77.4%	67	16.6%	18	4.5%	6	1.5%	0	0.0%	0	0.0%	403	5
F	TECH	42	47.7%	35	39.8%	8	9.1%	2	2.3%	1	1.1%	0	0.0%	88	9
F	THEA	140	40.5%	131	37.9%	51	14.7%	8	2.3%	13	3.8%	3	0.9%	346	30
F		**2,992**	**37.6%**	**2,931**	**36.8%**	**1,537**	**19.3%**	**257**	**3.2%**	**131**	**1.6%**	**115**	**1.4%**	**7,963**	**361**
School of Nursing															
N	NURS	**1,126**	**70.2%**	**416**	**25.9%**	**50**	**3.1%**	**2**	**0.1%**	**11**	**0.7%**	**0**	**0.0%**	**1,605**	**56**
School of Technology															
T	TECH	**494**	**49.2%**	**353**	**35.2%**	**115**	**11.5%**	**12**	**1.2%**	**8**	**0.8%**	**22**	**2.2%**	**1,004**	**48**
TOTAL KC		**18,028**	**48.1%**	**12,450**	**33.2%**	**5,262**	**14.1%**	**797**	**2.1%**	**607**	**1.6%**	**306**	**0.8%**	**37,450**	**2,325**

WIC GRADE SUMMARY BY ACADEMIC UNIT
REGIONAL CAMPUSES
ALL TERMS
FALL 1996 - SUMMER 2005

COLL	DEPT	A	%	B	%	C	%	D	%	F	%	IP INC	%	Total (without W)	W
ASHTABULA CAMPUS															
A	ENG	59	54.1%	35	32.1%	9	8.3%	1	0.9%	4	3.7%	1	0.9%	109	11
A	JUS	23	36.5%	15	23.8%	21	33.3%	4	6.3%	0	0.0%	0	0.0%	63	4
A	MATH	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0
A	PSYC	36	72.0%	12	24.0%	0	0.0%	1	2.0%	1	2.0%	0	0.0%	50	4
A	SOC	40	85.1%	5	10.6%	1	2.1%	0	0.0%	1	2.1%	0	0.0%	47	7
B	ADMS	7	23.3%	15	50.0%	7	23.3%	1	3.3%	0	0.0%	0	0.0%	30	0
B	M&IS	9	45.0%	9	45.0%	2	10.0%	0	0.0%	0	0.0%	0	0.0%	20	0
E	ELED	5	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0
F	GERO	4	44.4%	3	33.3%	2	22.2%	0	0.0%	0	0.0%	0	0.0%	9	0
T	TECH	177	85.1%	22	10.6%	4	1.9%	0	0.0%	2	1.0%	3	1.4%	208	16
TOTAL AC		**361**	**66.6%**	**116**	**21.4%**	**46**	**8.5%**	**7**	**1.3%**	**8**	**1.5%**	**4**	**0.7%**	**542**	**42**
EAST LIVERPOOL CAMPUS															
A	CJST	5	55.6%	4	44.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0
A	JUS	6	18.2%	12	36.4%	12	36.4%	1	3.0%	0	0.0%	2	6.1%	33	8
A	PSYC	11	45.8%	4	16.7%	6	25.0%	1	4.2%	1	4.2%	1	4.2%	24	1
B	ADMS	6	54.5%	4	36.4%	0	0.0%	0	0.0%	0	0.0%	1	9.1%	11	0
B	M&IS	4	44.4%	5	55.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0
T	TECH	4	15.4%	16	61.5%	5	19.2%	0	0.0%	0	0.0%	1	3.8%	26	4
TOTAL EC		**36**	**32.1%**	**45**	**40.2%**	**23**	**20.5%**	**2**	**1.8%**	**1**	**0.9%**	**5**	**4.5%**	**112**	**13**

WIC GRADE SUMMARY BY ACADEMIC UNIT
REGIONAL CAMPUSES
ALL TERMS
FALL 1996 - SUMMER 2005

COLL	DEPT	A	%	B	%	C	%	D	%	F	%	IP INC	%	Total (without W)	W
GEAUGA CAMPUS															
A	ANTH	6	66.7%	3	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0
A	ENG	11	36.7%	9	30.0%	5	16.7%	1	3.3%	3	10.0%	1	3.3%	30	3
A	HIST	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0
A	PSYC	4	40.0%	1	10.0%	1	10.0%	1	10.0%	1	10.0%	2	20.0%	10	1
B	ADMS	20	57.1%	14	40.0%	1	2.9%	0	0.0%	0	0.0%	0	0.0%	35	2
B	FIN	13	68.4%	5	26.3%	0	0.0%	0	0.0%	0	0.0%	1	5.3%	19	1
B	M&IS	33	37.5%	47	53.4%	8	9.1%	0	0.0%	0	0.0%	0	0.0%	88	7
F	THEA	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0
T	TECH	66	60.0%	31	28.2%	6	5.5%	3	2.7%	3	2.7%	1	0.9%	110	8
Total GC		**155**	**51.2%**	**110**	**36.3%**	**21**	**6.9%**	**5**	**1.7%**	**7**	**2.3%**	**5**	**1.7%**	**303**	**22**
SALEM CAMPUS															
A	CJST	4	44.4%	3	33.3%	1	11.1%	1	11.1%	0	0.0%	0	0.0%	9	2
A	ENG	14	41.2%	9	26.5%	8	23.5%	0	0.0%	2	5.9%	1	2.9%	34	9
A	PSYC	4	36.4%	4	36.4%	2	18.2%	0	0.0%	0	0.0%	1	9.1%	11	0
B	ADMS	7	50.0%	6	42.9%	1	7.1%	0	0.0%	0	0.0%	0	0.0%	14	2
B	M&IS	8	38.1%	7	33.3%	6	28.6%	0	0.0%	0	0.0%	0	0.0%	21	0
E	ADED	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0
E	ECED	18	66.7%	7	25.9%	0	0.0%	1	3.7%	0	0.0%	1	3.7%	27	0
E	ELED	14	70.0%	6	30.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20	0
F	FCS	19	70.4%	5	18.5%	3	11.1%	0	0.0%	0	0.0%	0	0.0%	27	3
F	GERO	16	66.7%	6	25.0%	1	4.2%	0	0.0%	1	4.2%	0	0.0%	24	0
F	IHS	37	88.1%	5	11.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	42	0
F	THEA	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0
T	TECH	20	52.6%	13	34.2%	5	13.2%	0	0.0%	0	0.0%	0	0.0%	38	2
Total SA		**164**	**60.7%**	**71**	**26.3%**	**27**	**10.0%**	**2**	**0.7%**	**3**	**1.1%**	**3**	**1.1%**	**270**	**18**

WIC GRADE SUMMARY BY ACADEMIC UNIT
REGIONAL CAMPUSES
ALL TERMS
FALL 1996 - SUMMER 2005

COLL	DEPT	A	%	B	%	C	%	D	%	F	%	IP INC	%	Total (without W)	W
STARK CAMPUS															
A	CJST	35	31.3%	47	42.0%	24	21.4%	5	4.5%	1	0.9%	0	0.0%	112	11
A	ENG	158	36.6%	184	42.6%	64	14.8%	7	1.6%	14	3.2%	5	1.2%	432	69
A	HIST	94	50.8%	56	30.3%	18	9.7%	1	0.5%	6	3.2%	10	5.4%	185	12
A	JUS	64	29.9%	82	38.3%	45	21.0%	15	7.0%	7	3.3%	1	0.5%	214	21
A	PSYC	91	74.0%	18	14.6%	11	8.9%	0	0.0%	2	1.6%	1	0.8%	123	12
A	SOC	4	50.0%	2	25.0%	2	25.0%	0	0.0%	0	0.0%	0	0.0%	8	2
B	ADMS	81	76.4%	15	14.2%	10	9.4%	0	0.0%	0	0.0%	0	0.0%	106	5
B	ECON	28	80.0%	4	11.4%	1	2.9%	0	0.0%	1	2.9%	1	2.9%	35	0
B	FIN	31	34.8%	30	33.7%	22	24.7%	3	3.4%	3	3.4%	0	0.0%	89	3
B	M&IS	80	39.4%	106	52.2%	14	6.9%	1	0.5%	0	0.0%	2	1.0%	203	7
B	MKTG	1	50.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0
E	MCED	79	73.8%	23	21.5%	5	4.7%	0	0.0%	0	0.0%	0	0.0%	107	1
F	COMM	12	32.4%	21	56.8%	4	10.8%	0	0.0%	0	0.0%	0	0.0%	37	1
F	FCS	1	14.3%	6	85.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	5
F	GERO	24	63.2%	13	34.2%	1	2.6%	0	0.0%	0	0.0%	0	0.0%	38	2
F	TECH	19	76.0%	4	16.0%	2	8.0%	0	0.0%	0	0.0%	0	0.0%	25	1
T	TECH	161	59.6%	77	28.5%	11	4.1%	2	0.7%	1	0.4%	18	6.7%	270	17
TOTAL ST		**963**	**48.3%**	**689**	**34.6%**	**234**	**11.7%**	**34**	**1.7%**	**35**	**1.8%**	**38**	**1.9%**	**1,993**	**169**
TRUMBULL CAMPUS															
A	CHEM	3	42.9%	4	57.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	1
A	CJST	41	32.0%	67	52.3%	11	8.6%	1	0.8%	5	3.9%	3	2.3%	128	10
A	ENG	29	44.6%	29	44.6%	4	6.2%	0	0.0%	3	4.6%	0	0.0%	65	7
A	JUS	60	41.4%	55	37.9%	15	10.3%	6	4.1%	5	3.4%	4	2.8%	145	5
A	PSYC	21	58.3%	6	16.7%	6	16.7%	0	0.0%	1	2.8%	2	5.6%	36	1
B	ADMS	18	45.0%	18	45.0%	4	10.0%	0	0.0%	0	0.0%	0	0.0%	40	3
B	M&IS	23	43.4%	25	47.2%	5	9.4%	0	0.0%	0	0.0%	0.0%	0.0%	53	3
F	TECH	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0.0%	1	0
F	THEA	26	52.0%	16	32.0%	5	10.0%	2	4.0%	1	2.0%	0.0%	0.0%	50	8
T	TECH	312	61.1%	137	26.8%	49	9.6%	6	1.2%	6	1.2%	1	0.2%	511	52
TOTAL TR		**534**	**51.5%**	**357**	**34.5%**	**99**	**9.6%**	**15**	**1.4%**	**21**	**2.0%**	**10**	**1.0%**	**1,036**	**90**

WIC GRADE SUMMARY BY ACADEMIC UNIT
REGIONAL CAMPUSES
ALL TERMS
FALL 1996 - SUMMER 2005

COLL	DEPT	A	%	B	%	C	%	D	%	F	%	IP INC	%	Total (without W)	W
TUSCARAWAS CAMPUS															
A	ENG	16	39.0%	17	41.5%	5	12.2%	2	4.9%	1	2.4%	0	0.0%	41	5
A	JUS	27	26.7%	35	34.7%	32	31.7%	4	4.0%	3	3.0%	0	0.0%	101	5
B	ADMS	16	42.1%	15	39.5%	4	10.5%	1	2.6%	1	2.6%	1	2.6%	38	2
B	ECON	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	1
B	FIN	23	57.5%	10	25.0%	7	17.5%	0	0.0%	0	0.0%	0	0.0%	40	1
B	M&IS	56	50.0%	48	42.9%	7	6.3%	1	0.9%	0	0.0%	0	0.0%	112	3
T	TECH	194	54.2%	96	26.8%	19	5.3%	7	2.0%	1	0.3%	41	11.5%	358	30
TOTAL TU		**336**	**48.4%**	**221**	**31.8%**	**74**	**10.7%**	**15**	**2.2%**	**6**	**0.9%**	**42**	**6.1%**	**694**	**47**
TOTAL RC		**2549**	**51.5%**	**1609**	**32.5%**	**524**	**10.6%**	**80**	**1.6%**	**81**	**1.6%**	**107**	**2.2%**	**4950**	**401**

WIC GRADE SUMMARY BY SELECTED TERMS
ALL CAMPUSES COMBINED

FALL TERMS	A	%	B	%	C	%	D	%	F	%	IP_INC	%	Total (without W)	W	C or Above
TOTAL 1996F	901	48.4%	613	32.9%	262	14.1%	44	2.4%	39	2.1%	4	0.2%	1,863	136	95.4%
TOTAL 2000F	1,012	48.0%	730	34.6%	284	13.5%	40	1.9%	34	1.6%	10	0.5%	2,110	131	96.1%
TOTAL 2004F	1,287	49.2%	857	32.8%	347	13.3%	41	1.6%	43	1.6%	40	1.5%	2,615	158	95.3%

SPRING TERMS	A	%	B	%	C	%	D	%	F	%	IP_INC	%	Total (without W)	W	C or Above
TOTAL 1997S	1,012	49.0%	665	32.2%	294	14.2%	43	2.1%	46	2.2%	6	0.3%	2,066	149	95.4%
TOTAL 2001S	939	47.0%	662	33.2%	294	14.7%	51	2.6%	30	1.5%	20	1.0%	1,996	138	94.9%
TOTAL 2005S	1,190	50.7%	767	32.7%	275	11.7%	39	1.7%	36	1.5%	38	1.6%	2,345	153	95.1%

SUMMER TERMS	A	%	B	%	C	%	D	%	F	%	IP_INC	%	Total (without W)	W	C or Above
TOTAL 1997M	200	60.1%	101	30.3%	26	7.8%	4	1.2%	2	0.6%	0	0.0%	333	11	98.2%
TOTAL 2001M	166	50.0%	118	35.5%	40	12.0%	3	0.9%	3	0.9%	2	0.6%	332	15	97.5%
TOTAL 2005M	243	55.1%	135	30.6%	48	10.9%	4	0.9%	6	1.4%	5	1.1%	441	12	96.6%

ALL CAMPUSES	A	%	B	%	C	%	D	%	F	%	IP_INC	%	Total (without W)	W	C or Above
TOTAL 96F-05M	**20,577**	**48.5%**	**14,059**	**33.2%**	**5,786**	**13.6%**	**877**	**2.1%**	**688**	**1.6%**	**413**	**1.0%**	**42,400**	**2,726**	**95.3%**

APPENDIX G

Guidelines for Writing-Intensive Course Proposals - Revised

Writing-Intensive Course Information Form – Revised

Undergraduate Catalog Copy - Revised

Guidelines for Writing-Intensive Course Proposals

[*Revised 2007*]

A. The Writing-Intensive Course Graduation Requirement

Kent State University established a writing-intensive graduation requirement for all baccalaureate students who enrolled Fall 1992 or later as new freshmen. Beginning with the 1994-1995 *Undergraduate Catalog,* all students were required to complete at least one upper division course designated as "writing intensive" with a grade of "C" (2.00) or above. The University Requirements Curriculum Committee (URCC) is responsible for approving writing-intensive course proposals before submission to the Educational Policies Council (EPC).

B. Requirement Criteria and Principles

The University-wide writing-intensive course graduation requirement, as approved by the Educational Policies Council, established the following basic criteria for designating a course as "writing intensive" for the purposes of satisfying the requirement.

To be approved as a writing-intensive course (WIC), the course:

1. must be upper division;
2. must be designed, at least in part, to help students become effective writers in a specific discipline;
3. must involve a substantial amount of writing; and
4. must provide students with at least one writing assignment where there is an opportunity for guided revision before grading occurs.

In addition, the final grade in the WIC must reflect the student's writing performance in that course.

The following basic principles were also set forth in the EPC resolution establishing the requirement:

5. Normally, a writing-intensive course is a content course rather than a course in writing as a basic skill.
6. The course is not intended as an additional requirement but as a designation of a course already included in a major.
7. Students should fulfill the requirement by taking a course in the major. In rare instances, a student may use a writing-intensive course from another discipline, with approval from the student's major department/school.

The First Periodic WIC Review Report (April 2007) recommended a course section size maximum of 25 and recommended that a minimum of 50% of the final course grade should be based on writing assignments.

C. Guidelines

The following guidelines should be used by departments and schools in the development of writing-intensive courses and in the preparation of the Writing-Intensive Course Information Form.

Item 1: The course must be upper division

All writing-intensive courses must be at the 30000 and 40000 level.

Item 2: The course must be designed, at least in part, to help students become effective writers in a specific discipline.

Each department should submit proposals based on discussions among its relevant faculty who develop agreed upon expectations about: **(i)** what constitutes "writing" of various kinds in that particular discipline; **(ii)** how course assignments reflect or are representative of the different kinds of writing practices current in the discipline and profession; **(iii)** how the assignments are structured to integrate the practice of these different kinds of writing with course content; and **(iv)** how writing in the discipline becomes a method of learning specific material as taught within courses in this discipline. In evaluating each proposal, department and college curriculum committees should carefully consider the evidence regarding each of these issues.

Results of such departmental discussions and agreements will be reported on the WIC Information Form. This form--along with a revised Basic Data Sheet, Certification of Curriculum Proposal, and master syllabus--will be submitted for each course proposed as "writing intensive."

Item 3: There must be a substantial amount of writing

Ideally, a proposed course establishes the following expectations: a student will engage in structured writing experiences that emphasize writing as a process; the course includes a broad array of preparatory and substantive writing activities; and the writing assignments build in intensity with an increasing level of expectations over the duration of the course. *A focus on writing as a central element of the course will be a strong indication that it provides a "substantial" and "intensive" writing experience.*

Because a variety of approaches may be appropriate, the guidelines do not specify a minimum number of pages, types of writing, or number of writing experiences required to meet this criterion. Courses may require *numerous* short written assignments or the traditional, longer term paper but with several preliminary or preparatory writing assignments related to a "final" submission. The writing may be descriptive or analytical. When a course requires several shorter pieces, the length as well as the content (whether descriptive or analytical, for example) and the extent to which the various pieces of writing are interrelated and build upon one another may, in combination, demonstrate that the writing should be considered "substantial."

Although neither a minimum number of assignments nor a minimum number of pages is required, the amount of writing should be consistent with the performance and grading expectations discussed in Item 5 below.

The guidelines also do not establish a minimum number of credit hours for courses that fulfill the requirement, but the standard has been the three-credit course. If two-credit courses are approved, it would be under the following circumstances: first, the student is required to take more than one course (for a total of more than the standard three credits); or second, the writing in the course is at least as "substantial" as that in the standard three-credit course, and the writing comprises a larger percentage of the course grade. One-credit add-on courses are normally not approved (see Item 6 below). However, if such courses are approved, the entire grade must be based on the writing (see Item 5 below).

Item 4: At least one of the assignments must provide students with an opportunity for guided revision before grading occurs.

Guided revision requires that the instructor provide written feedback on the *draft* submitted for at least one of the writing assignments. In addition, *active communication* between the student and instructor (in particular, out-of-class meetings) is strongly encouraged. Additional instructional methods may also be effective, such as use of classroom sessions for discussions on positive and negative elements of the writing in the draft documents or peer review by other students in the class. At minimum, the student must receive written feedback from the instructor *with the opportunity* for individual meetings if requested by the student. It is also important that the assignment to be revised is initially due and returned with instructor comments *early enough* in the term to allow sufficient time for consultation with the instructor, revision, and resubmission prior to the end of the semester.

Several additional points should be noted. First, to provide an *opportunity* for revision does not require that the student actually revises the paper, although it is anticipated that instruction about the writing process would emphasize the value of revision. Second, the opportunity must be provided to *all* students in the class, regardless of performance on the draft. Third, it should be clear that the draft is *not* simply "returned to the students and revised according to the instructor's comments." Rather, instructor comments should provide general guidance and overall suggestions that will assist students as they develop their own revisions. Fourth, the assignment is not to be graded until after the revision. Fifth, if the assignment is submitted in stages--for example, an outline, bibliography, first draft, and a revised final paper--it is acceptable to assign grades to the outline and bibliography (even if revision is also allowed on these two components) as long as the first draft is not assigned a grade prior to revision.

In some sense, a "substantial" portion of the total amount of writing should be allowed revision. A minor piece of the total writing (for example, an outline) should not be the only writing assignment allowed revision. Because of the increased instructional demands required by writing-intensive courses, especially the process of guided revision, the class maximum should be 25 or below. If the expected class maximum will be above 25, the department must describe efforts to reduce class size to 25 or below and explain how the writing-intensive nature of the course will be maintained with the larger class size.

Item 5: The grade in the course must reflect the student's writing performance.

Students are required to pass the writing-intensive course with a grade of "C" or above. This grade must reflect the student's writing performance and must include a measure of the student's effectiveness as a writer within the discipline.

Specific elements included in the assessment of writing performance will vary from course to course and may range from basic skills to the organization and clear expression of ideas and the use of critical thinking skills in developing and supporting arguments. Assessment of writing performance must also include those elements specific to the individual discipline (such as methods, techniques, styles, or kinds of writing). Although basic skills (spelling, punctuation, grammar, use of footnotes and citations, etc.) may be included, the assessment must go beyond these skills to include more substantive elements of the writing process.

It is recognized that approaches to integrating writing assignments into course content will vary and that some writing assignments may be "ungraded." However, because the writing-intensive course must be completed with a grade of "C" or above, the percentage of the course grade that is based on the writing assignments needs to be carefully considered. In planning the course, the instructor should ask if the failure to earn a "C" average on writing assignments would result in a course grade below a "C." If not, then the percentage assigned to writing assignments may be inadequate. Essay exams are excluded from the final grade percentage based on writing unless it is clear that essay questions constitute writing in the discipline and/or it is specified in the course syllabus that the writing itself is evaluated as a significant part of the exam grade.

Given these requirements, it is normally expected that a minimum of 50% of the final course grade will be based on the writing assignments. In many cases, it will be more. If the final course grade percentage is below 50%, departments must explain what efforts have been made to meet this standard and provide a rationale for granting an exception.

One-credit add-on courses are normally not approved (see Item 6 below). However, if such courses are approved, the entire grade must be based on the writing.

Item 6: A writing-intensive course is a content course, rather than a course in writing as a basic skill.

Based on this principle, proposals for "individual investigation" courses will not be approved. It is also this principle that underlies concerns about "add-on" courses. The reluctance to approve add-on credits stems from five concerns: **(i)** a desire to place emphasis on the writing process within a discipline; **(ii)** to have writing in the discipline integrated into course content; **(iii)** to have writing in the discipline become a method of learning specific material within courses in the discipline; and **(iv)** to have writing and the writing process discussed within course and class contexts. The final concern is of a different nature: (v) the desire to avoid adding credit hours to major requirements. Departments or schools must provide sufficient rationale and evidence for any exception to this principle.

Item 7: The course is not intended as an additional requirement but as a designation of a course already included in the major

Monitoring of credit hours for major requirements and degree requirements is left to the determination of the appropriate curricular bodies.

Item 8: Students should fulfill the requirement by taking a course in the major. In rare instances, a student may use a writing-intensive course from another discipline, with approval from the major department or school.

This guideline does not absolve *any* unit of its obligation to provide writing experiences within the major. It does recognize that, on an occasional basis, a student may request approval to fulfill the requirement by taking a course in an area outside the major discipline. With regard to interdisciplinary majors, courses in the respective areas have been approved as writing intensive. In cases where a student changes majors or has multiple majors, the writing-intensive requirement will be determined on a case-by-case basis by the department and college.

WRITING-INTENSIVE COURSE INFORMATION FORM

[*Revised 2007*]

Please consult the WIC Guidelines as you respond to each item on this form.

Course Prefix & Number _____ **Credit Hours** _____ **Effective Term** _____

Course Title _____

New Proposal _____ **Revised Proposal** _____ (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP), master syllabus for this course, and your responses to the items below. The *course objectives* section of the syllabus must include the *goals of the writing component*, and *grade percentages* on written assignments must be clearly stated on the syllabus.

1. Describe the *writing assignments* for this course, including the *nature* and *extent* of each assignment. (Guidelines: Items 2, 3, 5)

2. Explain how the writing assignments are *representative of writing in this discipline* and how writing assignments are *integrated into the course content.* (Guidelines: Item 2).

3. In what ways does the course *provide instruction* on the elements of writing in the discipline (identified above in item two)? (Guidelines: Item 2)

4. Which writing assignment(s) provide an opportunity for *revision prior to grading*? (Guidelines: Item 4)

5. Describe the instructional methods that will be used to provide *guided revision* on the draft document(s) *prior to assigning a grade*. (Guidelines: Item 4)

6. What *elements of writing* are included in the *assessment* of the student's writing performance? (Guidelines: Item 5)

7. What *percentage of the final course grade* is based on *each individual writing assignment* and what is the *total percentage of the final course grade* that is based on writing? If the final grade percentage is below 50%, what efforts have been made to meet this standard? Why should an exception be approved for this course? (Guidelines: Item 5)

8. What is the expected class size? If expected class size will be above 25, what efforts have been made to meet this standard? In what ways will the writing-intensive nature of the course be maintained with the larger class size? (Guidelines: Item 4)

9. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

URCC Use Only

Date Received by URCC _____ *Date Approved by EPC* _____

Date Approved by URCC _____ *Date Removed as WIC* _____

UNDERGRADUATE CATALOG COPY

WRITING-INTENSIVE COURSE REQUIREMENT

OBJECTIVES

The purpose of the writing-intensive course (WIC) requirement is to assist undergraduate students in becoming effective writers within their major discipline. Building on earlier writing courses, the WIC focuses on writing forms and standards used in the professional life of the discipline. Through these courses, students should understand and experience the ways in which writing shapes and enhances the acquisition and communication of knowledge.

CRITERIA

All writing-intensive courses must meet the following criteria:

- Be designed, at least in part, to help students become effective writers in a specific discipline
- Involve a substantial amount of writing
- Provide at least one writing assignment where there is an opportunity for guided revision before grading occurs

In addition, the final course grade must reflect the student's writing performance.

GUIDELINES

1. As part of the requirements for any baccalaureate degree, all students must satisfy the writing-intensive course requirement. At least one upper division course from the list below must be completed with a minimum C (2.00) grade.
2. Students should fulfill the requirement by taking a course in the major. In rare instances, a student may use a writing-intensive course from another discipline if approved by the student's major department or school.

List of Writing-Intensive Courses

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **5-Mar-07** Curriculum Bulletin _____

Effective Date **Fall 2008** Approved by EPC _____

Department **Regional Campuses**

College

Proposal **Revise Policy**

Program Name

Degree

Description of proposal:

Revise the 16 hour additional unique course requirement for successive associate degrees to 15 unique hours to align with the requirement for concurrent associate degrees.

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

If yes, current total credit hours proposed total credit hours

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

None.

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

Regional Campus Faculty Advisory Council, Regional Campuses Enrollment Managers, Student Financial Aid.

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director / Campus Dean

_____ ___/___/___

College Dean

Shirley J. Barton 03/05/07

Executive Dean of Regional Campuses

_____ ___/___/___

Provost

Proposal Summary

Revise Associate Degree Requirement for Successive Degree Semester Hours

Subject Specifications

Revise the required additional hours for a successive associate degree from 16 to 15.

Background Information

The current requirement for pursuing a **successive** associate degree includes completion of a minimum of 16 additional semester hours. However, the requirement for pursuing a **concurrent** associate degree states a student must complete a minimum of 15 additional semester hours. This policy revision supports the strategic initiative of *"Focusing on Those We Serve"* by removing the burden of the additional one semester hour from those students pursuing a successive rather than a concurrent associate degree. Streamlining this policy will facilitate advising of students who wish to pursue successive degrees.

Alternatives and Consequences

If the additional semester hour for successive degrees is not reduced to 15 to align the policy with that of concurrent degrees, student will continue to bear the burden of this inequitable practice. The advisors will continue experiencing difficulty rationalizing the additional hour to students.

Specific Recommendation

Remove one (1) hour from the additional semester hours for students pursuing successive associate degrees, decreasing the total to 15, and aligning it with requirements for students pursuing concurrent degrees.

Timetable and Actions Required

Approval by Executive Dean Regional Campuses	March 7, 2007
Approval by Education Policy Council	April 30, 2007
Approval by Faculty Senate	May 15, 2007

OPTION II

Additional Requirements	**38**
COMT 11000 Introduction to Computer Systems	3
HED 14020 Medical Terminology	3
Associate of Science electives or freshman entry	32
TOTAL	**121-122**

OPTION III

Additional Requirements	**41**
COMT 11000 Introduction to Computer Systems	3
Associate of Technical Studies in Radiologic Technology	32
Lower-division electives	6
TOTAL	**121-122**

**Course fulfills writing-intensive requirement.*

ASSOCIATE DEGREE REQUIREMENTS

General Academic Requirements

In addition to completing a minimum of 61 semester hours of approved coursework and meeting all program requirements, candidates for an associate degree, entering the university in the Fall Semester 1980 or later with freshman standing, also must complete University Orientation (US 10001), a 1-hour course.

To graduate, students must attain a minimum cumulative GPA of 2.00 for all coursework taken at Kent State University. Candidates for the Associate of Applied Business and Associate of Applied Science must attain a 2.00 cumulative GPA in the technical courses.

If students are required to take additional coursework to raise the GPA in the technical core to 2.00, the course(s) will be selected in consultation with the program advisor and approved prior to registration. It is required that such coursework be in the technical area. Candidates for the Applied Science in Nursing degree must attain a grade of at least C (2.0) in each nursing, biology, chemistry and nutrition course. Candidates in the applied science early childhood education program must attain a C (2.0) grade in every technical course.

Program Requirements

Before or upon completion of 32 semester hours, associate degree students are required to contact the student services office at their campuses to obtain an official program requirement sheet. This sheet should be completed in consultation with the students' advisors and a copy returned to the student services office.

Requests for adjustments in program requirements must be approved prior to enrolling in a course that is not in the prescribed curriculum. Requests for adjustments will not be accepted during the semester in which the students expect to graduate, except when a course has been canceled at the beginning of that semester or upon determination of the campus dean that there have been mitigating circumstances.

Residency Requirements

Students seeking an associate degree must complete either the first 45 or final 15 hours of their programs at Kent State University to fulfill their residency requirement. This means that those hours must be completed either at the Kent Campus, at the Regional Campuses or some combination of both. Credit earned by means of transfer or correspondence courses do not count toward the hours required to fulfill residency.

Requirements for Additional Degrees

To pursue concurrent associate degrees, students must be in good academic standing and enrolled officially for a first, or primary, associate degree. Students may qualify to receive a concurrent associate degree by successfully completing all the requirements for both and a minimum of 15 credit hours beyond those required for the primary degree. To pursue a concurrent degree, students must: obtain advising from a faculty member in each degree program; complete a Program Requirement Sheet for each program; and receive approval from the Office of the Executive Dean for Regional Campuses. Only after approval is granted may students enroll for a second degree. Students must enroll for both degrees in time to meet graduation application deadlines for the semester in which they expect to receive the degrees.

Students who hold an associate, baccalaureate or graduate degree and wish to pursue an associate degree may do so by successfully completing all program and residency requirements, in addition to a minimum of 1~~6~~ 15 semester hours.

Because of the similarity in program requirements, the Associate of Arts and the Associate of Science degrees may not be earned concurrently; nor may either be awarded as an additional degree, when one or the other has been previously conferred.

Pass-Fail, Advanced Placement and Credit Testing

Only pass-fail credits earned in experimental courses, CLEP, DANTES, Credit-By-Examination and credit-bearing advanced placement may be applied toward degree requirements in the Associate of Applied Business and Associate of Applied Science programs. The restrictions on pass-fail options for students seeking an Associate of Arts or Associate of Science degree are presented in another section of this *Catalog*.

ASSOC. PROVOST
FACULTY AFFAIRS
MAR 06 2007

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Regional Campuses

Interdepartmental Correspondence

TO: Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum

FROM: Shirley J. Barton, Executive Dean, Regional Campuses S.B.

DATE: March 5, 2007

SUBJECT: **CURRICULAR PROPOSAL**

Attached is a curricular proposal to revise the requirement of unique course hours for successive associate degrees from 16 to 15. Members of the Regional Campus' Graduation Committee approached this office regarding the discrepancy between the policy for unique hours for concurrent and successive associate degrees. We have reviewed the policy with the Regional Campus Enrollment Mangers, Regional Campus Faculty Advisory Council and the Student Financial Aid office and have determined that the additional unique hours for obtaining a concurrent or successive degree should be identical (15).

I now request this proposal be placed on the EPC Agenda for April, 2007. Please let me know if any additional information is needed for consideration by EPC.

SJB/vmc

Enclosure

SEACHRIST, DENISE

From: SEACHRIST, DENISE
Sent: Friday, March 02, 2007 5:14 PM
To: BARTON, SHIRLEY
Subject: RE: concurrent successive hours

Will do.

Denise A. Seachrist, Ph.D.
Interim Dean, Academic and Student Services
Regional Campuses
Kent State University
330-672-2286

From: BARTON, SHIRLEY
Sent: Friday, March 02, 2007 5:11 PM
To: SEACHRIST, DENISE
Subject: RE: concurrent successive hours

Denise,

Looks like everyone supports the 15 unique hours for both situations. Yes, please develop the paperwork.

Sb

Shirley J. Barton, Ph.D.
Executive Dean, Regional Campuses
Lincoln Building
Kent, OH 44242
330-672-2286

From: SEACHRIST, DENISE
Sent: Friday, March 02, 2007 5:06 PM
To: BARTON, SHIRLEY; LINDSAY, E GAY
Subject: concurrent successive hours

Here's the feed back from RCFAC regarding 15 vs. 16 hours in the concurrent and successive associate degrees:

Ashtabula:
Move ahead on reducing credit hours to 15.

East Liverpool:
I believe you are on target....I am amenable...start the paperwork if it works out for everyone.

Geauga:
I also think having 15 hours for both situations is a good idea.

Salem:
Yes, please initiate the paperwork to make it 15 additional hours for both concurrent and successive degrees. I believe President Lefton wants to make things easier for students to continue taking coursework.

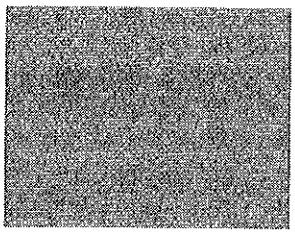
Stark:
It makes far more sense to change to 15 unique hours for both.

Trumbull:
I support to make the change to 15 unique hours for both situations.

Tuscarawas:
It's fine with me; I supported the extra hour only because of the financial aid issue.

I'll talk to Vanessa about starting the EPC paperwork.
Denise

Denise A. Seachrist, Ph.D.
Interim Dean, Academic and Student Services
Regional Campuses
Kent State University
330-672-2286



DENISE SEACHRIST/RC/Kent
11/01/2006 10:14 AM

To ANISSA STRICKLAND/VPE/Kent@Kent
cc Mark Evans/VPE/Kent@Kent
bcc
Subject Re: Fw: 16 hour financial aid requirement for certificates

Thanks to you both. This is very helpful. -- Denise

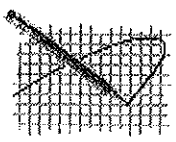
Denise Seachrist, Ph.D.
Interim Dean
Academic and Student Services
Regional Campuses
Kent State University
330-672-2286
ANISSA STRICKLAND/VPE/Kent

ANISSA STRICKLAND/VPE/Kent
11/01/2006 08:16 AM

To DENISE SEACHRIST/RC/Kent@Kent
cc Mark Evans/VPE/Kent@Kent
Subject Re: Fw: 16 hour financial aid requirement for certificates

Denise:
The only financial aid issue is that a certificate program must be a total of at least 16 credit hours in length for the Department of Education to approve the program for Title IV aid. The number of credit hours the student enrolls in each semester can affect what aid they are eligible to receive, but that is a student-choice issue.

Anissa Strickland
Associate Director
Student Financial Aid
Kent State University
PO Box 5190
Kent, OH 44242
Voice: (330) 672-0517
Fax: (330) 672-4014
Mark Evans/VPE/Kent



Mark Evans/VPE/Kent
10/31/2006 04:19 PM

To ANISSA STRICKLAND/VPE/Kent@Kent
cc
Subject Fw: 16 hour financial aid requirement for certificates

Anissa,

I believe the answer is no. Please read and let me know your thoughts.

Mark

Mark A. Evans
Director, Student Financial Aid
Kent State University
Phone (330) 672-3846
FAX (330) 672-4014

-----Forwarded by Mark Evans/VPE/Kent on 10/31/2006 04:17PM -----

To: Mark Evans/VPE/Kent@Kent
From: DENISE SEACHRIST/RC/Kent
Date: 10/31/2006 01:45PM
Subject: 16 hour financial aid requirement for certificates

Dear Mark,

I am hoping you can clarify something for me. Back in July I sent an e-mail out to all of the Enrollment Managers on the Regional Campuses inquiring if anyone could explain the discrepancy in hours regarding concurrent/successive degrees for our associate degree students. The question is, why are an additional 16 semester hours required on the secondary degree if the degree is awarded in a successive semester, but only an additional 15 semester hours are required on the secondary degree if the degree is awarded concurrently with the first?

At the time I suggested that if none could provide me with the rationale for this discrepancy, I would like to suggest that we initiate the EPC paperwork to change this to an additional 15 hours regardless if the degree is award concurrently or successively.

None of the Directors had a concrete answer; however, it was surmised that the reason for the discrepancy is related to Student Financial Aid. In order for a student to qualify for financial aid when enrolled in a certificate program or a second degree program, do the federal regulations require s/he must be enrolled in 16 credit hours? I would appreciate any insight you can provide.

Regards,
Denise

Denise Seachrist, Ph.D.
Interim Dean
Academic and Student Services
Regional Campuses
Kent State University
330-672-2286

KENT STATE
UNIVERSITY

ASSOC. PROVOST
FACULTY AFFAIRS
APR 10 2007

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: **Gayle Ormiston, Associate Provost**
Office of the Provost

From: **Jerry Feezel, Interim Dean**
College of Arts and Sciences

Date: **April 11, 2007**

Subject: **Program Development Plan for a Bachelors of Arts in Women's Studies**

Attached please find the Program Development Plan for a proposed Bachelor of Arts in Women's Studies. Kathe Davis, the Women's Studies Director, followed the format required in the Guidelines for Preparing Curricular Proposals. Biographical information on the over eighty Affiliate Faculty is being edited now. Please let us know if the proposal requires any changes or if you feel it is ready to be sent to the Ohio Board of Regents for their review.

cc: Paul Gaston, Provost
Mary Ann Haley, Interim Assistant Dean
Kathe Davis, Women's Studies Director

PROGRAM DEVELOPMENT PLAN FOR A BACHELOR OF ARTS IN WOMEN'S STUDIES AT KENT STATE UNIVERSITY

1 Program Designation

Kent State University is proposing a new Bachelor of Arts in Women's Studies. The Women's Studies program at Kent State University has a long scholarly history. Women's Studies courses have been offered at the University since 1971, and a Modern Language Association national prize (the Noll-Compton prize) is named for one of those pioneering Kent State University faculty members. A feasibility study for a Women's Studies certificate was also proposed in 1971 and the Kent Women's Project of 1972-74 obtained external funding and space in the student union. In 1976 a faculty Women's Studies Curriculum Committee was formally established within the College of Arts and Sciences to develop a certificate program. It has been in continuous operation ever since, now serving under the title Women's Studies Coordinating Council. The Women's Studies certificate program was officially approved in 1979 and in 1985 gained the status of an interdisciplinary minor. It was one of the first programs to offer internships in the field. The program also instituted a Women's Studies individual investigation, required of every Women's Studies minor and consisting of an original research project designed by the student and her/his advisor.

The scope and status of Women's Studies as an academic field continues to grow, both nationally and internationally, as does the market demand for employees trained in women's issues. Most recently, the National Women's Studies Association (of which the Kent State University program is a member) received a one-year grant of $275,000 from The Ford Foundation to build organizational capacity. Further, the National Women's Studies Association (NWSA) is developing a more international focus, and is in the process of affiliating with the International Women's Studies Association, an endeavor in which the current Kent State Director of Women's Studies is a participant.

The expansion of Women's Studies to a major is in keeping with the greater interdisciplinarity which the administration of Kent State University has encouraged. Additionally, the new Kent State University President has expressed his concern that the University be more responsive to student desire for courses and programs. Kent State University has an excellent array of appropriate courses and nationally and internationally known Women's Studies Affiliate Faculty to expand the minor into a major.

2 Curriculum Description

The proposed Women's Studies major would consist of 33 hours of coursework:

<u>Required Core Courses (15 hours)</u>

WMST 2xxxx	Issues Facing Today's Women (3) (to be developed; currently taught as a Special Topics course)
WMST 30000	Colloquium in Women's Studies (3) (Writing Intensive status to be developed)
WMST 30001	Feminist Theory (3)

WMST 30196	Individual Investigation (1-3)
WMST 40095	Special Topics: Issues in Women's Studies (1-5)

Electives (18 hours)

No more than 9 credit hours from any one prefix; no more than 6 credit hours of lower division courses. Up to 9 credit hours of director-approved related or Special Topics courses can be counted towards the degree.

HUMANITIES:

ENG 21002	Introduction to Women's Literature (3)
ENG 21003	Introduction to LGBT Literature (3)
ENG 34021	Women's Literature (3)
ENG 35301	LGBT: Critical Perspectives (3)
HIST 42397	Colloquium: Women in Europe from Antiquity to Renaissance (3)
HIST 42497	Colloquium: Women in Modern Europe (3)
PAS 33110	The Black Woman: Historical Perspectives (3)
PHIL 31040	Women and Philosophy (3)

SOCIAL SCIENCES:

ANTH 48830	Human Behavioral Ecology and Evolution (3)
JUS 27311	Victimology (3)
JUS 37411	Women in Crime and Justice (3)
POL 40470	Women, Politics and Policy (3)
PSYC 40625	Development of Gender Role and Identity (3)
SOC 42315	Sociology of Changing Gender Roles (3)

RELATED DISCIPLINES:

COMM 35912	Gender and Communication (3)
HDFS 44022	Changing Roles of Men and Women (3)
HED 32544	Human Sexuality (3)
HED 44025	Women's Health Issues (3)
PEP 25059	Sport in Society (3)
RPTM 36085	Leisure and Culture (3)

WOMEN'S STUDIES:
(in addition to core courses listed above)

WMST 30095	Special Topics in Women's Studies (1-5)
WMST 40992	Practicum in Women's Studies (1-6)

The program is structured with a new 2xxxx "Issues" course (currently taught as a Special Topics course) serving as the introduction to Women's Studies. As a capstone experience, an original project is carried out under the Individual Investigation rubric and defended before an audience of students and faculty. Since many students will likely use Women's Studies as a collateral major, or include a minor in their study plan, the Women's Studies major is purposely arranged (1) to have a total number of credit hours that allows for students to

"double major" or include a minor and (2) to have considerable flexibility for students tailoring their elective courses to complement their other academic and future career concerns.

It is the objective of the Women's Studies Coordinating Council to be able in the near future to offer a global emphasis in the major. A significant number of current faculty have international training and experience, enough to provide the foundation for this emphasis. The Women's Studies minor offers a special topics course on globalization and women, and one of the Affiliate Faculty has just taught a Women's Studies course in the Kent State Geneva program entitled "Women, Islam and Justice." The Women's Studies Program is already collaborating with the Center for International and Intercultural Education in programming. Given Kent State University's commitment to diversity in the hiring of faculty, the Women's Studies Coordinating Council is optimistic that the Women's Studies major can expand its course offerings in this direction, which would be a distinguishing feature of the program.

3 Administrative Arrangements

The Women's Studies major will be an interdisciplinary program in the College of Arts and Sciences (as the Women's Studies minor currently is). The Director reports directly to the Dean of the College of Arts and Sciences, an arrangement consistent with other interdisciplary majors, such as Integrated Life Sciences and International Relations.

4 Need

The Women's Studies Program at Kent State University began taking steps toward expanding the Women's Studies minor to a major in 1997. As the number of women professors and students has grown, so have the ability and the need to offer more courses centered on women. Women's Studies is now in position to offer a pedagogically sound program consistent with other national collegiate Women's Studies programs. Many of the students currently minoring in Women's Studies have indicated that they would have made it their major or collateral major if that option had been available to them. In addition, several women leave Kent State University each year in order to pursue a major in Women's Studies at another institution. The only school in northeast Ohio presently offering a major in Women's Studies is Cleveland State University (ironically, a program developed around 1995 and patterned on the Kent State Women's Studies minor as it was then).

The development of Women's Studies as an academic field is now such that no college or university of significant size or rank is without a program in the area and a research university is expected to have an undergraduate Women's Studies major, if not a graduate program. Six hundred fifty-one schools nationally now have a Women's Studies program, as listed in the Modern Language Association Directory for 2006. (There are eight Ph.D. programs in Women's Studies in the United States: Emory University, the University of Iowa, the University of Maryland, the University of Minnesota, the Ohio State University, Rutgers University, UCLA, and the University of Washington.)

Women's equality is a value increasingly integrated into corporate culture, as are "women-friendly" policies and practices. Additionally, many programs designed specifically for women and women's concerns are being privatized, whether as non-profits or for-profit organizations, e.g., women's shelters, rape counseling, and career counseling. Women who have a degree in Women's Studies are preferred for this type of employment. A 2004 list released by the NWSA listed 203 distinct positions accepted by recent Women's Studies graduates. These ranged widely, including law, government, publishing, advertising, corporations (both for-profit and non-profit), human resources, teaching at all levels, and many more. As the country moves more fully into the 21st century, such positions can be expected to increase in the United States as well as internationally.

The excellence of the current Women's Studies Program at Kent State, as well as faculty commitment to the program, are clearly indicated in the 2005-6 effort to host the flagship journal of Women's Studies, The *NWSA Journal*, at Kent State, and its outcome. The University supported the application with resource commitments. The national committee of the journal judged Kent State's program second in the competition. The *NWSAJ* advisory committee praised the qualifications of the proposed editorial faculty, but named the lack of a major in Women's Studies as the deciding factor in Kent State University's loss of the editorship. However, the Kent State Director of Women's Studies who steered the application process is now a member of the *NWSA Journal* editorial board. This episode is significant in revealing both the high quality of the existing Women's Studies program, and the loss suffered by the University because the major program was not in place.

The more than eighty Women's Studies Affiliate Faculty, their representatives on the Women's Studies Coordinating Council, and significant numbers of Kent State students (those working toward a minor, but many others as well) believe that a major in Women's Studies at a campus the size and stature of Kent State University is long overdue.

5 Prospective Enrollment

The Director of the Women's Studies program anticipates at least fifteen new enrollments and ten retained students per year for each of the first five years. (These figures are based on the fact that, with no publicity or recruiting for Women's Studies Fall 2006, five additional students signed up for the minor; five more have enrolled through March 2007, and four or five are now in process of enrolling because of their positive reaction to the Women's Studies Colloquium.) As the major becomes established and publicized, the Women's Studies program expects these numbers to increase. Given enrollment statistics for other programs in the nation, it could be anticipated that the major will progress to at least 100 students in the next ten years, and perhaps a great many more.

6 Minority Populations

Historically, a Women's Studies major attracts both minority students and other women. The majority of Women's Studies majors are women, although men have also pursued this degree. As stated in Section 4, Kent State loses several students each year because they want to pursue a major in Women's Studies, so this degree would have retained those students, all of whom for the past four years have been women. As reported by Kent State's Adult

Services, women comprise the majority of adult learners, the fastest growing demographic among entering college students. Women's Studies, with its validation of women's experience and focus on the empowerment of women, is a field of study very appealing to this population, and can be expected to attract and retain students who might otherwise feel less comfortable in an academic environment.

7 Faculty and Facilities

Because this proposed major is interdisciplinary, the faculty and courses are selected from already existing resources. The program is housed administratively in the College of Arts and Sciences. Physically, it is located in the Women's Resource Center at Kent State University. The courses designed specifically for this program with WMST prefixes are currently handled on a rotating basis among the Women's Studies Affiliate Faculty. At present, a Women's Studies Director is selected by vote by the program committee, the Women's Studies Coordinating Council, and the name submitted to the Dean of the College of Arts and Sciences for official appointment. The Women's Studies Director currently receives a half-time course release. That arrangement will be kept for the present, with the plan to acquire, when enrollments justify the move, a full-time permanent Women's Studies Director whose departmental and career objectives are in Women's Studies. This faculty member could be placed in the College of Arts and Sciences with tenure and promotion focused on Women's Studies accomplishments.

8 Additional Needs

To date, office assistance and secretarial help have been provided by work-study students and an occasional writing intern. As the number of majors increases, more predictable and experienced support staff would enable the program to pursue its work of development much more effectively.

9 Fiscal Statement

See attached Projected Revenues Statement.

10 Advisory Committees

Throughout the long and active history of Women's Studies at Kent State University, the program has maintained membership and participation in many women's organizations. The possibility of expanding the minor into a major has been discussed with the Women's Studies Directors at Cleveland State University and the University of Akron. The Kent State Women's Studies program is a long-standing member of the National Women's Studies Association, the Ohio Women's Studies Committee, and Women in Science Education. Discussions with all these organizations and individuals have helped shape the curriculum for the proposed major in Women's Studies.

Projected Revenues
Woman's Studies Degree

1. Subsidy Revenue was based on courses taken by all Kent Campus Students.
2. Persistence rates are based on all Kent Campus Students.
3. It is expected that the number of "New" freshmen in the Woman's Studies Degree will grow from 5 the first year to 15 by year three.

Calculation of Per Student Subsidy & Tuition by Class Level

	% of Course Hours at Each Subsidy Level by Class Level			
	FR	SO	JR	SR
General Studies I	27.0%	20.7%	8.1%	3.2%
General Studies II	38.5%	16.7%	8.3%	4.1%
General Studies III	13.8%	11.7%	5.3%	2.5%
Baccalaureate I	10.2%	26.1%	40.2%	45.9%
Baccalaureate II	7.2%	17.3%	26.5%	28.0%
Baccalaureate III	3.3%	7.0%	10.1%	14.1%

2005-2006 Subsidy Levels		Average Annual Subsidy per Class Level			
	Subsidy	FR	SO	JR	SR
General Studies I	$ 1,079	$ 290.98	$ 223.43	$ 87.16	$ 34.43
General Studies II	$ 1,709	$ 657.75	$ 285.03	$ 142.11	$ 70.16
General Studies III	$ 3,741	$ 515.04	$ 439.42	$ 196.47	$ 92.45
Baccalaureate I	$ 2,511	$ 255.76	$ 654.74	$ 1,009.12	$ 1,152.68
Baccalaureate II	$ 4,096	$ 293.79	$ 710.61	$ 1,086.08	$ 1,148.33
Baccalaureate III	$ 7,815	$ 260.42	$ 549.61	$ 793.12	$ 1,103.33
Average Annual Subsidy / Student		$ 2,273.74	$ 2,862.83	$ 3,314.07	$ 3,601.39
Annual Tuition (in state) / Student		$ 7,954.00	$ 7,954.00	$ 7,954.00	$ 7,954.00
Annual Tuition & Subsidy / Student		$ 10,227.74	$ 10,816.83	$ 11,268.07	$ 11,555.39

Persistence of All Kent Campus Majors	
FR to SO year	71.4%
SO to JR year	84.7%
JR to SR year	92.3%

Projected Enrollment in Woman's Studies Degree

	Year 1	Year 2	Year 3	Year 4	Year 5
FR	5	10	15	15	15
SO	2	4	7	11	11
JR	1	2	3	6	9
SR	4	1	2	3	6
Total	12	16	27	35	40

Projected Revenues for Woman's Studies Degree

	Tuition & Subsidy	Year 1	Year 2	Year 3	Year 4	Year 5
FR	$10,228	$51,139	$102,277	$153,416	$153,416	$153,416
SO	$10,817	$21,634	$38,616	$77,232	$115,848	$115,848
JR	$11,268	$11,268	$19,088	$34,072	$68,145	$102,217
SR	$11,555	$46,222	$10,666	$18,068	$32,251	$64,501
Total	$43,868	$130,262	$170,647	$282,788	$369,660	$435,982

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost

From: Larry Andrews, Dean; Co-chair, URCC

Subject: Course Proposal for EPC Action

Date: April 20, 2007

The University Requirements Curriculum Committee has approved the following LER course, effective Fall 2008:

NUTR 23511, Science of Human Nutrition, 3 cr. hrs., LER status, Basic Sciences. The title and course description have been changed from their current version to reflect a more scientific and less "how-to" orientation. The committee's lingering question is the likelihood of state Transfer Module for the course.

Relevant cover memos, CCP, BDS, and catalog page are attached.

Cc: Therese Tillett, Curriculum Services
Mary Dellman-Jenkins, Director, Family and Consumer Studies
Joanne Arhar, Associate Dean, Education, Health and Human Services
URCC

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2008F
DATE OF PREPARATION: 3/13/2007

Purpose of Proposal: Revise Course
Subject Area: NUTR
Course Number: 23511
Course Title: ~~SCIENCE OF HUMAN NUTRITION~~ Nutrition Related to Health
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○ Activity Type	
○ Crs Number		○ Cross-Listed/Slash	
◉ Title		○ Grade Rule	
◉ Title Abbreviatio		○ Credit By Exam	
○ Prerequisite	If applicable	○ Course Fee	
○ Credit Hours	If applicable	◉ LER Status (G)	
◉ Description	If applicable	○ WIC (W)	
○ CIP/HEGIS	If applicable	○ Diversity	

Describe Impact on Other Programs, Policies or Procedures: NONE

Units Consulted (See guidelines for Instructions): NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Mary Dellmann-Jenkins
4 / 20 / 07

College/School Dean: Joanne Arhar
4 / 20 / 07

Vice Provost for Regional Campuses: _____
/ /

Provost: _____
/ /

Please print before leaving page

Main Menu

Basic Data Sheet - Page 1

Preparation Date 3/13/2007 2:34:16 PM **Requested Effective Year** 2008F

Course Title SCIENCE OF HUMAN NUTRITION

Subject Area NUTR **Course Numbe** 23511 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev SCIENCE OF HUMAN NUTRITION **Cross-listed with**

KSU Type LBS - LER Basic Sciences

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule ~~U5~~ B- standard letter

Following three fields completed by the Provost's Office

OBR Program Code 61

OBR Course Level 07

CIP Code 190504

Prerequisite (limit text to two lines) NONE

Catalog Description (limit text to five lines) ~~Science of Human Nutrition (3).~~ Basic concepts and principles in the science of human nutrition, energy balance and weight control, individual nutrient needs, diet selection, nutrition related metabolism and physiological functions, nutritional diseases and current human nutrition controversies.

For course revision, enter previous course title, number and credit.

Previous Course Title Nutrition Related to Health

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Dietary Assessment Report, Health Risk Assessment

Next Page

Basic Data Sheet - Page 2

Subject Area NUTR **Course Number** 23511

Instructor(s) Contributing to preparation Karen Lowry Gordon

Instructor(s) Expected to teach this course Staff

Content Outline

Total Hours 45

Introduction/Nutritiona. Science Concepts 03
Utilization of Food/Digestion & Absorption 02
Recommended Nutrition Intake/Dietary Guidelines 03
Carbohydrate Metabolism & Health Effects 03
Protein Metabolism 04
Lipid Metabolism 03
Diet and Cardiovascular Disease 02
Energy Metabolism & Weight Control 04
Vitamins/Phytochemical 04
Nutrition and Cancer 01
Minerals 04
Nutritional Requirements & Concerns:
- Pregnancy 02
- Children and Infants 02
- Adolescents 02
- Adults 02
- Aging 02
- Nutrition and Exercise 02

Textbooks(s) used in this course NUTRITION NOW by Judith E. Brown, 4th ed., Wadsworth/Thompson Learning Publishing

H. Dellmann-Jenkins 4/20/07

Chair, Director, School Dean or Campus Dean

Main Menu

Proposal Summary
Curricular Proposal for New LER Course Designation

Subject Specification: Establish NUTR 23511, Science of Human Nutrition, as a Basic Science Liberal Education Course.

Rationale for Proposed Change:
As outlined in the attached LER Course Proposal Questionnaire, the content NUTR 23511, Science of Human Nutrition, satisfies all LER Criteria. Specifically, the proposed course: (a) is interdisciplinary in nature; (b) addresses ethical views and moral dilemmas central to the subject field; (c) encompasses alternative perspectives employed by scholars in the field; (d) is representative of a field which has attained maturity and substance with a critical mass of its own scholarly literature, methodology, and conceptual framework; and (e) does not duplicate other LER offerings. All KSU undergraduate students would benefit from taking NUTR 23511 since this course would enhance both academic and personal development, as documented in the questionnaire.

Rationale for this proposed change is reinforced by the fact that other universities in Ohio already have equivalent classes as part of their General Education requirements. These universities include Ohio State University: Biological Science course Human Nutrition 210, Science of Human Nutrition; Bowling Green State University: Natural Sciences course F&N 207, Intro to Human Nutrition; Ohio University: Applied Science course HCFN 128 Intro to Nutrition; and University of Cincinnati: Natural Science course NUTR 240, Personal Nutrition.

In addition, there is a precedent for including this course as a natural science/basic science option as part of the transfer module. The equivalent course based on the Ohio Course Equivalency Guide at Ohio University (HCFN 128) has already been approved by the Articulation and Transfer Council Committee and thus is listed as fulfilling Ohio University's transfer module requirement for a natural science course. Since NUTR 23511 Science of Human Nutrition is listed as the equivalent course on CAS, it is likely that it will also be approved by the OBR Articulation and Transfer Committee as part of KSU's Transfer Module as a basic/natural science course.

Effects on Other Units or Programs: These changes will strengthen other programs since their undergraduate students will have an expanded listing of Basic Science LER classes from which to choose.

Effect on Current Offerings and Staffing: NUTR 23511, Science of Human Nutrition, is currently offered both fall and spring semesters with maximum enrollment set at 105 students. If extra sections are needed, they will be offered during fall, spring, and/or summer terms. No new staffing will be required as it is anticipated that the current four full-time Nutrition faculty will continue to teach the course.

Alternatives and Consequences: The alternative would be to continue offering NUTR 23511, Science of Human Nutrition, only as an elective to non-Nutrition majors. As a result, this would deter students who are working towards completion of their degree requirements in other majors from enrolling in a course promoting knowledge of nutrition science and skills that foster a healthy lifestyle.

Timetable: The proposal was approved by the FCS curriculum committee on November 30, 2006 and the FCS FAC on December 1, 2006. Upon approval by the College Curriculum Committee, the University Requirements Curriculum Committee (URCC), and the Educational Policies Council the proposal would be effective fall 2008.

LER Course Proposal Questionnaire

Date: November 19, 2006
Dept./School: Nutrition/Family & Consumer Studies
Course Number: NUTR 23511
Course Title: Science of Human Nutrition
Credit Hours: 3
LER Category: Basic Sciences
Prerequisite: None

1. Explain how the course emphasizes:
(a) Concepts central to subject area

This course introduces students to the interdisciplinary science of nutrition. The principles of human nutrition and how they relate to the health of individuals are addressed while emphasizing the interactions between nutrients and physiological processes in the human biological system. Lectures and assigned readings provide updated information from various scientific disciplines including biology, anatomy, physiology, microbiology, chemistry, and biochemistry as they relate to human nutrition.

The study of nutrition encompasses several disciplines, including numerous basic sciences (e.g., anatomy, physiology, microbiology, chemistry, biochemistry) to aid in the understanding of the relationship between food, nutrients, health, and disease prevention and treatment. Nutrition is the science of foods, nutrients, and other food substances and of their actions within the body including ingestion, digestion, absorption, transport, metabolism, and excretion.

Review of the current LER course listing indicates no classes emphasize nutrition information from a multidisciplinary perspective. Therefore, this course would be a valuable LER offering available to KSU students.

Lectures and readings are primarily obtained from nutrition research in the fields of anatomy, physiology, microbiology, chemistry, and biochemistry. Therefore, this course would be categorized best as a Basic Science LER.

(b) Ethical views and moral dilemmas central to the subject area

Lecture topics such as nutritional needs and disease, obesity, food security, and hunger are areas that create opportunities to discuss ethical views and moral dilemmas in the area of nutrition. For example, when discussing obesity, numerous questions arise: whose responsibility is it to help prevent the onset of obesity (i.e., healthcare, individuals, government)? what is the role of genetics/physiology vs. environment in the onset of obesity? what aspects of the environment lead to obesity and should those areas be responsible for nutrition education (i.e., fast foods, TV and sedentary behavior)? Thus, diversity is a major theme throughout course lecture and text readings.

The proposed course also promotes students' acquisition of six *LER learning goals* through various means including classroom discussions and activities and written assignments. The LER goals include:

1. Students acquiring critical thinking and problem solving skills
2. Students engaging in independent thinking, developing their own voice and vision, and becoming informed citizens
3. Improving students' awareness of ethical implications of their own and others' actions
4. Broadening students' imagination and developing their creativity

5. Improve students' understanding of issues and behaviors concerning inclusion, community and tolerance
6. Students applying principals of effective written and oral communication

For example, LER goals 1, 2, 3, and 5 will be accomplished through lectures, classroom discussions and activities, and text readings addressing ethical and moral issues within the field such as obesity, food security, and hunger.

Written assignments also assist students in achieving LER learning goals 1 and 5. Example assignments include completing a Dietary Analysis Assignment, Cardiovascular Disease Risk Assessment, and Osteoporosis Risk Check List. During lectures throughout the semester, students compare the results of their Dietary Analysis Assignment (their dietary intake) with recommended nutrition guidelines with the emphasis on nutrient function. Students participate in small group discussions and examine how they can reduce their risk of both osteoporosis and cardiovascular disease as well as how physiologically and nutritionally these diseases manifest themselves. Their recommendations are then presented to all class members.

Students' acquisition of LER learning goal 4 is promoted through classroom discussions and activities designed to increase students' understanding that the factors influencing food selection are diverse depending on their family background, ethnicity, religion, and gender.

(c) Important alternative perspectives employed by scholars in the field

The course includes discussions on the science based research in alternative/complementary nutrition (i.e., herbal supplements, organic foods, etc.), use of nutritional supplements, weight loss programs, bariatric surgery, sports nutrition, and fad diets. This includes discussions on the biologic and metabolic role of these foods and diets in the body as well as the current status of research, how scholars evaluate their effectiveness, and conflicting scientific opinion as to whether the various dietary practices should be recommended to different population groups.

(d) Contributions of subject area to understanding of diversity issues (race, nationality, gender, social class)

The course covers nutrition across the lifespan and addresses issues of aging and physiological development as well as the role of chronic disease based on age, gender, ethnic background, and socioeconomic status. There is also discussion of changing nutrient needs across the lifespan and specific nutrients of concern at each stage of the life cycle. In addition, the course includes discussion of the effect of ethnic background, family culture, gender, religion, and socioeconomic status on food preferences and dietary intake.

2. If this course is being proposed for Category I or II, indicate the essential skills which the course is intended to teach, sharpen, or strengthen. (If the proposed course is intended for other categories, skip this section.

Not applicable – Propose Category V. Basic Sciences

3. State how the course is representative of a field which has attained maturity and substance with critical mass of its own scholarly literature, methodology, community of specialists, and conceptual framework.

Nutrition is a mature field with a critical mass as evidenced by the existence of several professional organizations (the American Society for Nutrition and the American Dietetic

Association), professional journals, and federal boards/committees. The American Society for Nutrition (3,500+ members) is the premier research society dedicated to improving the quality of life through the science of nutrition. The American Society for Nutrition is a member of Federation of American Societies for Experimental Biology.

The maturity of the field of nutrition is further demonstrated by the existence of the American Dietetic Association (ADA), the leading national professional and scholarly organization in this field. Dietitians have been recognized as the food and nutrition experts since 1917 when pioneers in the field of dietetics held their first meeting as the American Dietetic Association (ADA) and founded the profession of dietetics. The ADA sets rigorous evidence-based standards of the nutritional sciences for educational outcomes. Education standards are required for all undergraduate dietetic programs and provide the foundation for the body of specialized knowledge and skills of nutritional science necessary for dietitians to practice in the profession of dietetics. These standards, first published in 1927, continue to be reviewed and revised as the nutritional research evolves. They have been modified eight times since 1927.

The Food and Nutrition Board (FNB) is a unit of the Institute of Medicine (IOM), part of the National Academy of Sciences (NAS). The NAS is a private, nonprofit corporation created by an Act of Congress, with a charter signed in 1863 by President Abraham Lincoln. The National Academies perform an unparalleled public service by bringing together committees of experts in all areas of scientific and technological endeavor. These experts serve *pro bono* to address critical national issues and give advice to the federal government and the public. The IOM, chartered under the NAS in 1970, acts as an adviser to the federal government on issues of medical care, research, and education. The IOM secures the services of eminent members of appropriate professions to examine policy matters pertaining to the public's health and occasionally undertakes studies on its own initiative. The FNB is a multidisciplinary group of biomedical scientists with expertise in various aspects of nutrition, food science, biochemistry, medicine, public health, epidemiology, food toxicology, and food safety. Since its inception, the Board has used science to make recommendations to improve food quality and safety, thereby promoting public health and preventing diet-related diseases. The FNB has been responsible for establishing the Reference Dietary Intakes for Americans. Federal committees have been responsible for the release of the Dietary Guidelines for Americans and the MyPyramid.gov website with the revised Food Pyramids recommendations.

Professional refereed journals in the field of nutrition include The Journal of Nutrition, The American Journal of Clinical Nutrition, Journal of the American Dietetic Association and Journal of Nutrition Education & Behavior as well as numerous international nutrition journals.

4. Are adequate resources available for this course (faculty, classroom space, equipment, library holdings)?

The School of Family and Consumer Studies has adequate resources to teach the course as an LER. Within the nutrition and dietetics program, there are currently four tenure-track faculty members with a fifth position being filled during the 2006-2007 academic year. In addition, there is one NTT faculty line and two to three graduate assistants assigned to the program area. The school houses a large lecture room, 104 Nixson Hall, that seats over 100 students and is equipped with ceiling-mounted projector, computer for power point lectures, internet, DVD, and VCR. The program also runs the Nutrition Outreach Program which provides laboratory opportunities for students enrolled in the course as well as a variety of educational materials that are used during the class lectures.

Library holdings within nutrition are extensive as well.

5. How will teaching and learning be evaluated? How will the effectiveness of the course be assessed?

Teaching will be evaluated through peer evaluations and through student evaluations each semester. Learning will be evaluated through writing assignments, examinations, dietary analysis assignments, and classroom discussions. In addition, as discussed in our response to question #1, class discussions and activities address six *LER* learning goals.

6. Has this course been offered previously?

Yes, the course has been offered for at least the last twenty-three years, on a semester basis (this is as far back we could trace the course on SIS). There is currently one section offered every Fall and Spring semester but additional sections could be offered if enrollment required it.

and

Nutrition & Dietetics (NUTR)
23511 Science of Human Nutrition 3

10052 Introduction to Organic Chemistry 2
LAB 10053 Inorganic and Organic Laboratory *(Corequisite 10052)* . .1
10054 General and Elementary Organic Chemistry 5
Geology (GEOL)
11040 Earth Dynamics 3
LAB 11041 Earth Dynamics Laboratory *(Pre/corequisite 11040)* 1
11042 Earth History 3
LAB 11043 Earth History Laboratory *(Pre/corequisite 11042)* 1
21062 Environmental Geology 3
11080 Oceanography 3
Physics (PHY)
11030 Seven Ideas that Shook the Universe 3
11660 Physical Science 3
LAB 13001 General College Physics I 5
LAB 13002 General College Physics II 5
LAB 13011 College Physics I 3
LAB 13012 College Physics II 3
21040 Physics in Entertainment and the Arts 3
LAB 21041 Physics in Entertainment and the Arts Laboratory
(Pre/corequisite 21040) 1
21430 Frontiers in Astronomy (or 24001 Astronomy) 3

VI. ADDITIONAL COURSES 6

*Select additional courses from **Categories II-V, above** (no more than one course per category). One or both of the following courses may also be selected:*

Communication Studies (COMM)
15000 Introduction to Human Communication (3)
Philosophy (PHIL)
11009 Principles of Thinking (3)

VII. DIVERSITY

All students must complete a two-course diversity requirement, consisting of one with a domestic focus and one with a global focus. At least one course must be taken from courses in categories III-IV that are marked "D." An asterisk (*) indicates domestic (U.S.) focus. This course may count both for the diversity requirement and for the LER category in which it is listed, provided that the course is not in a student's major department. A complete list of diversity courses is on Pages 87-89.

TOTAL 36-37

TRANSFER CREDIT, PROFICIENCY TESTING AND OTHER OPTIONS IN MEETING THE LIBERAL EDUCATION REQUIREMENTS

Certain alternatives to formal Kent State coursework may be recognized in the fulfilling of the 36-37-hour Liberal Education Requirements.

1. Credits earned for specified courses within the Liberal Education Requirements course list through external credit-conferring testing programs, such as the CEEB Advanced Placement and CLEP subject examinations, will be applied toward the fulfillment of the Liberal Education Requirements as appropriate for the specific courses for which credit is received.
2. Courses transferred from accredited postsecondary institutions will be applied toward fulfillment of the Liberal Education Requirements as appropriate for the specific courses for which credit is awarded.
3. The university's Credit-By-Examination (CBE) program may be utilized in fulfillment of Liberal Education Requirements within the conditions, guidelines and policies established for that program and for the course(s) for which credit is sought.
4. Proficiency, as established by placement examinations or other recognized procedures and mechanisms for this purpose, can be used to fulfill Categories I and II of the Liberal Education Requirements. For example, students who are placed into ENG 21011 and complete it with a passing grade will have met the Category I Liberal Education Requirements. It is assumed that students who are placed at and pass the higher level of one of these sequenced courses have also mastered the content of the prerequisite course. While students may meet the requirements of Categories I and II through proficiency, minimum hours must be met in Categories III, IV, V and VI. Students meeting Categories I and II requirements through proficiency must substitute other courses, which shall be elective, to earn a minimum of 121 hours of appropriate coursework toward a baccalaureate degree.

To fulfill the purposes of general education, any of the above alternatives to the fulfillment of the Liberal Education Requirements by 36-37 hours of formal coursework at Kent State University must be exercised by the students within the first 60 hours of academic credits earned at and/or transferred to Kent State University.

Students who transfer to the university with more than 45 semester hours of applicable credits (including students with associate's degrees in technology from the Kent State University Regional Campuses or those who transfer to bachelor-level programs from associate-level technology programs) must exercise such option(s) within the first calendar year of their Kent State University enrollment.

Questions concerning, and requests for application of, these alternatives to formal Kent State University coursework as a means of fulfilling the Liberal Education Requirements shall be addressed to, and will be determined by, the dean of the college or independent school in which the degree program that the students are pursuing is located.

Science of Human Nutrition(3)
Basic concepts and principles in the science of human nutrition, energy balance and weight control, individual nutrient needs, diet selection, nutrition related metabolism and physiological functions, nutritional diseases, and current nutrition controversies.

10002 Introduction to Nursing Process (1)
Orem's theory is used as the organizing framework. The nursing care plan format using the nursing process is presented. Prerequisite: admission to the nursing program. Corequisite: NRST 10001.

10003 Nursing Agency I (6)
Emphasizes broad concepts common to nursing practice. Increasingly complex skills are introduced. Care focuses on simple therapeutic self-care demands. Prerequisites: successful completion of all first-semester courses (BSCI 20020, CHEM 10054, or CHEM 10050, US 10001, NRST 10001 and 10002) with a cumulative 2.0 GPA or higher.

10004 Older Adult Developmental Self-Care (2)
Age-related and pathological changes of aging. Includes nursing care approaches for older patients with health deviations. Prerequisites: admission to the nursing program. Permission of the director required for LPNS. Cumulative 2.0 GPA or higher.

10005 Therapeutic Use of Self (2)
Focus is on the self-care of individuals with emphasis on understanding human relationships in the promotion of self-care. Culture, values and past experiences as factors in communication are explored. Prerequisites: NRST 10001 and 10002; cumulative 2.0 GPA or higher.

10006 Transitions in Nursing Agency (3)
This course serves to validate prior learning, update and enhance students' knowledge, begin the role transition and prepare students for advanced placement into the RN-ADN program. Prerequisites: admittance to ADN program; BSCI 20020, US 10001, CHEM 10054 or CHEM 10050 and CHEM 10052, and NRST 10004. Cumulative 2.0 GPA or higher.

20206 Nursing Agency II (5)
Nursing care of adults with intermediate therapeutic self-care demands. Emphasis is placed on the nurse as a provider of care. Prerequisites: all 10000-level NRST courses; BSCI 20021; CHEM 10052; PSYC 11762; NUTR 33512; cumulative 2.0 GPA or higher.

20207 Psychosocial Self-Care Deficits (3)
Focus is on self-care deficits of the emotionally ill patient with emphasis on understanding human needs in relation to the abnormal behavior patterns of the adult. Emphasis continues to be placed on the therapeutic use of self in meeting psychological needs as well as the development of therapeutic communication skills. Prerequisites: all 10000-level NRST courses, BSCI 20021, PSYC 11762, NUTR 33512, with a cumulative 2.0 GPA or higher.

20208 Nursing Agency III (6)
Nursing care of individuals with complex therapeutic self-care demands. Emphasis is placed on the nurse as provider and manager of patient care. Course must be taken the semester that the student is planning to graduate. Prerequisites: NRST 20206, 20207 and NURS 20950; ENG 11011, SOC 12050, one 3-credit-hour LER course. Cumulative 2.0 GPA or higher.

20209 Maternal/Newborn Development Self-Care (2)
Nursing care of the expectant and newly delivered family. The nursing approach acknowledges the mother's self-care abilities and dependent care agent role. Health deviations related to childbearing are incorporated. Prerequisites: NRST 20206, 20207 and NURS 20950; ENG 11011, SOC 12050, one 3-credit-hour LER course. Cumulative 2.0 GPA or higher.

20210 Child and Family Development Self-Care (2)
Family-centered nursing care of children. Developmental self-care requisites and common health deviations are emphasized. Prerequisites: NRST 20206, 20207 and NURS 20950; ENG 11011, SOC 12050, one 3-credit-hour LER course. Cumulative 2.0 GPA or higher.

20211 Contemporary Nursing Issues (1)
Major social, economic and educational trends are studied. The focus is on the role of the associate degree nurse as a member of the profession. Prerequisites: NRST 20206, 20207 and NURS 20950; ENG 11011, SOC 12050, one 3-credit-hour LER course. Cumulative 2.0 GPA or higher. Corequisite: NRST 20208.

21095 Special Topics (2-4)
Scheduled topic of interest to students and faculty. Prerequisites: sophomore standing and successfully completed all NRST 10000-level courses.

21096 Individual Investigation in Nursing (1-3)
(Repeatable for a total of 18 hours) Readings and/or investigation of nursing topics supervised by nursing faculty. S/U grading. Prerequisite: permission of director.

Students must complete 36 credit hours of the nursing curriculum with a cumulative 2.00 GPA to progress to the second year of the nursing program.

Students must achieve a C grade (2.0) or better in each nursing course in order to progress in the nursing sequence.

The Associate Degree in Nursing program, Regional Campuses, Kent State University, reserves the right to initiate changes in the program as deemed necessary for maintaining quality nursing education.

NUTRITION AND DIETETICS (NUTR)

23511 ~~Nutrition Related to Health (3)~~
~~Essentials of nutrition as they relate to the health and well-being of individuals and families.~~ Prerequisite: none.

33512 Nutrition (3)
Functions, sources and interactions of essential nutrients. Nutritional needs of family members, methods of meeting these needs, sources of reliable nutrition information. Prerequisites: CHEM 10060, 10061 and 20481. CHEM 10050 and 10052 accepted for nonnutrition majors.

33522 Applied Nutrition (3)
Application of nutrition principles including nutrition assessment, charting of medical records, interviewing, counseling, nutrition education, food exchange lists, nutrition surveys and dietary standards. Nutrition and dietetics majors only or permission. Prerequisite: NUTR 23511 and completed social science LER course.

41092 Practicum in Nutrition (2-4)
Directed professional training experiences in the field of nutrition and dietetics. Prerequisite: permission.

41093 Workshop in Nutrition (1-3)
Workshop setting dealing with a topic or topics in the field of nutrition and dietetics. S/U grading. Prerequisite: none.

41095 Special Topics in Nutrition (1-4)
Discussion of a major topic within a specific field in nutrition and dietetics. Prerequisite: written permission from instructor.

41096 Individual Investigation in Nutrition (1-3)
Independent study in nutrition and dietetics. Prerequisite: written permission from instructor.

43013 Experimental Methods in Nutrition (3)
Students will gain laboratory experience in the biochemical methods of assessing nutrition status and the identification of nutrition-related conditions. Principles of experimental design and data analysis and techniques of scientific writing will be applied. Prerequisite: NUTR 33512. Special fee: $6.66/credit hour—subject to change. This course may be used to satisfy the writing-intensive course requirement with approval of major department.

CELEBRATE CENTENNIAL

KENT STATE UNIVERSITY

1910·2010

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Gayle L. Ormiston
Associate Provost, Faculty Affairs and Curriculum

SUBJECT: Agenda for Monday, May 21, 2007
Kent Student Center, Room 310 A-B, 3:20 p.m.

DATE: May 14, 2007

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

ACTION ITEMS

1. Approval of minutes of April 30, 2007.
   Attachment 1

2. Establishment of the Professional Golf Management [PGM] concentration in the Sport Administration [SPAD] major within the Bachelor of Science [BS] degree program.
   Total credit hours to program completion are 126-127.
   Effective Fall 2008 ***Dean David A. England***
   Attachment 2: Proposal Summary | Catalog Copy and Graduation Requirement Sheet | Letters of Support

INFORMATION ITEMS

Office of the Provost

1. Administrative oversight restructuring of the University Teaching Council, from the Honors College to the Faculty Professional Development Center.
   Effective July 1
   Attachment 3

College of the Arts and Sciences

2. Establishment of the Consortium of Universities for Research and Graduate Education (COURAGE).
   Effective Summer 2007
   Attachment 4: Cover Memo | Memorandum of Understanding

LESSER ACTION ITEMS

College of Arts and Sciences

Department of Biological Sciences / Department of Chemistry

1. Revision of the Biotechnology [BTEC] major within the Bachelor of Science [BS] degree program. Revisions are adding mathematics option of MATH 12002 and MATH 30011; replacing PHY 13011 with PHY 13001 and PHY 13021; and changing CHEM 30101 and CHEM 30360 from requirements to electives. Total credit hours to program completion decrease, from 122-125 to 121-124.
Effective Fall 2008

Department of Integrated Life Sciences

2. Revision of the Integrated Life Sciences [ILS] major within the Bachelor of Science/Doctor of Medicine [BS/MD] degree program. Revisions are adding CHEM 30482 as requirement and moving MATH 12022 from spring to fall semester in second year. Total credit hours to program completion increase, from 109 to 112.
Effective Fall 2008

Department of Modern and Classical Languages Studies

3. Establishment of the course subject ARAB for course offerings in the Arabic language.
Effective Fall 2008

4 Revision of the Literature [LIT] and Applied Linguistics and Pedagogy [APLP] concentrations in the Spanish [SPAN] major within the Master of Arts [MA] degree program. Revision is replacing required course SPAN 58215 with SPAN 68215. Total credits to program completion are unchanged at 33 for Literature and 36 for Applied Linguistics and Pedagogy.
Effective Fall 2008

Department of Psychology

5. Revision of the Psychology [PSYC] major within the Bachelor of Arts [BA] degree program. Revision is to the program's requirements and recommendations as listed in the catalog. Total credits to major completion are unchanged at 30-32.
Effective Fall 2008

College and Graduate School of Education, Health and Human Services

Department of Educational Foundations and Special Services

6. Revision of the Deaf Education [DFED] concentration in the Intervention Specialist [INSP] major within the Bachelor of Science in Education [BSE] degree program. Revision is removing inactivated course SPED 43319 as requirement. Total credit hours to program completion decrease, from 141 to 138.
Effective Fall 2008

School of Exercise, Leisure and Sport

7. Revision of the Exercise Sciences–Exercise Physiology [ESEP] and Exercise Sciences–Exercise Specialist [ESES] concentrations in the Physical Education [PEP] major within the Bachelor of Science [BS] degree program. Revisions are replacing a 4-credit elective with PEP 35022, adding four courses (ATTR 45039, ATTR 45040, PEP 40612, PEP 45070) to Exercise Sciences–Exercise Specialist concentration and changing electives from 25-27 to 13-28. Total credit hours to program completion are unchanged at 121-122.
Effective Fall 2008

LESSER ACTION ITEMS *continued*

College and Graduate School of Education, Health and Human Services *continued*

School of Exercise, Leisure and Sport continued

8. Revision of the Exercise Physiology [EXPH] concentration in the Exercise, Leisure and Sport [ELS] major within the Master of Arts [MA] degree program. Revision is adding new course ELS 55070 as an elective. Total credit hours to program completion are unchanged at 34.
Effective Fall 2008

9. Revision of the Athletic Training [ATTR] major within the Bachelor of Science [BS] degree program. Revisions include adding ATTR 15001 and PEP 35022, reducing electives by 1 credit, removing four courses (PEB 10035, PEB 14242, PEP 15010, RPTM 26000) and modifying catalog copy. Total credit hours to program completion are unchanged at 123-124.
Effective Fall 2008

10. Revision of the Athletic Training [ATTR] concentration in the Exercise, Leisure and Sport [ELS] major within the Master of Arts [MA] degree program. Revision is adding new courses ELS 55038 and ELS 55040 as electives. Total credit hours to program completion are unchanged at 32.
Effective Fall 2008

11. Revision of the Sports Medicine [SPMD] minor. Includes removal of PEP 25051 and PEP 35079, and addition of ATTR 35037, PEP 25057, PEP 25058 and PEP 45080. Total credit hours to program completion increase, form 26 to 33.
Effective Fall 2008

Department of Teaching, Leadership and Curriculum Studies

12. Revision of the History [HIST] concentration in the Integrated Social Studies [INSS] major within the Bachelor of Science in Education [BSE] degree program. Revision is replacing requirement HIST 31061 with 16 history-course options. Total credit hours to program completion are unchanged at 124-125.
Effective Fall 2008

CORRECTION

April 30, 2007, EPC Agenda

1. Revision of NUTR 23511 Nutrition Related to Health (3) (description, LER status, title [to Science of Human Nutrition]) was withdrawn from the agenda pending further URCC review.

Agenda prepared by Therese E. Tillett, Director, Curriculum Services

Course Changes

Key for course changes:

a	Title Abbreviation	**E**	Credit-by-Exam	**L**	LER Status	**P**	Prerequisite	**T**	Title
C	Credit Hours	**Fee**	Fee	**N**	Number	**R**	Repeat Status	**V**	Diversity
c	Course Content	**G**	Grade Rule	**New**	New	**S**	Slash/Cross-List	**W**	Writing Intensive
D	Description	**Inact**	Inactivate	**O**	OBR Subsidy	**s**	Schedule (activity)	**X**	Subject/Prefix

Effective Fall 2007

BSCI 10110 Biological Diversity ..... Fee
special course fee eliminated

Effective Fall 2008

ARAB 11101 Elementary Arabic I (4) ..... New
ARAB 11102 Elementary Arabic II (4) ..... New
ARAB 21201 Intermediate Arabic I (4) ..... New
ARAB 21202 Intermediate Arabic II (4) ..... New
ARAB 31301 Advanced Arabic I (4) ..... New
ARAB 31302 Advanced Arabic II (4) ..... New
ATTR 15001 Introduction to the Profession of Athletic Training (1) ..... New
ATTR 15092 Practicum in Athletic Training I (2) to (3) ..... CP
ATTR 25092 Practicum in Athletic Training II (2) to (3) ..... CP
ATTR 35092 Practicum in Athletic Training III (2) to (3) ..... CP
ATTR 45192 Practicum in Athletic Training IV (2) to (3) ..... CD
BMS 60555 Cardiovascular Renal Pharmacology (3) ..... Inact
CI 67317 Teaching the Reading of Children's Literature (3) ..... Inact
CI 77317 Teaching the Reading of Children's Literature (3) ..... Inact
CS 67301 Scientific Visualization (3) ..... New
CS 77301 Scientific Visualization (3) ..... New
ELS 45070 Electrocardiography for the Exercise Physiologist (3) ..... New
ELS 55038 Organization and Administration of Athletic Training (3) ..... New
ELS 55040 Pathology and Pharmacology for Allied Health Care Providers (3) ..... New
ELS 55070 Electrocardiography for the Exercise Physiologist (3) ..... New
ELS 56001 Principles and Methods of Community Inclusion (3) ..... New
MUS 68697 Recital (1-3) to:
68687 ..... GNs
PEP 35022 Content and Methods for Elementary Physical Education (3) to: TaP
Exercise Leadership ..... DsE
PEP 40612 Practicum in Research Fitness Programs for the Elderly (3) to: TaPD
Exercise Leadership for the Older Adult ..... sSG
PEP 45080 Physiology of Exercise (3) ..... P

Effective Fall 2008 *continued*

PSYC	41991	Seminar in Psychology (3)	New
PSYC	60111	Developmental Disabilities (3)	Inact
PSYC	60172	Sexual Dysfunction and Deviation (3)	Inact
PSYC	60314	Assessment of Organizations and Intervention Strategies (3)	Inact
PSYC	60661	Developmental Psychology (3)	Inact
PSYC	70111	Developmental Disabilities (3)	Inact
PSYC	70172	Sexual Dysfunction and Deviation (3)	Inact
PSYC	70314	Assessment of Organizations and Intervention Strategies (3)	Inact
PSYC	70615	Social Development (3) to: Social and Personality Development	TaP
PSYC	70661	Developmental Psychology (3)	Inact
PSYC	71352	Human Psychophysiology (3)	Inact
PSYC	71354	Behavioral Models of Neuropathy (3)	Inact
PSYC	72345	Ethnic Minority Issues in Clinical Psychology (3)	New
PSYC	72445	Multivariate Statistics (3)	New
SOC	32400	Individual and Society (3)	E
SOC	32762	Deviant Behavior (3)	E
SOC	42562	Sociology of Mental Illness (3)	New
SOC	52093	Workshop in Sociology (1-6)	Inact
SOC	52095	Special Topics in Sociology (3)	Inact
SOC	52224	Interpreting Social Data (3)	Inact
SOC	52400	Self and Identity (3)	Inact
SOC	52575	Family Patterns: World Perspectives (3)	Inact
SOC	53200	Social Structure and Individual Lives (3)	Inact
SPAD	15015	Orientation to Professional Golf Management (1)	New
SPAD	25015	Introduction to Golf Professional Training Program (2)	New
SPAD	25192	Practicum in Professional Golf Management I (1)	New
SPAD	35015	Golf Management I (2)	New
SPAD	35192	Practicum in Professional Golf Management II (1)	New
SPAD	45015	Golf Management II (2)	New
SPAD	45192	Internship in Professional Golf Management (2-12)	New
SPAN	48215	Spanish Composition–Advanced (3) to: Advanced Spanish Composition and Conversation	TaPDS
SPAN	58215	Spanish Composition-Advanced (3)	Inact
SPAN	68215	Advanced Spanish Composition and Conversation (3)	New
SPED	43319	Instructional Approaches and Placements for Deaf/Hard-of-Hearing Students (3)	Inact
TRST	60013	Language Project Management (3)	P

Course list prepared by Lisa N.H. Delaney, Academic Program Coordinator, Curriculum Services

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OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Gayle L. Ormiston
Associate Provost,
Faculty Affairs and Curriculum

SUBJECT: Agenda for Monday, May 21, 2007
ADDENDUM I: COURSE PREREQUISITE REVISIONS
Kent Student Center, Room 310 A-B, 3:20 p.m.

DATE: May 14, 2007

The following course perquisites have been revised as a result of the SIS-to-Banner conversion. All are effective spring 2008. Please see the March 19, 2007, EPC agenda for more course prerequisite revisions.

ACCT 33000 *Current:* Junior standing; nonaccounting majors; see notes 2 and 3.
Revised: Minimum 2.50 cumulative GPA; and ACCT 23020 or ACTT 11000; and ACCT 23021 or ACTT 11001; not open to accounting (ACCT) majors.

ACCT 33001 *Current:* ACCT 23021; see current catalog notes 1 and 2.
Revised: Accounting (ACCT) major; and minimum 2.50 cumulative GPA; and ACCT 23021 or ACTT 11001.

ACCT 33004 *Current:* ACCT 23021 and M&IS 24053.
Revised: Accounting (ACCT) major; and minimum 2.50 cumulative GPA; and ACCT 23021 or ACTT 11001.

ACCT 33010 *Current:* ACCT 33001 and 33004.
Revised: Accounting (ACCT) major; and minimum 2.50 cumulative GPA; and ACCT 33001 and ACCT 33004.

ACCT 33012 *Current:* ACCT 33001 and 33004.
Revised: Accounting (ACCT) major; and minimum 2.50 cumulative GPA; and ACCT 33001 and ACCT 33004.

ACCT 33061 *Current:* Junior standing; ACCT 23021; see notes 2 and 3.
Revised: Minimum 2.50 cumulative GPA; and ACCT 23021 or ACTT 11001; not open to accounting (ACCT) majors.

ACCT 33063 *Current:* ACCT 23021; nonaccounting majors; see notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; and ACCT 23021 or ACTT 11001; not open to accounting (ACCT) majors.

ACCT 43010 *Current:* ACCT 330102 and 33012.
Revised: Minimum 2.50 cumulative GPA; and senior standing; and accounting (ACCT) major; and ACCT 33010 and ACCT 33012.

ACCT 43013 *Current:* ACCT 33010; see notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; and senior standing; and accounting (ACCT) major; and ACCT 33010 and ACCT 33012.

ACCT 43014 *Current:* ACCT 33004; see notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; and senior standing; and accounting (ACCT) major; and ACCT 33001 and ACCT 33004 and ACCT 33010 and ACCT 33012.

ACCT 43020 *Current:* ACCT 33012 and 43031.
Revised: Minimum 2.50 cumulative GPA; and senior standing; and Accounting (ACCT) major; and ACCT 33001 and ACCT 33004 and ACCT 33010 and ACCT 33012 and ACCT 43031.

ACCT 43031 *Current:* ACCT 33012; see current catalog notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; and senior standing; and Accounting (ACCT) major; and ACCT 33001 and ACCT 33004 and ACCT 33010 and ACCT 33012.

ACCT 43033 *Current:* ACCT 43031.
Revised: Minimum 2.50 cumulative GPA; and senior standing; and Accounting (ACCT) major; and ACCT 43031.

ACCT 43034 *Current:* ACCT 33012.
Revised: Minimum 2.50 cum GPA; and senior standing; and Accounting (ACCT) major; and ACCT 33001 and ACCT 33004 and ACCT 33010 and ACCT 33012.

ACCT 43092 *Current:* Junior standing; permission of instructor; see notes 1 and 2.
Revised: Junior standing; and accounting (ACCT) major; and special approval.

ACCT 43093 *Current:* Permission.
Revised: Senior standing; and accounting (ACCT) major; and special approval.

ACCT 43095 *Current:* Senior standing. Permission. See notes 1 and 2.
Revised: Senior standing; and accounting (ACCT) major; and special approval.

ACCT 43096 *Current:* Senior accounting majors; permission; see notes 1 and 2.
Revised: Senior standing; and accounting (ACCT) major; and special approval.

ADED 32142 *Current:* ITEC 19525, EDPF 29525. Admission to advanced study.
Revised: ITEC 19525 and EDPF 29525.

ADED 32268 *Current:* Advanced standing: cohort seminars I and II: MATH 22005
Revised: ADED 32142 and MATH 22005.

ADED 32277 *Current:* ADED 32142 and advanced standing.
Revised: ADED 32142.

ADED 42268 *Current:* Advanced standing; cohort seminars I, II, III, ADED 32268.
Revised: ADED 32268.

ADED 42358 *Current:* Eligibility for admission to student teaching.
Revised: ADED 42292.

ADED 49525 *Current:* Admission to student teaching.
Revised: Corequisite: ADED 42358.

ANTH 38050 *Current:* ANTH 18210 and junior standing or permission.
Revised: ANTH 18210.

ANTH 38480 *Current:* ANTH 18420 and permission.
Revised: ANTH 18420.

ANTH 48093 *Current:* Junior standing and permission.
Revised: Special approval.

ANTH 48095 *Current:* ANTH 18210 or 18420 and junior standing or permission.
Revised: ANTH 18210 or 18420.

ANTH 48210 *Current:* ANTH 18210 or SOC 12050 and junior standing or permission.
Revised: ANTH 18210 or SOC 12050.

ANTH 48220 *Current:* ANTH 18210 and junior standing or permission.
Revised: ANTH 18210.

ANTH 48225 *Current:* ANTH 18420, junior standing, or permission.
Revised: ANTH 18420.

ANTH 48230 *Current:* ANTH 18210 and junior standing or permission.
Revised: ANTH 18210.

ANTH 48240 *Current:* ANTH 18210 or SOC 12050 and junior standing or permission.
Revised: ANTH 18210 or SOC 12050.

ANTH 48270 *Current:* ANTH 18210 and junior standing, or 12 hours of anthropology coursework including ANTH 18210.
Revised: ANTH 18210.

ANTH 48410 *Current:* ANTH 18420 and junior standing or permission.
Revised: ANTH 18420.

ANTH 48420 *Current:* ANTH 18420 and junior standing or permission.
Revised: ANTH 18420.

ANTH 48425 *Current:* ANTH 18420 and junior standing or permission.
Revised: ANTH 18420.

ANTH 48440 *Current:* ANTH 18420 and junior standing or permission.
Revised: ANTH 18420.

ANTH 48630 *Current:* ANTH 18210 and junior standing or 12 hours of anthropology course work including 18210.
Revised: ANTH 18210.

ANTH 48692 *Current:* Approval of project and faculty sponsor.
Revised: Special approval.

ARCH 20301 *Current:* Architecture majors only. MATH I and II; PHY 13001 or 13011
Revised: Open to junior and senior architecture (ARCH) or architectural studies* (ARCS) or fine arts (ARTS) or interior design (ID) majors.

ARCH 45610 *Current:* Open to upper level fine and professional arts design majors.
Revised: Open to junior and senior architecture (ARCH) or architectural studies* (ARCS) or fine arts (ARTS) or interior design (ID) majors.

* ARCS has not been approved by the Ohio Board of Regents, yet.

ARTE 31001 *Current:* 2.75 GPA and sophomore standing in art education, or admission to professional education, or permission.
Revised: 2.75 overall and major GPA and sophomore standing in Art Education.

ARTE 41525 *Current:* 2.75 GPA and ARTE 41009 or permission.
Revised: 2.75 overall and major GPA and ARTE 41009 and special approval. Corequisite: ARTE 41557.

ARTE 41557 *Current:* ARTE 41525 and eligibility for admission to student teaching; 2.75 GPA
Revised: 2.75 overall and major GPA and ARTE 41009 and special approval. Corequisite: ARTE 41525.

ARTH 62075 *Current:* ARTH 12001, 22007 or 42051 recommended. Graduate standing.
Revised: Graduate standing.

AS 30891 *Current:* Completion of freshman English sequence and the college requirement in a foreign language.
Revised: Special approval.

AS 40197 *Current:* Senior standing; knowledge of Russian language or permission.
Revised: Special approval.

AS 40897 *Current:* Completion of college English sequence and at least one prior literature course.
Revised: Special approval.

BMRT 11000 *Current:* US 10006 and ENG 10000 or equivalent.
Revised: US 10006 and ENG 11001.

BAD 60092 *Current:* 24 hours of MBA program, internship form, no previous internship. Graduate standing.
Revised: Graduate standing and special approval.

BAD 60096 *Current:* 12 hours of graduate study and permission. Graduate standing.
Revised: Graduate standing and special approval.

BAD 63022 *Current:* Admission to MSA program; accounting undergraduate major or completion of MSA core undergraduate accounting courses.
Revised: Graduate standing and special approval.

BAD 63093 *Current:* To be determined when course in offered. Graduate standing.
Revised: Graduate standing and special approval.

BAD 64042 *Current:* Basic computer proficiency. Graduate standing.
Revised: Graduate standing.

BAD 64185 *Current:* Completion of MBA core. Graduate standing.
Revised: Completion of 24 credit hours of BAD courses. Graduate standing.

BAD 64270 *Current:* Foundation courses. Graduate standing.
Revised: Graduate standing.

BAD 64275 *Current:* Completion of MBA core. Graduate standing.
Revised: Completion of 24 credit hours of BAD courses. Graduate standing.

BAD 65050 *Current:* Completion of MBA core. Graduate standing.
Revised: Completion of 24 credit hours of BAD courses. Graduate standing.

BAD 70092 *Current:* 24 hours of MBA program, internship for, no pervious internship. Doctoral standing.
Revised: Special approval and doctoral standing.

BAD	72022	*Current:*	BAD 64005; MBA proficiency in calculus. Doctoral standing.
		Revised:	BAD 64005; and MATH 11012 or MATH 12002 or ECON 62010; and doctoral standing.
BAD	73022	*Current:*	Admission to MSA program; accounting undergraduate major or completion of MSA core undergraduate accounting coursed. Graduate standing.
		Revised:	Special approval and doctoral standing.
BAD	73037	*Current:*	Open only to MBA and MA students. Cannot be used toward MSA degree. Doctoral standing.
		Revised:	Special approval and doctoral standing.
BAD	73038	*Current:*	BAD 6/73037. Open only to MBA and MA students. Cannot be used toward MSA degree. Doctoral standing.
		Revised:	Special approval and doctoral standing.
BAD	73093	*Current:*	To be determined when course is offered. Doctoral standing.
		Revised:	Special approval and doctoral standing.
BAD	74042	*Current:*	Basic computer proficiency. Doctoral standing.
		Revised:	Special approval and doctoral standing.
BAD	74185	*Current:*	Completion of MBA core. Doctoral standing.
		Revised:	Special approval and doctoral standing.
BAD	74270	*Current:*	Foundation courses. Doctoral standing.
		Revised:	Special approval and doctoral standing.
BAD	74275	*Current:*	Completion of MBA core. Doctoral standing.
		Revised:	Special approval and doctoral standing.
BAD	75050	*Current:*	Completion of MBA core. Doctoral standing.
		Revised:	Special approval and doctoral standing.
BAD	77007	*Current:*	EMBA admission. Doctoral standing.
		Revised:	Special approval and doctoral standing.
BAD	80199	*Current:*	Admission to candidacy for doctoral program. Doctoral standing.
		Revised:	Special approval and doctoral standing.
BAD	83091	*Current:*	Varies with topic; will be indicated in the schedule of classes each semester. Doctoral standing.
		Revised:	Special approval and doctoral standing.
BSCI	20021	*Current:*	BSCI or (BSCI 10110 and 10110) and one course in college level chemistry.
		Revised:	BSCI 20020; or BSCI 10100 and BSCI 10110; and CHEM 10060.
BSCI	20140	*Current:*	BSCI 10110, 10120; CHEM 10060, 10061, 10062, 10063; pre- or corequisite: MATH 11011 or 12001.
		Revised:	BSCI 10110 and BSCI 10120; and CHEM 10060 and CHEM 10061 and CHEM 10062 and CHEM 10063.
BSCI	30010	*Current:*	HPE major or minor or permission and BSCI 20020.
		Revised:	BSCI 20020 and an athletic training (ATTR), physical education (PEP), recreation, parks and tourism management (RPTM) or sport administration (SPAD) major.
BSCI	30360	*Current:*	BSCI 10110 and 10120; MATH 120001; junior or senior standing.
		Revised:	BSCI 10110 and BSCI 10120; and MATH 11011; and junior or senior standing.

DEFERRED

BSCI 40432 *Current:* Five hours of 40000 level physiology.
Revised: BSCI 40430.

BSCI 40515 *Current:* BSCI 20140 and course in zoology of major animal group.
Revised: BSCI 20140.

BSCI 50432 *Current:* 5 hours of advanced physiology and graduate standing.
Revised: BSCI 40430 and graduate standing.

BSCI 50515 *Current:* Course in zoology of a major animal group and BSCI 40430. Graduate standing.
Revised: BSCI 40430 and graduate standing.

BSCI 70432 *Current:* 5 hours of advanced physiology and graduate standing.
Revised: BSCI 40430 and doctoral standing.

BSCI 70515 *Current:* Course in zoology of a major animal group and BSCI 40430. Graduate standing.
Revised: BSCI 40430 and graduate standing.

BSCI 80199 *Current:* Admission to candidacy for doctoral degree.
Revised: Special approval and doctoral standing.
Addition to description: This course should be taken sometime during student's first 30 semester hours.

BUS 10123 *Current:* Course should be taken sometime during the first 30 semester hours.
Revised: None.

CHDS 68066 *Current:* CHDS 6/77530, 6/77531 and counseling practicum. Graduate standing.
Revised: CHDS 67530 or CHDS 77530; and CHDS 67531 or CHDS 77531; and CHDS 67635 or CHDS 68036. Graduate standing.

CHDS 77692 *Current:* Completion or near completion of all coursework. Open to admitted community counseling students only. Doctoral standing.
Revised: Community counseling (CCON) major. Doctoral standing.

CHDS 78066 *Current:* CHDS 6/77530, 6/77531 and counseling practicum. Doctoral standing.
Revised: CHDS 67530 or CHDS 77530; and CHDS 67531 or CHDS 77531; and CHDS 67635 or CHDS 68036. Doctoral standing.

CHDS 88166 *Current:* Basic counseling practicum or permission. Doctoral standing.
Revised: CHDS 67637 or CHDS 68036. Doctoral standing.

CHDS 88167 *Current:* Basic counseling practicum or permission. Doctoral standing.
Revised: CHDS 67637 or CHDS 68036. Doctoral standing.

CHDS 88180 *Current:* Master's in counseling and human development services and EDPF 60098 and 68706 and 78716 and 78898 or permission. Doctoral standing.
Revised: Special approval and doctoral standing.

CHDS 88292 *Current:* Completion of program course requirements. Doctoral standing.
Revised: Doctoral standing and special approval.
Addition to description: Completion of program course requirements is necessary prior to registration.

CHEM 10050 *Current:* High school algebra or equivalent.
Revised: ACT math score of 16 or MATH 10005 or MATH 10035 or MATH 10036 or MATH 11009 or MATH 11010 or MATH 11011 or MATH 11012 or MATH 12001 or MATH 12002 or MATH 12011 or MATH 12021 or CHEM 10030.

DEFERRED

DEFERRED

CHEM 10054 *Current:* High school algebra or equivalent.
Revised: ACT math score of 16 or MATH 10005 or MATH 10035 or MATH 10036 or MATH 111009 or MATH 11010 or MATH 11011 or MATH 11012 or MATH 12001 or MATH 12002 or MATH 12011 or MATH 12021 or CHEM 10030.

CHEM 10060 *Current:* 1½ years of high school algebra or equivalent.
Revised: ACT math score of 18 or MATH 11009 or MATH 11010 or MATH 11011 or MATH 11012 or MATH 12001 or MATH 12002 or MATH 12011 or MATH 12021.

CHEM 40245 *Current:* CHEM 30481 or equivalent or ILS.
Revised: CHEM 30481. Pre-or corequisite: CHEM 30482.

CHEM 50795 *Current:* Bachelor's degree in science or permission. Graduate standing.
Revised: Special approval and graduate standing.

CHEM 80199 *Current:* Admission to candidacy and doctoral standing.
Revised: Special approval and doctoral standing.

CI 47502 *Current:* Successful completion-minimum C (2.0) grade- of 6 credit hours of basic science LER courses.
Revised: Advanced standing.

CI 57330 *Current:* Sophomore inquiry seminar. Graduate standing.
Revised: Graduate standing.

CI 61133 *Current:* Two years of teaching experience. Graduate standing.
Revised: Graduate standing.

CI 67224 *Current:* Advanced standing, or master program. Courses: mathematics courses through MATH 22005. Graduate standing.
Revised: Graduate standing and one course in mathematics at MATH 11010 or above.

CI 67320 *Current:* 24 credit hours toward master's degree, including UPR research courses. Graduate standing.
Revised: EDUC 65510 or EDUC 65511 or CI 67351 and graduate standing.

CI 67333 *Current:* Graduate standing. Courses that have required a written final paper from the student, including: reading/language arts, history, nursing, communications studies, anthropology, women's studies, English and public health, among others.
Revised: Graduate standing.

CI 71133 *Current:* Doctoral standing; two years of teaching experience.
Revised: Doctoral standing.

CI 77333 *Current:* Doctoral standing. Courses that have required a written final paper from the student, including: Reading/language arts, history, nursing, communications studies, anthropology, women's studies, English and public health, among others.
Revised: Doctoral standing and special approval from instructor.

CI 87791 *Current:* CI 6/77225; Doctoral standing in mathematics education.
Revised: Doctoral standing and curriculum and instruction (CI) major and special approval from instructor.

CICP 10095 *Current:* Acceptance into study abroad program.
Revised: Special approval.

CLS	49010	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49011	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49012	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49013	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49014	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49015	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49020	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49021	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49022	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49023	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49030	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49031	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49032	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49033	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49034	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49040	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
CLS	49095	*Current:*	Professional study in medical technology.
		Revised:	Medical technology (MEDT) major.
COMT	21009	*Current:*	Must have completed all other COMT core courses.
		Revised:	COMT 11002 and COMT 11005 and COMT 11006 and COMT 11009 and COMT 21002 and COMT 21010.
CPHY	62250	*Current:*	BS in chemistry or physics. Graduate standing.
		Revised:	Special approval and graduate standing.
CPHY	72250	*Current:*	BS in chemistry or physics. Doctoral standing.
		Revised:	Special approval and doctoral standing.

CPHY	72415	*Current:*	BS in chemistry or physics. Doctoral standing.
		Revised:	Special approval and doctoral standing.
CPHY	72418	*Current:*	BS in chemistry or physics. Doctoral standing.
		Revised:	Special approval and doctoral standing.
CPHY	72641	*Current:*	BS in chemistry or physics. Doctoral standing.
		Revised:	Special approval and doctoral standing.
CPHY	80199	*Current:*	Admission to candidacy. Doctoral standing.
		Revised:	Special approval and doctoral standing.
CS	10051	*Current:*	MATH 11009 or 11010 or 11011 or 12001, or 2 years of high school algebra.
		Revised:	MATH 11009 or MATH 11010 or MATH 11011 or MATH 12001.
CS	10061	*Current:*	MATH 11011 or 12001, or two years of high school algebra.
		Revised:	MATH 11011 or MATH 12001.
CS	23022	*Current:*	CS 10051; a grade of C (2.0) or better in MATH 12001, or in MATH 11022 and one of 11010 or 11011, or appropriate placement test score into MATH 12002; no credit for MATH 31011.
		Revised:	CS 10051; and a grade of C (2.0) or better in MATH 12001; or in MATH 11022 and either MATH 11010 or MATH 11011; or Compass algebra score of 55 or better and either SAT math score of 540 or better or ACT math score of 23 or better.
CS	62201	*Current:*	MATH 21011, 22005, and computer programming (C or C++ or Fortran); graduate standing.
		Revised:	MATH 21011 and MATH 22005; and graduate standing.
CS	65208	*Current:*	CS 33001 and graduate standing or senior with permission of the instructor.
		Revised:	CS 33001 and graduate standing.
CS	72201	*Current:*	MATH 21011, 22005, and computer programming (C or C++ or Fortran); doctoral standing.
		Revised:	MATH 21011 and MATH 22005; and doctoral standing.
CS	75208	*Current:*	CS 33001 and doctoral standing or senior with permission of the instructor.
		Revised:	CS 33001 and doctoral standing.
CS	89199	*Current:*	Admission to candidacy for doctoral degree. Doctoral standing.
		Revised:	Special approval and doctoral standing.
CTTE	46002	*Current:*	Must be admitted into the professional development program for teachers recruited for business/industry.
		Revised:	None.
CTTE	46003	*Current:*	Must be admitted into the professional development program for teachers recruited from business/industry.
		Revised:	None.
CTTE	46031	*Current:*	Eligible for admission to student teaching. Corequisite: CTTE 49525
		Revised:	Eligible for admission to student teaching and CTTE major. Corequisite: CTTE 49525
CTTE	56002	*Current:*	Must be admitted into the professional development program for teachers recruited for business/industry; graduate standing.
		Revised:	Graduate standing.

CTTE	56003	*Current:*	Must be admitted into the professional development program for teachers recruited for business/industry; graduate standing.
		Revised:	Graduate standing.
CTTE	56031	*Current:*	Eligible for admission to student teaching. Graduate standing. Corequisite: CTTE 59525
		Revised:	Eligible for admission to student teaching and CTTE major and graduate standing. Corequisite: CTTE 59525.
DAN	27070	*Current:*	DAN 27071or 27072.
		Revised:	DAN 27071 or DAN 27072 and special approval.
DAN	27071	*Current:*	DAN 17051.
		Revised:	DAN 17051 and special approval.
DAN	27074	*Current:*	DAN 17151 or permission needed from department. Corequisite: DAN 27071.
		Revised:	DAN 17151 and special approval. Corequisite: DAN 27071.
DAN	27170	*Current:*	DAN 27070.
		Revised:	DAN 27070 and special approval.
DAN	27171	*Current:*	DAN 27071.
		Revised:	DAN 27071 and special approval.
DAN	27172	*Current:*	DAN 27072.
		Revised:	DAN 27072 and special approval.
DAN	27174	*Current:*	DAN 27074.
		Revised:	DAN 27074 and special approval.
DAN	37053	*Current:*	DAN 17053.
		Revised:	DAN 17053 and special approval.
DAN	37058	*Current:*	DAN 27057.
		Revised:	DAN 27057 and special approval.
DAN	37067	*Current:*	DAN 27172.
		Revised:	DAN 27172 and special approval.
DAN	37068	*Current:*	DAN 27171.
		Revised:	DAN 27171 and special approval.
DAN	37070	*Current:*	DAN 27174.
		Revised:	DAN 27174 and special approval.
DAN	37167	*Current:*	DAN 37067.
		Revised:	DAN 37067 and special approval.
DAN	37168	*Current:*	DAN 37068.
		Revised:	DAN 37068 and special approval.
DAN	37170	*Current:*	DAN 37070.
		Revised:	DAN 37070 and special approval.
DAN	47054	*Current:*	DAN 37168.
		Revised:	DAN 37168 and special approval.
DAN	47055	*Current:*	DAN 37167.
		Revised:	DAN 37167 and special approval.

DAN 47070 *Current:* DAN 27170.
Revised: DAN 27170 and special approval.

DAN 47095 *Current:* Permission.
Revised: Dance major.

DAN 47154 *Current:* DAN 47054.
Revised: DAN 47054 and special approval.

DAN 47155 *Current:* DAN 47055.
Revised: DAN 47055 and special approval.

DAN 47170 *Current:* DAN 47070.
Revised: DAN 47070 and special approval.

DAN 47174 *Current:* DAN 37170.
Revised: DAN 37170 and special approval.

DAN 47193 *Current:* Permission.
Revised: Junior standing and special approval.

ECON 62022 *Current:* BAD 64005; MBA proficiency in calculus. Graduate standing
Revised: BAD 64005; and MATH 11012 or MATH 12002 or ECON 62010; and graduate standing.

ECON 62096 *Current:* For candidates who have completed 12 hours of superior quality work, with permission of the chair of the department of economics. Graduate standing.
Revised: Graduate standing.

EDPF 29525 *Current:* Pre or Corequisite ITEC 19525; Admission to pre-education as major or minor.
Revised: Pre- or corequisite ITEC 19525 and major in earth science (ESCI) or integrated language arts (INLA) or integrated mathematics (IMTH) or integrated science (ISCI) or integrated social studies (INSS) or life science (LFSC) or life science chemistry (LSCM) or physical science (PHSC) or school health education (SHED) or early childhood education (ECED) or middle childhood education (MCED) or gifted (GFTD) or intervention specialist (INSP) or integrated business education (IBED) or family and consumer sciences education (FSCE) or marketing education (MKT) or art education (ARTE) or music education (MUED).

DEFERRED

EDPF 29535 *Current:* ITEC 19525; EDPF 29525; admission to education as a major or minor.
Revised: ITEC 19525; and EDPF 29525; and an earth science (ESCI), integrated language arts (INLA), integrated mathematics (IMTH), integrated science (ISCI), integrated social studies (INSS), life science (LFSC), life science chemistry (LSCM), physical science (PHSC), school health education (SHED), early childhood education (ECED), middle childhood education (MCED), gifted (GFTD), intervention specialist (INSP), integrated business education (IBED), family and consumer sciences education (FCSE), marketing education (MKT), art education (ARTE), or music education (MUED) major.

DEFERRED

EDPF 78898 *Current:* EDPF 60098 and 68706. Doctoral standing.
Revised: Doctoral standing.

EDPF 78905 *Current:* EDPF 6/78900 or 6/78903 or 6/78912 or 6/78913. Doctoral standing.
Revised: Doctoral standing.

EDPF 80085 *Current:* Any education law course. Doctoral standing.
Revised: EDPF 79552 and doctoral standing.

EDPF 80090 *Current:* Complete one full semester of doctoral study. Doctoral standing.
Revised: Doctoral standing.

EDUC 49525 *Current:* EDPF 39525; Corequisite EDUC 49526; admission to professional education.
Revised: EDPF 29535. Corequisite: EDUC 49526.

EDUC 49526 *Current:* Permission; Corequisite: EDUC 49525; admission to professional education.
Revised: ITEC 19525 and EDPF 29525. Corequisite: EDUC 49525.

EERT 22013 *Current:* EERT 12010 or equivalent. EERT 22002 should be listed as an alternative to EERT 12010.
Revised: EERT 12010 or EERT 22002.

ELS 56080 *Current:* Senior standing.
Revised: Graduate standing.

ELS 65081 *Current:* ELS 55080 or equivalent, undergraduate chemistry and physics recommended.
Revised: ELS 55080 and graduate standing.

ELS 65082 *Current:* ELS 55080 or equivalent, undergraduate chemistry and physics recommended.
Revised: ELS 55080 and graduate standing.

ELS 75081 *Current:* ELS 55080 or equivalent, undergraduate chemistry and physics recommended.
Revised: ELS 55080 and doctoral standing.

ELS 75082 *Current:* ELS 55080 or equivalent, undergraduate chemistry and physics recommended.
Revised: ELS 55080 and doctoral standing.

ELS 75083 *Current:* ELS 65081, 65082 and biochemistry. Doctoral standing.
Revised: ELS 65081 and ELS 65082 and CHEM 70247; and doctoral standing.

ELS 83199 *Current:* Admission to candidacy for doctoral degree and permission.
Revised: Special approval and doctoral standing.

ENG 10101 *Current:* Successful completion of ENG 10205 or test score.
Revised: Grade of C (2.0) or better in ENG 10205 and special approval.

ENG 10201 *Current:* Placement test.
Revised: Special approval.

ENG 10202 *Current:* Placement test, or successful completion (C or better) of ENG 10201.
Revised: Grade of C (2.0) or better in ENG 10201 and special approval.

ENG 10203 *Current:* Placement test, or successful completion (C or better) of ENG 10202.
Revised: Grade of C (2.0) or better in ENG 10202 and special approval.

ENG 10204 *Current:* Placement test, or successful completion (C or better) of ENG 10203.
Revised: Grade of C (2.0) or better in ENG 10203 and special approval.

ENG 10205 *Current:* Placement test, or successful completion (C or better) of ENG 10204.
Revised: Grade of C (2.0) or better in ENG 10204 and special approval.

ENG 10211 *Current:* Placement test.
Revised: Special approval.

ENG 10212 *Current:* Placement test, or successful completion (C or better) of ENG 10211.
Revised: Grade of C (2.0) or better in ENG 10211 and special approval.

ENG 10213 *Current:* Placement test, or successful completion (C or better) of ENG 10212.
Revised: Grade of C (2.0) or better in ENG 10212 and special approval.

ENG 10214 *Current:* Placement test, or successful completion (C or better) of ENG 10213.
Revised: Grade of C (2.0) or better in ENG 10213 and special approval.

ENG 10215 *Current:* Placement test, or successful completion (C or better) of ENG 10214.
Revised: Grade of C (2.0) or better in ENG 10214 and special approval.

ENG 10216 *Current:* Placement test.
Revised: Special approval.

ENG 10221 *Current:* Placement test.
Revised: Special approval.

ENG 10222 *Current:* Placement test, or successful completion (C or better) of ENG 10221.
Revised: Grade of C (2.0) or better in ENG 10221 and special approval.

ENG 10223 *Current:* Placement test, or successful completion (C or better) of ENG 10222.
Revised: Grade of C (2.0) or better in ENG 10222 and special approval.

ENG 10224 *Current:* Placement test, or successful completion (C or better) of ENG 10223.
Revised: Special approval.

ENG 10225 *Current:* Placement test, or successful completion (C or better) of ENG 10224.
Revised: Grade of C (2.0) or better in ENG 10224 and special approval.

ENG 10231 *Current:* Placement test.
Revised: Special approval.

ENG 10232 *Current:* Placement test, or successful completion (C or better) of ENG 10231.
Revised: Grade of C (2.0) or better in ENG 10231 and special approval.

ENG 10233 *Current:* Placement test, or successful completion (C or better) of ENG 10232.
Revised: Grade of C (2.0) or better in ENG 10232 and special approval.

ENG 10234 *Current:* Placement test, or successful completion (C or better) of ENG 10233.
Revised: Grade of C (2.0) or better in ENG 10233 and special approval.

ENG 10235 *Current:* Placement test, or successful completion (C or better) of ENG 10234.
Revised: Grade of C (2.0) or better in ENG 10234 and special approval.

ENG 10241 *Current:* Placement test.
Revised: Special approval.

ENG 10242 *Current:* Placement test, or successful completion (C or better) of ENG 10241.
Revised: Grade of C (2.0) or better in ENG 10241 and special approval.

ENG 10243 *Current:* Placement test, or successful completion (C or better) of ENG 10242.
Revised: Grade of C (2.0) or better in ENG 10242 and special approval.

ENG 10244 *Current:* Placement test, or successful completion (C or better) of ENG 10243.
Revised: Grade of C (2.0) or better in ENG 10243 and special approval.

ENG 10245 *Current:* Placement test, or successful completion (C or better) of ENG 10244.
Revised: Grade of C (2.0) or better in ENG 10244 and special approval.

ENG 10261 *Current:* Placement test.
Revised: Special approval.

ENG 10262 *Current:* Placement test, or successful completion (C or better) of ENG 10261.
Revised: Grade of C (2.0) or better in ENG 10261 and special approval.

ENG 10263 *Current:* Placement test, or successful completion (C or better) of ENG 10262.
Revised: Grade of C (2.0) or better in ENG 10262 and special approval.

ENG 10264 *Current:* Placement test, or successful completion (C or better) of ENG 10262.
Revised: Grade of C (2.0) or better in ENG 10262 and special approval.

ENG 10266 *Current:* Placement test.
Revised: Special approval.

ENG 10267 *Current:* Placement test, or successful completion (C or better) of ENG 10266.
Revised: Grade of C (2.0) or better in ENG 10266 and special approval.

ENG 10268 *Current:* Placement test, or successful completion (C or better) of ENG 10266.
Revised: Grade of C (2.0) or better in ENG 10266 and special approval.

ENG 10274 *Current:* Intermediate II, or advanced I or II placement.
Revised: Special approval.

ENG 10275 *Current:* Advanced I or II placement or successful completion (C or better) of ENG 10274.
Revised: Special approval.

ENG 10284 *Current:* Advanced I or II placement.
Revised: Special approval.

ENG 10285 *Current:* Advanced I or II placement.
Revised: Special approval.

ENG 10290 *Current:* Intermediate II, or advanced I or II placement.
Revised: Special approval.

ENG 10295 *Current:* Placement test.
Revised: Special approval.

ENG 11001 *Current:* Appropriate placement test score.
Revised: ACT combined English/writing score 1-16; or SAT writing score 200-600; or Compass writing score 0-52.

DEFERRED

ENG 11002 *Current:* ENG 11001 with a C or better; completion of this course is the same as ENG 11011.
Revised: Grade of C (2.0) or better in ENG 11001.

ENG 11011 *Current:* Appropriate placement test score.
Revised: ACT combined English/writing score 1-26; or SAT writing score 200-600; or Compass writing score 0-94.

DEFERRED

ENG 20002 *Current:* ENG 21011 or program requirement.
Revised: ENG 21011.

DEFERRED

ENG 30062 *Current:* Completion of English 11011 and 21011 sequence and junior standing and program requirements.
Revised: ENG 21011 and junior standing.

ENG 30063 *Current:* ENG 21011 with a grade of C or better or junior standing or permission.
Revised: Grade of C (2.0) or better in ENG 21011; and junior standing; and special approval.

DEFERRED

ENG 31006 *Current:* ENG 11011, 11002, or sophomore standing.
Revised: ENG 11011 or ENG 11002; and sophomore standing.

ENG 40010 *Current:* Junior standing; 3.00 average in writing courses; and permission.
Revised: Junior standing and special approval.

ENG 41008 *Current:* Admission to student teaching.
Revised: ITEC 19525 and EDPF 29525 and EDPF 29535.

ENG 41009 *Current:* Admission to student teaching. Corequisite: ENG 41525.
Revised: ITEC 19525 and EDPF 29525 and EDPF 29535. Corequisite: ENG 41525.

ENG 41525 *Current:* Admission to student teaching. Corequisite: ENG 41009.
Revised: ITEC 19525 and EDPF 29525 and EDPF 29535. Corequisite: ENG 41009.

ENG 63031 *Current:* Upper division/graduate level introduction to linguistics. Graduate standing.
Revised: Graduate standing.

ENG 63032 *Current:* Upper division/graduate level introduction to linguistics. Graduate standing.
Revised: Graduate standing.

ENG 63034 *Current:* Upper division/graduate level introduction to linguistics. Graduate standing.
Revised: Graduate standing.

ENG 66053 *Current:* ENG 31038 and a basic course in literary criticism; or permission. Graduate standing.
Revised: ENG 31038; and special approval; and graduate standing.

ENG 73031 *Current:* Upper division/graduate level introduction to linguistics. Doctoral standing.
Revised: Doctoral standing.

ENG 73032 *Current:* Upper division/graduate level introduction to linguistics. Doctoral standing.
Revised: Doctoral standing.

ENG 73034 *Current:* Upper division/graduate level introduction to linguistics. Doctoral standing.
Revised: Doctoral standing.

ENG 76053 *Current:* ENG 31038 and a basic course in literary criticism; or permission. Doctoral standing.
Revised: ENG 31038; and special approval; and doctoral standing.

ENG 85033 *Current:* ENG 6/73031 and 9 doctoral hours in rhetoric/composition. Doctoral standing.
Revised: ENG 63031 or ENG 73031; and 9 hours of ENG 75011 and ENG 75012 and ENG 75022 and ENG 75023 and ENG 73034 and ENG 75051 and ENG 75052 and ENG 75053 and ENG 75057. Doctoral standing.

ENG 85041 *Current:* 9 doctoral hours in rhetoric and/or composition. Doctoral standing.
Revised: 9 hours of ENG 75011 and ENG 75012 and ENG 75022 and ENG 75023 and ENG 73034 and ENG 75051 and ENG 75052 and ENG 75053 and ENG 75057. Doctoral standing.

ENG 85042 *Current:* ENG 6/73031 and 9 doctoral hours in rhetoric/composition. Doctoral standing.
Revised: ENG 63031 or ENG 73031; and 9 hours of ENG 75011 and ENG 75012 and ENG 75022 and ENG 75023 and ENG 73034 and ENG 75051 and ENG 75052 and ENG 75053 and ENG 75057. Doctoral standing.

ENG 85043 *Current:* 9 doctoral hours in rhetoric and/or composition. Doctoral standing.
Revised: 9 hours of ENG 75011 and ENG 75012 and ENG 75022 and ENG 75023 and ENG 73034 and ENG 75051 and ENG 75052 and ENG 75053 and ENG 75057. Doctoral standing.

ENG 89199 *Current:* Admission to candidacy for doctoral degree. Doctoral standing.
Revised: Doctoral standing.

ENVT	21092	*Current:*	ENVT 20092, permission, or corequisite with ENVT 20092.
		Revised:	Pre- or corequisite: ENVT 20092 and special approval.
FDM	30213	*Current:*	MKTG 25010 and all required 20000 level FDM courses completed.
		Revised:	MKTG 25010 and FDM 20020 and 20030 and 20263.
FDM	35280	*Current:*	All required 20000 level FDM courses completed.
		Revised:	FDM 20020 and 20030 and 20263.
FDM	40291	*Current:*	All required 30000 level FDM courses completed. Pre or Corequisite: FDM 45011 and 45012.
		Revised:	FDM 30083 and 30213 and 30260 and 30262 and 35270. Pre- or corequisites: FDM 45011 and 45012.
FDM	45011	*Current:*	All required 30000 level FDM courses completed.
		Revised:	FDM 30083 and 30213 and 30260 and 30262 and 35270.
FDM	45012	*Current:*	All required 20000 level FDM courses completed.
		Revised:	FDM 30083 and 30213 and 30260 and 30262 and 35270.
FIN	36053	*Current:*	ACCT 23020 and ECON 22061.
		Revised:	Minimum 2.50 cumulative GPA; and ACCT 23020 or ACTT 11000; and ECON 22060 or HONR 21197; and ECON 22061 or HONR 21297.
FIN	36054	*Current:*	FIN 36053
		Revised:	Finance (FIN) major; and minimum 2.50 cumulative GPA; and FIN 36053.
FIN	36058	*Current:*	FIN 36053.
		Revised:	Finance (FIN) major; and minimum 2.50 cumulative GPA; and FIN 36053.
FIN	36059	*Current:*	FIN 36053.
		Revised:	Finance (FIN) major; and minimum 2.50 cumulative GPA; and FIN 36053.
FIN	36061	*Current:*	Junior standing.
		Revised:	Finance (FIN) major; and minimum 2.50 cumulative GPA; and junior standing.
FIN	36063	*Current:*	FIN 36053.
		Revised:	Minimum 2.50 cumulative GPA; FIN 36053; not open to finance (FIN) majors.
FIN	36072	*Current:*	FIN 26074.
		Revised:	Minimum 2.50 cumulative GPA; and FIN 26074 or BMRT 21000; not open to finance (FIN) majors.
FIN	36081	*Current:*	ECON 22060 and 22061.
		Revised:	Finance (FIN) major; and minimum 2.50 cumulative GPA; and ECON 22060 and ECON 22061.
FIN	46054	*Current:*	FIN 36053; see notes 1 and 2.
		Revised:	Finance (FIN) major; and minimum 2.50 cumulative GPA; and FIN 36053.
FIN	46055	*Current:*	FIN 36059 or permission.
		Revised:	Finance (FIN) major; and minimum 2.50 cumulative GPA; and FIN 36059.
FIN	46057	*Current:*	FIN 36053.
		Revised:	Finance (FIN) major; and minimum 2.50 cumulative GPA; and FIN 36053.
FIN	46059	*Current:*	FIN 36054 and MIS 24056.
		Revised:	Finance (FIN) major; and minimum 2.50 cumulative GPA; FIN 36054 and MIS 24056.

FIN	46064	*Current:*	FIN 36053 and 36054 and senior standing.
		Revised:	Finance (FIN) major; and minimum 2.50 cumulative GPA; and FIN 36053 and FIN 36054; and senior standing.
FIN	46067	*Current:*	FIN 36059.
		Revised:	Finance (FIN) major; and minimum 2.50 cumulative GPA; and FIN 36059.
FIN	46068	*Current:*	FIN 36058 and FIN 36054.
		Revised:	Finance (FIN) major; and minimum 2.50 cumulative GPA; and FIN 36058 and FIN 36054.
FIN	46096	*Current:*	Controlled; see notes 1 and 2.
		Revised:	Finance (FIN) major; and minimum 2.50 cumulative GPA; and special approval.
FIN	46192	*Current:*	Controlled admission.
		Revised:	Finance (FIN) major; and minimum 2.50 cumulative GPA; and special approval.
FIN	46295	*Current:*	FIN 36053 and senior standing.
		Revised:	Finance (FIN) major; and minimum 2.50 cumulative GPA; FIN 36053; and senior standing.
FR	23207	*Current:*	FR 23202 and appropriate score on MLA Level II exam.
		Revised:	FR 23202 and special approval.
FR	23209	*Current:*	One year of college language or equivalent.
		Revised:	Special approval.
FR	43096	*Current:*	6 hours upper-division French literature; permission.
		Revised:	Special approval.
FR	63979	*Current:*	Completion of course requirements for translation options of Master of Arts. Graduate standing.
		Revised:	Special approval and graduate standing.
GEOG	20977	*Current:*	Geography major or minor.
		Revised:	Geography (GEOG) major.
GEOG	40191	*Current:*	At least 24 hours in geography or permission.
		Revised:	Junior standing and geography (GEOG) major.
GEOG	41073	*Current:*	An introductory geography course or permission of the instructor.
		Revised:	None.
GEOG	80199	*Current:*	Admission to candidacy for doctoral degree. Doctoral standing.
		Revised:	Special approval and doctoral standing.
GEOG	89082	*Current:*	Knowledge of a language of the region and doctoral standing.
		Revised:	Special approval and doctoral standing.
GEOL	31080	*Current:*	GEOL 31070 and MATH 12001.
		Revised:	GEOL 31070.
GEOL	42067	*Current:*	MATH 12001, 12002; GEOL 31070 and 32066; or permission.
		Revised:	MATH 12002; and GEOL 31070 and GEOL 32066.
GEOL	43040	*Current:*	GEOL 31070, MATH 12002, one year college chemistry or permission.
		Revised:	GEOL 31070; and MATH 12002; and CHEM 10060 and CHEM 10061.
GEOL	53040	*Current:*	GEOL 31070, MATH 12002, one year college chemistry or permission.
		Revised:	GEOL 31070; and MATH 12002; and CHEM 10060 and CHEM 10061; and graduate standing.

GEOL	62063	*Current:*	Knowledge of a computer language and graduate standing.
		Revised:	Graduate standing.
GEOL	72063	*Current:*	Knowledge of a computer language and doctoral standing.
		Revised:	Doctoral standing.
GER	41330	*Current:*	6 hours of upper-division German literature or culture courses.
		Revised:	Special approval.
GER	41331	*Current:*	6 hours of upper-division German literature or culture courses.
		Revised:	Special approval.
GER	41334	*Current:*	6 hours of upper-division German literature or culture courses.
		Revised:	Special approval.
GER	41365	*Current:*	6 hours of upper-division German literature or culture courses.
		Revised:	Special approval.
GER	61979	*Current:*	Completion of course requirements for translation option of Master of Arts.
		Revised:	Special approval.
HDFS	44022	*Current:*	HDFS majors only or SOC 12050.
		Revised:	None.
HDFS	55514	*Current:*	Economics, Consumer or Family Economics. Graduate standing.
		Revised:	Graduate standing.
HED	13510	*Current:*	Varsity athlete.
		Revised:	Special approval.
HED	64072	*Current:*	HED 64010, 64061 or concurrent enrollment. Graduate standing.
		Revised:	Pre- or corequisite: HED 64010 and HED 64061. Graduate standing.
HED	64082	*Current:*	Graduate standing, health education or other health-related program.
		Revised:	Graduate standing and health education (HED) or public health (PH) major.
HED	71450	*Current:*	HED 6/74055, 6/77405, or equivalent. UPR research core.
		Revised:	HED 64055 or 74055; and HED 67405 or 77405. Doctoral standing.
HED	74072	*Current:*	HED 64010, 64061 or concurrent enrollment. Doctoral standing.
		Revised:	Pre- or corequisite: HED 64010 and HED 64061. Doctoral standing.
HED	81450	*Current:*	HED 6/74055, 6/74057, or equivalent. UPR research core.
		Revised:	HED 64055 or 74055; and HED 64057 or 74057. Doctoral standing.
HM	23012	*Current:*	NUTR 23511; Nutrition and dietetics majors should take CHEM 10060, 10061 and 20481; students in other majors should take CHEM 10050 and 10052 as prerequisites for this course.
		Revised:	NUTR 23511.
HRTG	10102	*Current:*	HRTG 10101 or Elementary I.
		Revised:	HRTG 10101 and special approval.
HRTG	20201	*Current:*	HRTG 10102 or Elementary II.
		Revised:	HRTG 10102 and special approval.
HRTG	20202	*Current:*	HRTG 20201 or Intermediate I.
		Revised:	HRTG 20201 and special approval.
HTMT	13600	*Current:*	CHEM 10060 plus lab.
		Revised:	CHEM 10060 and CHEM 10062.

IAKM 60692 *Current:* Graduate standing. Appropriate background and training.
Revised: Graduate standing and special approval.

IERT 22000 *Current:* High school algebra.
Revised: Special approval.

IHS 44091 *Current:* 400 hours observation/work experience in health/human service-related fields, senior standing.
Revised: Senior standing and special approval.
Addition to description: 400 hours observation/work experience in health/human service-related fields required prior to registration for this course.

ITAL 25209 *Current:* One year of college language or equivalent.
Revised: Special approval.

ITAP 16620 *Current:* Ability to keyboard 30+ words per minute for 3 minutes with 3 or fewer errors, or permission.
Revised: ITAP 16680.

DEFERRED

ITAP 26611 *Current:* MATH 10005 or higher or permission.
Revised: None.

ITAP 26691 *Current:* Permission and must have completed 45 hours toward degree.
Revised: Sophomore standing.

ITEC 19525 *Current:* Admission to pre-education as major or minor.
Revised: Admission to major in earth science (ESCI) or integrated language arts (INLA) or integrated mathematics (IMTH) or integrated science (ISCI) or integrated social studies (INSS) or life science (LFSC) or life science chemistry (LSCM) or physical science (PHSC) or school health education (SHED) or early childhood education (ECED) or middle childhood education (MCED) or gifted (GFTD) or intervention specialist (INSP) or integrated business education (IBED) or family and consumer sciences education (FSCE) or marketing education (MKT) or art education (ARTE) or music education (MUED).

DEFERRED

ITEC 47427 *Current:* Admission to professional education.
Revised: Admission to advanced study.

ITEC 67412 *Current:* Admission to secondary MAT program. Graduate standing.
Revised: Graduate standing.

ITEC 67434 *Current:* ITEC core and graduate standing.
Revised: Graduate standing.

ITEC 77434 *Current:* ITEC core and doctoral standing.
Revised: Doctoral standing.

JAPN 65979 *Current:* Completion of requirements for MA in translation; graduate standing.
Revised: Special approval and graduate standing.

JMC 20003 *Current:* None.
Revised: Journalism and mass communication (JMC) major.

JMC 20004 *Current:* Journalism and mass communication major, premajor or minor, JMC 20003 or concurrent; or permission.
Revised: 2.75 overall GPA and pre- or corequisite JMC 20003 with a grade of C- or better and a journalism and mass communication (JMC) or integrated language arts (INLA) major.

JMC	20005	*Current:*	Communication studies major or permission. Course may not be taken for credit, nor applied toward any by a JMC major.
		Revised:	Communication studies (COMM) major.
JMC	20007	*Current:*	JMC 20003.
		Revised:	2.75 overall GPA and JMC 20003 with a grade of C- or better.
JMC	22000	*Current:*	VCD 27000; journalism and mass communication major, minor or permission.
		Revised:	2.75 overall GPA; integrated language arts (INLA), electronic media (ELMD) or news (NEWS) major.
JMC	22001	*Current:*	Permission.
		Revised:	2.75 overall GPA and art education (ARTE) or visual journalism (VJNL) major.
JMC	22002	*Current:*	VCD 13001 or 27001; journalism and mass communication (JMC) major, minor or permission.
		Revised:	2.75 overall GPA; and a journalism and mass communication (JMC) or integrated language arts (INLA) or visual communication design (VCD) major.
JMC	22003	*Current:*	Journalism major, minor or permission.
		Revised:	2.75 overall GPA; and JMC 22002 with a grade of C- or better and journalism and mass communication (JMC) major.
JMC	23001	*Current:*	ENG 21011.
		Revised:	2.75 overall GPA and ENG 21011.
JMC	23030	*Current:*	JMC 20003, 22002 and 22003; JMC major, minor or permission.
		Revised:	2.75 overall GPA and JMC 20003 with a grade of C- or better and JMC 22002 with a grade of C- or better and a journalism and mass communication (JMC) major.
JMC	23031	*Current:*	JMC 20003; JMC major, minor or permission.
		Revised:	2.75 overall GPA; and JMC 20003 with a grade of C- or better and JMC 22002 with a grade of C- or better and a journalism and mass communication (JMC) major.
JMC	26001	*Current:*	JMC 20004; 20007 (pre- or corequisite); passage of JMC grammar/spelling/ punctuation test; journalism and mass communication major, minor or permission.
		Revised:	2.75 overall GPA; and a grade of B- or better in JMC 20004; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test; and journalism and mass communication (JMC) or integrated language arts (INLA) major.
JMC	26007	*Current:*	JMC 26001.
		Revised:	2.75 overall GPA and JMC 26001 with a grade of C- or better and a journalism and mass communication (JMC) major.
JMC	26008	*Current:*	JMC 26001, 22002.
		Revised:	2.75 overall GPA; and JMC 22002 with a grade of C- or better and JMC 26001 with a grade of C- or better and a journalism and mass communication (JMC) major.
JMC	30004	*Current:*	JMC 20004; JMC 20007; journalism and mass communication major, minor or permission; passage of grammar/spelling/punctuation test.
		Revised:	2.75 overall GPA; and a grade of B- or better in JMC 20004; and journalism and mass communication (JMC) major; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test.

JMC	30030	*Current:*	JMC 20003, 20007; MATH 11011 or equivalent; journalism and mass communication major, minor or permission.
		Revised:	2.75 overall GPA; and JMC 20003 with a grade of C- or better and MATH 11009; and journalism and mass communication (JMC) major.
JMC	30034	*Current:*	JMC 20004; journalism and mass communication major, minor or permission; passage of JMC grammar/spelling punctuation test.
		Revised:	2.75 overall GPA; and a grade of B- or better in JMC 20004; and journalism and mass communication (JMC) major; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test.
JMC	31002	*Current:*	JMC 20004; JMC 21001; journalism and mass communication major, minor or permission; passage of JMC grammar/spelling/punctuation test.
		Revised:	2.75 overall GPA; and a grade of B- or better in JMC 20004; and JMC 21001 with a grade of C- or better; and journalism and mass communication (JMC) major; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test.
JMC	31003	*Current:*	JMC 20004; JMC 21001; journalism and mass communication major or minor or permission; passage of JMC grammar/spelling/punctuation test.
		Revised:	2.75 overall GPA; and a grade of B- or better in JMC 20004; and JMC 21001 with a grade of C- or better; and journalism and mass communication (JMC) major; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test.
JMC	31011	*Current:*	JMC 21001, 20004.
		Revised:	2.75 overall GPA; and a grade of B- or better in JMC 20004; and JMC 21001 with a grade of C- or better .
JMC	32001	*Current:*	JMC 22001 and 20004; VCD 37000; passage of JMC grammar/spelling/ punctuation test; journalism and mass communication major, minor or permission.
		Revised:	2.75 overall GPA; and a grade of B- or better in JMC 20004; and JMC 22001 with a grade of C- or better and VCD 37000 with a grade of C- or better; and journalism and mass communication (JMC) major; and a score of at least 70% Grammar Usage and Punctuation (GUP) test.
JMC	32002	*Current:*	JMC 32001.
		Revised:	2.75 overall GPA and JMC 32001 with a grade of C- or better and a journalism and mass communication (JMC) major.
JMC	33024	*Current:*	JMC 20003 or permission.
		Revised:	2.75 overall GPA and JMC 20003 with a grade of C- or better .
JMC	33032	*Current:*	JMC 23031, 23032; journalism major, minor or permission.
		Revised:	2.75 overall GPA; and JMC 23031 with a grade of C- or better; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test and journalism and mass communication (JMC) major.
JMC	33033	*Current:*	JMC 23031, 23032; JMC major, minor or permission.
		Revised:	2.75 overall GPA; and JMC 23031 with a grade of C- or better; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test and journalism and mass communication (JMC) major.
JMC	33036	*Current:*	MATH 11011 or equivalent, JMC 33031 and journalism and mass communication major, minor or permission.
		Revised:	2.75 overall GPA; and MATH 11009 and JMC 23030 with a grade of C- or better and JMC 23031 with a grade of C- or better; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test and journalism and mass communication (JMC) major.

JMC 33042 *Current:* JMC 23031 and 23032; JMC major, premajor, minor or permission. Corequisite: JMC 30004.
Revised: 2.75 overall GPA; and JMC 23030 with a grade of C- or better and pre- or corequisite JMC 30004 with a grade of C- or better; and journalism and mass communication (JMC) major.

JMC 33043 *Current:* JMC 22002, 23031, 23032; JMC major, minor or permission.
Revised: 2.75 overall GPA; and JMC 22002 with a grade of C- or better and JMC 22003 with a grade of C- or better and JMC 23030 with a grade of C- or better; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test and journalism and mass communication (JMC) major.

JMC 33092 *Current:* JMC 20003; sophomore standing and permission.
Revised: 2.75 overall GPA; and JMC 20003 with a grade of C- or better; and sophomore standing and special approval.

JMC 34038 *Current:* JMC 30034 or 31003; journalism and mass communication major, minor or permission.
Revised: 2.75 overall GPA; and JMC 30034 with a grade of C- or better or JMC 31003 with a grade of C- or better; and journalism and mass communication (JMC) major.

JMC 36000 *Current:* JMC 26008.
Revised: 2.75 overall GPA and JMC 26008 with a grade of C- or better.

JMC 36005 *Current:* JMC 26001.
Revised: 2.75 overall GPA and JMC 26001 with a grade of C- or better.

JMC 38002 *Current:* JMC 20004; 28001.
Revised: 2.75 overall GPA; and a grade of B- or better in JMC 20004; and JMC 28001 with a grade of C- or better and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test.

JMC 40002 *Current:* Permission; course may not be taken for credit, or applied toward any requirements by journalism and mass communication major or minor without permission.
Revised: 2.75 overall GPA and special approval.
Addition to description: Course may not be taken for credit, or applied toward any requirements by a journalism and mass communication (JMC) major or minor without special approval.

JMC 40003 *Current:* Permission.
Revised: 2.75 overall GPA and special approval.

JMC 40004 *Current:* JMC 26007 or 26008; or permission.
Revised: JMC 26007 with a grade of C- or better or JMC 26008 with a grade of C- or better.

JMC 40005 *Current:* JMC 26007; and 46016 for magazine majors.
Revised: JMC 26007 with a grade of C- or better.

JMC 40007 *Current:* JMC 20004 or 26001; upper-division standing.
Revised: 2.75 overall GPA; and a grade of B- or better in JMC 20004 or JMC 26001 with a grade of C- or better; and junior or senior standing.

JMC 40009 *Current:* Upper-division standing.
Revised: 2.75 overall GPA; and junior or senior standing; and special approval.

JMC	40010	*Current:*	Journalism and mass communication major or minor and senior standing with at least 18 hours in JMC courses, including JMC 20004; or permission; passage of JMC grammar/spelling/punctuation test.
		Revised:	2.75 overall GPA; and a journalism and mass communication (JMC) major; and senior standing; and at least 18 hours in JMC courses with a grade of C- or better, including a grade of B- or better in JMC 20004; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test.
JMC	40012	*Current:*	JMC 26007 or 26008.
		Revised:	2.75 overall GPA; and JMC 26007 with a grade of C- or better or JMC 26008 with a grade of C- or better.
JMC	40015	*Current:*	Journalism and mass communication major and senior standing or permission.
		Revised:	2.75 overall GPA; and journalism and mass communication (JMC) major and senior standing and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test.
JMC	40016	*Current:*	18 hours of JMC courses and advertising or public relations minor or permission.
		Revised:	2.75 overall GPA; and 18 hours of JMC courses all with a grade of C- or better; and advertising (ADV) or public relations (PR) major.
JMC	40022	*Current:*	JMC 20004, 26001 or permission.
		Revised:	2.75 overall GPA; and JMC 20004 with a grade of C- or better or JMC 20005 with a grade of C- or better.
JMC	40034	*Current:*	JMC 30034.
		Revised:	2.75 overall GPA and JMC 30034 with a grade of C- or better.
JMC	40037	*Current:*	JMC 30004 and journalism and mass communication major or minor or permission.
		Revised:	2.75 overall GPA; and JMC 30004 with a grade of C- or better; and journalism and mass communication (JMC) major.
JMC	40092	*Current:*	Varies by concentration; see advisor.
		Revised:	2.75 overall GPA and special approval.
JMC	40095	*Current:*	Permission.
		Revised:	2.75 overall GPA.
JMC	40096	*Current:*	Upper-division standing and permission.
		Revised:	2.75 overall GPA; junior or senior standing and special approval.
JMC	40099	*Current:*	open only to journalism and mass communication majors admitted to Honors College.
		Revised:	2.75 overall GPA; open only to journalism and mass communication (JMC) majors admitted to the Honors College.
JMC	40192	*Current:*	Varies by concentration; see advisor.
		Revised:	2.75 overall GPA and special approval.
JMC	40193	*Current:*	Permission.
		Revised:	2.75 overall GPA and special approval.
JMC	40295	*Current:*	Permission
		Revised:	2.75 overall GPA and special approval.
JMC	41002	*Current:*	JMC 31002 and 31003.
		Revised:	2.75 overall GPA; and JMC 31002 with a grade of C- or better and JMC 31003 with a grade of C- or better; and special approval.

JMC	41004	*Current:*	JMC 30004 or 31002 and journalism and mass communication major or minor or permission.
		Revised:	2.75 overall GPA; and JMC 30004 with a grade of C- or better or JMC 31002 with a grade of C- or better; and journalism and mass communication (JMC) major.
JMC	41005	*Current:*	JMC 20007, 31002, 31003 and journalism and mass communication major or minor or permission.
		Revised:	2.75 overall GPA; and JMC 31002 with a grade of C- or better and JMC 31003 with a grade of C- or better; and journalism and mass communication (JMC) major.
JMC	41081	*Current:*	JMC 31002 and 31003.
		Revised:	2.75 overall GPA; and JMC 31002 with a grade of C- or better and JMC 31003 with a grade of C- or better.
JMC	42005	*Current:*	JMC 32001 or 32004; journalism and mass communication major or permission.
		Revised:	2.75 overall GPA; and JMC 32001 with a grade of C- or better; and journalism and mass communication (JMC) major.
JMC	42007	*Current:*	JMC 32004 and 42005 and journalism and mass communication major.
		Revised:	JMC 32004 with a grade of C- or better and JMC 42005 with a grade of C- or better and journalism and mass communication (JMC) major.
JMC	42008	*Current:*	JMC 26007 and 32002.
		Revised:	2.75 overall GPA; and JMC 26007 with a grade of C- or better and JMC 32002 with a grade of C- or better.
JMC	42009	*Current:*	JMC 32001 or 32004 and 42005.
		Revised:	2.75 overall GPA; and JMC 32001 with a grade of C- or better; or JMC 32004 with a grade of C- or better and JMC 42005 with a grade of C- or better.
JMC	42092	*Current:*	Upper-division standing or permission.
		Revised:	2.75 overall GPA; and junior or senior standing; and special approval.
JMC	44040	*Current:*	JMC 20004; JMC 30034 or permission; passage of JMC grammar/spelling/ punctuation test.
		Revised:	2.75 overall GPA; and a grade of B- or better in JMC 20004 and JMC 30034 with a grade of C- or better; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test.
JMC	46000	*Current:*	JMC 26001, 22001; VCD 37000.
		Revised:	2.75 overall GPA; and JMC 26001 with a grade of C- or better; and JMC 22001 with a grade of C- or better or JMC 22000 with a grade of C- or better; and VCD 37000 with a grade of C- or better.
JMC	46001	*Current:*	JMC 20004 and 20007; VCD 37000 or equivalent; journalism and mass communication major, minor or permission. Passage of JMC grammar/spelling/ punctuation test.
		Revised:	2.75 overall GPA; and a grade of B- or better in JMC 20004; and VCD 37000 with a grade of C- or better ; journalism and mass communication (JMC) major; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test.
JMC	46006	*Current:*	JMC 26007 or JMC 26008; journalism and mass communication major, minor or permission.
		Revised:	2.75 overall GPA; and JMC 26007 with a grade of C- or better or JMC 26008 with a grade of C- or better; and journalism and mass Communication (JMC) major.

JMC	46007	*Current:*	JMC 26007 or 26008; and JMC 36000 or 36005; journalism and mass communication major, minor or permission.
		Revised:	2.75 overall GPA; and JMC 26007 with a grade of C- or better or JMC 26008 with a grade of C- or better; and journalism and mass communication (JMC) major.
JMC	46009	*Current:*	JMC 26007 or 26008; and JMC 36000 or 36005; journalism and mass communication major, minor or permission.
		Revised:	2.75 overall GPA; and JMC 26007 with a grade of C- or better or JMC 26008 with a grade of C- or better; and JMC 36000 with a grade of C- or better or JMC 36005 with a grade of C- or better; and journalism and mass communication (JMC) major.
JMC	46016	*Current:*	Journalism and mass communication major, minor or permission; and junior standing.
		Revised:	2.75 overall GPA; and a B- or better in JMC 20004; and a score of at least 70% on the Grammar Usage and Punctuation (GUP) test and a journalism and mass communication (JMC) major; and junior standing.
JMC	46020	*Current:*	VCD 37000, JMC 22000, 26001, 46016 or permission.
		Revised:	2.75 overall GPA; and JMC 22000 with a grade of C- or better and JMC 26001 with a grade of C- or better and JMC 46016 with a grade of C- or better and VCD 37000 with a grade of C- or better.
JMC	46021	*Current:*	JMC 36005, 40005.
		Revised:	2.75 overall GPA; and JMC 36005 with a grade of C- or better and JMC 40005 with a grade of C- or better.
JMC	46052	*Current:*	JMC 26008.
		Revised:	2.75 over all GPA and JMC 26008 with a grade of C- or better.
JMC	46054	*Current:*	JMC 43043 or 26008 or 26007 or permission.
		Revised:	2.75 overall GPA; and two of the following: JMC 33033 with a grade of C- or better and JMC 33034 with a grade of C- or better and JMC 33042 with a grade of C- or better and JMC 33043 with a grade of C- or better.
JMC	47005	*Current:*	JMC 47003 or permission.
		Revised:	JMC 47003 with a grade of C- or better.
JMC	48001	*Current:*	JMC 26001; JMC 26007 or 26008; JMC 38002; journalism and mass communication major or permission.
		Revised:	2.75 overall GPA; and JMC 26001 with a grade of C- or better; and JMC 26007 with a grade of C- or better or JMC 26008 with a grade of C- or better; and JMC 38002 with a grade of C- or better; and journalism and mass communication (JMC) major.
JMC	48002	*Current:*	VCD 27001; JMC 26001; JMC 38002, or permission.
		Revised:	2.75 overall GPA; and JMC 26001 with a grade of C- or better and JMC 38002 with a grade of C- or better.
JMC	48003	*Current:*	JMC 26001, 28001 and 38002.
		Revised:	2.75 overall GPA; and JMC 26001 with a grade of C- or better and JMC 28001 with a grade of C- or better and JMC 38002 with a grade of C- or better.
JMC	48006	*Current:*	JMC 26001, JMC 38002; VCD 37000; journalism and mass communication major, minor or permission.
		Revised:	2.75 overall GPA; JMC 26001 with a grade of C- or better and VCD 37000 with a grade of C- or better; journalism and mass communication (JMC) major.

JMC 48020 *Current:* Upper-division standing.
Revised: 2.75 overall GPA and junior or senior standing.

JMC 48091 *Current:* JMC 26007 or 26008; 38002; plus two of these three—JMC 48001, JMC 48002 and JMC 48006.
Revised: 2.75 overall GPA; and JMC 26007 with a grade of C- or better or JMC 26008 with a grade of C- or better; and JMC 38002 with a grade of C- or better; and three of these four—JMC 48001 with a grade of C- or better and JMC 48002 with a grade of C- or better and JMC 48003 with a grade of C- or better and JMC 48006 with a grade of C- or better.

JMC 49021 *Current:* JMC 30004; JMC 43042 or 43043; journalism and mass communication major, minor or permission.
Revised: 2.75 overall GPA; and two of the following: JMC 33033 with a grade of C- or better and JMC 33034 with a grade of C- or better and JMC 33042 with a grade of C- or better and JMC 33043 with a grade of C- or better; journalism and mass communication (JMC) major.

JUS 66792 *Current:* Completion of coursework and permission. Graduate standing.
Revised: Special approval and graduate standing.

LIS 60199 *Current:* Candidacy status, LIS 60604 and Director's approval. Graduate standing.
Revised: Graduate standing and special approval.

LIS 60600 *Current:* Graduate standing and permission.
Revised: Graduate standing.

LIS 60607 *Current:* Graduate standing. LIS 60600 recommended. Enrollment limited to those pursuing K-12 licensure or those in the school library media program.
Revised: Graduate standing and special approval.

LIS 60613 *Current:* LIS 60001 or permission of instructor. LIS 60604 recommended. Graduate standing.
Revised: LIS 60001 and graduate standing.

LIS 60624 *Current:* Graduate standing. Enrollment limited to those pursuing K-12 licensure or those in the school library media program. LIS 60002 recommended.
Revised: Graduate standing and special approval.

LIS 60630 *Current:* Graduate standing. LIS 60001.
Revised: Graduate standing.

LIS 60642 *Current:* LIS 60002 and familiarity with Telnet, FTP, HTML and Web browsers. Some computer programming experience helpful; grad standing.
Revised: LIS 60002 and graduate standing.

LIS 60645 *Current:* Familiarity with Windows 95/98/2000, Microsoft Office applications, and Web browsers, graduate standing.
Revised: Graduate standing.

LIS 60670 *Current:* Completion of all core courses: LIS 60001, LIS 60002, LIS 60600 and LIS 60604.
Revised: Completion of all core courses: LIS 60001 and 60002 and 60600 and 60604 and special approval and graduate standing.

LIS 60692 *Current:* Appropriate type of library or type of service course.
Revised: Graduate standing and special approval.

LIS 60695 *Current:* Master's degree and dean's approval.
Revised: Graduate standing and special approval.

LIS 60792 *Current:* Master's degree, two years of professional experience and dean's approval.
Revised: Graduate standing and special approval.

MATH 10004 *Current:* Assessment testing or permission.
Revised: None. *

MATH 10005 *Current:* Appropriate placement test score or minimum c (2.0) grade in MATH 10004 and no previous mathematics courses.
Revised: Minimum C (2.0) grade in MATH 10004.*

MATH 10031 *Current:* Appropriate placement test score.
Revised: None. *

MATH 10032 *Current:* Appropriate placement rest score or minimum C (2.0) grade in either MATH 10031 or MATH 10004.
Revised: Minimum C (2.0) grade in either MATH 10031 or MATH 10004. *

MATH 10033 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 10032.
Revised: Minimum C (2.0) grade in MATH 10032.*

MATH 10034 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 10033.
Revised: Minimum C (2.0) grade in MATH 10033.*

MATH 10035 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 10005 or MATH 10034.
Revised: Minimum C (2.0) grade in MATH 10005 or MATH 10034.*

MATH 10036 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 10005 or MATH 10035.
Revised: Minimum C (2.0) grade in MATH 10005 or MATH 10035.*

MATH 10041 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 10005 or MATH 10034.
Revised: Minimum C (2.0) grade in MATH 10005 or MATH 10034.*

MATH 11008 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 10005 or MATH 10034.
Revised: Minimum C (2.0) grade in MATH 10005 or MATH 10034.*

MATH 11009 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 10005 or MATH 10034; no credit for MATH 11010 or 11011.
Revised: Minimum C (2.0) grade in MATH 10005 or MATH 10034.
Addition to description: No credit for MATH 11010 or MATH 11011.*

MATH 11010 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 10036; no credit for MATH 11011 or 12001.
Revised: Minimum C (2.0) grade in MATH 10036.
Addition to description: No credit for MATH 11011 or MATH 12001.*

MATH 11011 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 10005 or 10035; no credit for MATH 11010 or 12001.
Revised: Minimum C (2.0) grade in MATH 10005 or MATH 10035.
Addition to description: No credit for MATH 11010 or MATH 12001.*

MATH 11012 *Current:* Appropriate placement test score or minimum C (2.0) grade MATH 11010, 11011 or 12001.
Revised: Minimum C (2.0) grade MATH 11010 or MATH 11011 or MATH 12001.*

* The following statement is included in the description: "Students who have not taken a previous mathematics course at Kent State must see an academic advisor in the student advising center for placement."

MATH 11022 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 11011; may be taken concurrently with MATH 11010; no credit for MATH 12001.
Revised: A grade of C (2.0) or better in MATH 11011 or may be taken concurrently with MATH 11010 with a grade of C (2.0) or better in MATH 10036.
Addition to description: No credit for MATH 12001.*

MATH 12001 *Current:* Appropriate placement test score; no credit for MATH 11010, 11011 or 11022.
Revised: Compass Algebra score of 55 or better with either an SAT Math score of at least 480 or an ACT Math score of at least 20; or Compass Algebra score of 36 or better with either an SAT Math score of at least 620 or an ACT score of at least 27.
Addition to description: No credit for MATH 11010 or MATH 11011 or MATH 11022.*

DEFERRED

MATH 12002 *Current:* Appropriate placement test score or minimum C (2.0) grade in MATH 12001 or in 11022 and either 11010 or 11011; no credit for MATH 12011 or 12012.
Revised: A grade of C (2.0) or better in MATH 11022 and in one of MATH 11010 or 11011; or a grade of C (2.0) or better in MATH 12001.
Addition to description: No credit for MATH 12011 or MATH 12012.*

MATH 12011 *Current:* Appropriate placement test score; no credit for MATH 12002.
Revised: Compass Algebra score of 55 or better with either an SAT Math score of at least 480 or an ACT Math score of at least 20; or Compass Algebra score of 36 or better with either an SAT Math score of at least 620 or an ACT Math score of at least 27.
Addition to description: No credit for MATH 12002.*

MATH 12012 *Current:* MATH 12011 or permission; no credit for MATH 12002.
Revised: MATH 12011.
Addition to description: No credit for MATH 12002.

MATH 14001 *Current:* Appropriate placement test score or a grade of C (2.0) or better in MATH 10005 or 10034.
Revised: Grade of C (2.0) or better in MATH 10005 or 10034.*

MATH 19001 *Current:* Three years of high school math or equivalent.
Revised: Special approval.

DEFERRED

MATH 19099 *Current:* permission for one of the areas—algebra, trigonometry, mathematics education or calculus.
Revised: Special approval.

MATH 23022 *Current:* CS 10051 and a grade of C (2.0) or better in MATH 11010 or 11011 and 11022 or appropriate placement test score into MATH 12002; no credit for MATH 31011.
Revised: CS 10051 and a grade of C (2.0) or better in MATH 11010; or MATH 11011 and 11022; or a Compass Algebra score of 55 or better and either SAT Math score of 540 or better or ACT Math score 23 or better.
Addition to description: No credit for MATH 31011.

MATH 31011 *Current:* MATH 12002 and 21001 (concurrent registration in MATH 21001 allowed), and no credit for MATH 23022.
Revised: MATH 12002. Pre- or corequisite: MATH 21001.
Addition to description: No credit for MATH 23022.

* The following statement is included in the description: “Students who have not taken a previous mathematics course at Kent State must see an academic advisor in the student advising center for placement.”

MATH 62201 *Current:* MATH 21001, 22005, and computer programming (C or C++ or Fortran); Graduate standing.
Revised: MATH 21001 and MATH 22005 and graduate standing.
Addition to description: Computer programming experience (C or C++ or Fortran) required.

MCED 42357 *Current:* Admission to the middle childhood gifted program; advanced standing; and completion of all professional coursework for the program. All others by permission of the program coordinator.
Revised: MCED 41000 and MCED 40007.

MCED 42358 *Current:* Admission to the middle childhood program; advanced standing; and completion of all professional coursework for the program. Corequisite: MCED 49525.
Revised: MCED 41000 and MCED 40007.

MCED 49525 *Current:* Admission to middle childhood program; advanced standing; and completion of all professional coursework for the program. Corequisite: MCED 42358.
Revised: MCED 41000 and MCED 40007.

MCED 59525 *Current:* Successful completion of Block II coursework (no grade lower than a C). Corequisite: MCED 52358; graduate standing.
Revised: Minimum grade of C in CI 67107 and MCED 50007 and graduate standing.

MCLS 30660 *Current:* Admission to professional education; oral and written proficiency in language to be taught; or permission.
Revised: Special approval.

MCLS 40525 *Current:* Admission to student teaching.
Revised: Special approval.

MCLS 40657 *Current:* Admission to student teaching.
Revised: Special approval.

MCLS 40660 *Current:* MCLS 30660 and foreign language proficiency level for teaching in public schools.
Revised: MCLS 30660 and special approval.

MCLS 50660 *Current:* Foreign language proficiency level for teaching in public schools. Graduate standing.
Revised: Special approval.

MIS 24056 *Current:* MATH 11011 or 12001.
Revised: MATH 11010 or MATH 11011 or MATH 11012 or MATH 12001 or MATH 12002.

MIS 34031 *Current:* MIS 24056, 24080; see notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; and MIS 24056 or MATH 10041 or BMRT 21004; and MIS 24080.

MIS 34032 *Current:* MIS 24070.
Revised: MIS 24060 and MIS 24070.

MIS 34033 *Current:* MIS 24060, 24070; see notes 1 and 2.
Revised: MIS 24060 and MIS 24070.

MIS 34036 *Current:* MIS 24060, 24070; see notes 1 and 2.
Revised: MIS 24060 and MIS 24070.

MIS 34045 *Current:* MIS 24060, 24070; see notes 1 and 2.
Revised: MIS 24060 and MIS 24070.

MIS 34053 *Current:* MIS 24060, 24070; see notes 1 and 2.
Revised: MIS 24060 and MIS 24070; not open to computer information systems (CIS) majors.

MIS 34054 *Current:* MIS 24053.
Revised: Minimum 2.50 cumulative GPA; and MIS 24053 or COMT 11000; not open to computer information systems (CIS) majors.

MIS 34055 *Current:* MIS 24053 and 24056.
Revised: Minimum 2.50 cumulative GPA; and MIS 24053 or COMT 11000; and MIS 24056 or MATH 10041 or BMRT 21004; not open to computer information systems (CIS) majors.

MIS 34058 *Current:* MATH 11011 or 12001; see notes 1 and 2.
Revised: MATH 11010 or MATH 11012 or MATH 12001 or MATH 12002.

MIS 34059 *Current:* MIS 34060.
Revised: Minimum 2.50 cumulative GPA; and MIS 34060.

MIS 34060 *Current:* MIS 24053 and 34056; see notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; and MIS 24053 or COMT 11000; and MIS 24056 or MATH 10041 or BMRT 21004.

MIS 34064 *Current:* MIS 34060.
Revised: Minimum 2.50 cumulative GPA; and MIS 34060.

MIS 34065 *Current:* MIS 34060.
Revised: Minimum 2.50 cumulative GPA; and MIS 34060.

MIS 34165 *Current:* MIS 24163; see note 1.
Revised: Minimum 2.50 cumulative GPA; MIS 24163 or BMRT 11009.

MIS 34180 *Current:* MIS 24163 and permission.
Revised: Minimum 2.50 cumulative GPA; MIS 24163 or BMRT 11009.

MIS 34185 *Current:* MIS 24163; see notes 1 and 2.
Revised: MIS 24163 or BMRT 11009.

MIS 34280 *Current:* MIS 24163; see notes 1 and 2.
Revised: Minimum 2.50 cumulative GPA; MIS 24163 or BMRT 11009.

MIS 44042 *Current:* MIS 24070; see notes 1 and 2.
Revised: MIS 24070.

MIS 44043 *Current:* MIS 24060 and 24070; see notes 1 and 2.
Revised: MIS 24060 and MIS 24070.

MIS 44044 *Current:* MIS 24060 and 24070; see notes 1 and 2.
Revised: MIS 24060 and MIS 24070.

MIS 44045 *Current:* MIS 24060, 24070 and one CIS course; see notes 1 and 2. This course is open only to CIS majors.
Revised: MIS 24060 and MIS 24070; and one of the following CIS major requirement courses: MIS 440420 or MIS 44043 or MIS 44048; and computer information systems (CIS) major.

MIS	44048	*Current:*	MIS 24080; see notes 1 and 2.
		Revised:	Minimum 2.50 cumulative GPA; and MIS 24060 and MIS 24070; and computer information systems (CIS) major.
MIS	44049	*Current:*	MIS 44042; see notes 1 and 2.
		Revised:	Minimum 2.50 cumulative GPA; and MIS 44042.
MIS	44056	*Current:*	MIS 34056; see notes 1 and 2.
		Revised:	Minimum 2.50 cumulative GPA.
MIS	44061	*Current:*	MIS 34061.
		Revised:	Minimum 2.50 cumulative GPA; and MIS 34061.
MIS	44062	*Current:*	MIS 34061.
		Revised:	Minimum 2.50 cumulative GPA; and MIS 34061.
MIS	44065	*Current:*	MIS 44064 or permission; see notes 1 and 2.
		Revised:	Minimum 2.50 cumulative GPA; and MIS 44064.
MIS	44091	*Current:*	MIS 24053, 34180 and permission.
		Revised:	Minimum 2.75 cumulative GPA; and MIS 24053 or BMRT 11009; and MIS 34180 or BMRT 21006; and special approval.
MIS	44093	*Current:*	None.
		Revised:	Minimum 2.50 cumulative GPA.
MIS	44095	*Current:*	MIS junior standing; see notes 1 and 2.
		Revised:	Minimum 2.50 cumulative GPA; and junior standing.
MIS	44096	*Current:*	Permission; see notes 1 and 2.
		Revised:	Special approval.
MIS	44150	*Current:*	MIS 24163; see note 1.
		Revised:	Minimum 2.50 cumulative GPA; and MIS 23163 or BMRT 11009; and business management (BMGT) major.
MIS	44183	*Current:*	MIS 34180; permission.
		Revised:	Minimum 2.75 cumulative GPA; and MIS 34180 or BMRT 21006; and special approval.
MIS	44191	*Current:*	Permission; see notes 1 and 2.
		Revised:	Special approval.
MIS	44192	*Current:*	MIS 24053 and 24163. See notes 1 and 2. Internship proposal submission and instructor permission required.
		Revised:	Special approval.
MIS	44195	*Current:*	Declared HRM minor; permission, and MIS 34180.
		Revised:	Minimum 2.75 cumulative GPA; and MIS 34180 or BMRT 21006; and special approval.
MIS	44285	*Current:*	MIS 24163 and permission.
		Revised:	Business (BUSN) major; minimum 2.50 cumulative GPA; and MIS 24163 or BMRT 11009.
MIS	44292	*Current:*	2.5 minimum grade point average; MIS 24060, 24070; see notes 1 and 2.
		Revised:	Minimum 2.50 cumulative GPA; and MIS 24060 and MIS 24070; and computer information systems (CIS) major; and special approval.

MKTG 35011 *Current:* Marketing major, MIS 24053, MKTG 25010.
Revised: Minimum 2.50 cumulative GPA; and MIS 24053 or COMT 11000; and MKTG 25010 or BMRT 21050; and marketing (MKTG) major.

MKTG 35015 *Current:* MKTG 25010; see notes 1 and 2.
Revised: MKTG 25010 or BMRT 21050 or MKTG 35035

MKTG 35021 *Current:* Marketing major, MKTG 35011.
Revised: MKTG 35011.

MKTG 35023 *Current:* Marketing major, MKTG 35011.
Revised: MKTG 35011.

MKTG 35024 *Current:* Marketing major, MIS 24053 and MKTG 25010.
Revised: Minimum 2.50 cumulative GPA; and MIS 24053 or COMT 11000; and MKTG 25010 or BMRT 21050.

MKTG 35026 *Current:* Marketing major, MKTG 35011.
Revised: Minimum 2.50 cumulative GPA; and MIS 24053 or COMT 11000; and MKTG 25010 or BMRT 21050; and marketing (MKTG) major.

MKTG 35035 *Current:* MKTG 25010; see notes 1 and 2.
Revised: MKTG 25010 or BMRT 21050.

MKTG 35050 *Current:* MKTG 25010; MIS 24056 (may be taken concurrently with instructor permission); see notes 1 and 2.
Revised: MKTG 25010 or BMRT 21050 or MKTG 35035.

MKTG 35055 *Current:* MKTG 25010; see notes 1 and 2.
Revised: MKTG 25010 or BMRT 21050 or MKTG 35035.

MKTG 40093 *Current:* Controlled; see notes 1 and 2.
Revised: Special approval.

MKTG 45010 *Current:* Marketing major, MKTG 35021 and 35023.
Revised: MKTG 35021 and MKTG 35023.

MKTG 45020 *Current:* Marketing major, MKTG 35021 and 35023.
Revised: MKTG 35021 and MKTG 35023.

MKTG 45026 *Current:* Marketing major, MKTG 35021 and 35023.
Revised: MKTG 35021 and MKTG 35023.

MKTG 45030 *Current:* Marketing major, MKTG 45010 and 45020.
Revised: MKTG 45010 and MKTG 45020.

MKTG 45040 *Current:* Marketing major, MKTG 45010 and 45020.
Revised: MKTG 45010 and MKTG 45020.

MKTG 45045 *Current:* MKTG 25010; see notes 1 and 2.
Revised: MKTG 25010 or BMRT 21050 or MKTG 35035.

MKTG 45046 *Current:* MKTG 25010; see notes 1 and 2.
Revised: MKTG 25010 or BMRT 21050 or MKTG 35035.

MKTG 45050 *Current:* Marketing major, MKTG 45010 and 45020. Requires permission of the department chair.
Revised: MKTG 45010 and MKTG 45020.

MKTG 45060 *Current:* MKTG 25010; see notes 1 and 2.
Revised: MKTG 25010 or BMRT 21050 or MKTG 35035.

MKTG 45071 *Current:* MKTG 25010; see notes 1 and 2.
Revised: MKTG 25010 or BMRT 21050 or MKTG 35035.

MKTG 45082 *Current:* MKTG 25010; see notes 1 and 2.
Revised: MKTG 25010 or BMRT 21050 or MKTG 35035.

MKTG 45084 *Current:* Senior standing; MKTG 35035, 35050; see notes 1 and 2.
Revised: Senior standing; and marketing (MKTG) major; and MKTG 35035 and MKTG 35050.

MKTG 45091 *Current:* MKTG 25010; see notes 1 and 2; additional prerequisites may be specified in current course listing.
Revised: MKTG 25010 or BMRT 21050 or MKTG 35035.

MKTG 45096 *Current:* Senior marketing major with a minimum 3.0 GPA (both cumulative and in major); completed at least three courses in marketing, including MKTG 35050; and instructor permission.
Revised: Special approval.

MKTG 45292 *Current:* MKTG 25010; see notes 1 and 2; additional prerequisites may be specified in current course listing.
Revised: Minimum 2.50 cumulative GPA; and MKTG 25010 or BMRT 21050 or MKTG 35035; and special approval.

MPH 60092 *Current:* Permission of course director required for non-MPH students. Graduate standing.
Revised: Master of Public Health (PH) major and graduate standing.

MPH 60095 *Current:* Permission of course director required for non-MPH students. Graduate standing.
Revised: Master of Public Health (PH) major and graduate standing.

MPH 60101 *Current:* Graduate standing. Permission of course director required for non-MPH students.
Revised: Master of Public Health (PH) major and graduate standing.

MPH 60102 *Current:* Permission of course director required for non-MPH students. Graduate standing.
Revised: Master of Public Health (PH) major and graduate standing.

MPH 60103 *Current:* Permission of course director required for non-MPH students. Graduate standing.
Revised: Master of Public Health (PH) major and graduate standing.

MPH 60104 *Current:* Permission of course director required for non-MPH students. Graduate standing.
Revised: Master of Public Health (PH) major and graduate standing.

MPH 60105 *Current:* Permission of course director required for non-MPH students. Graduate standing.
Revised: Master of Public Health (PH) major and graduate standing.

MPH 60106 *Current:* Permission of course director required for non-MPH students. Graduate standing.
Revised: Master of Public Health (PH) major and graduate standing.

MPH 60110 *Current:* Successful completion of MPH 60101, 60102; graduate standing.
Revised: Grade of B or better in MPH 60101 and MPH 60102. Graduate standing.

MROT 21015 *Current:* Completion of 21 technical hours.
Revised: Special approval.

MUS 11111 *Current:* Placement test.
Revised: Music Theory Placement Test, score below 70.

DEFERRED

MUS 11121 *Current:* Placement test.
Revised: Music Theory Placement Test score of 70 or higher.

DEFERRED

MUS 11122 *Current:* MUS 11121.
Revised: MUS 11121 with a grade of C (2.0) or better.

MUS 12212 *Current:* MUS 12211.
Revised: MUS 12211.

MUS 17112 *Current:* Audition.
Revised: MUS 17111 with a grade of C (2.0) or better.

MUS 18612 *Current:* Music major.
Revised: Music major and MUS 18611 with a grade of C (2.0) or better.

MUS 20295 *Current:* Music major, minor or permission.
Revised: Music major.

MUS 21121 *Current:* MUS 11122. Corequisite: MUS 32211.
Revised: MUS 11122 with a grade of C (2.0) or better.

MUS 21122 *Current:* MUS 21121 and 32211. Corequisite: MUS 32212.
Revised: MUS 21121 with a grade of C (2.0) or better.

MUS 27111 *Current:* MUS 17112 or audition.
Revised: MUS 17111 with a grade of C (2.0) or better.

MUS 31121 *Current:* MUS 21122 and 32212.
Revised: MUS 21122 with a grade of C (2.0) or better and MUS 32212 with a grade of C (2.0) or better.

MUS 32211 *Current:* MUS 12211. Corequisite: MUS 21121.
Revised: MUS 12211 and MUS 21121 and MUS 21122 with a grade of C (2.0) or better; and junior standing.

MUS 32212 *Current:* MUS 12211, 21121 and 21122.
Revised: MUS 12211 and MUS 21121 and MUS 21122; and MUS 32211 with a grade of C (2.0) or better and junior standing.

MUS 36111 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36311 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36411 *Current:* Audition.
Revised: Music major and special approval.*

* The following statement is included in the description: “Students must audition to be accepted into this course.”

MUS 36412 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36413 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36414 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36511 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36512 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36513 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36514 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36515 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36611 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36612 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36613 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36614 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36615 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36711 *Current:* Audition.
Revised: Music major and special approval.*

MUS 36912 *Current:* Audition.
Revised: Music major and special approval.*

MUS 41181 *Current:* Music major or minor or permission.
Revised: Music major.

MUS 42357 *Current:* Eligibility for admission to student teaching. Corequisite: MUS 49525.
Revised: Special approval. Corequisite: MUS 49525.

MUS 43244 *Current:* Concurrent registration with student teaching is required.
Revised: Special approval.

MUS 45111 *Current:* No audition.
Revised: Special approval.

* The following statement is included in the description: “Students must audition to be accepted into this course.”

MUS 46111 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46311 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46411 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46412 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46413 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46414 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46511 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46512 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46513 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46514 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46515 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46611 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46612 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46613 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46614 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46615 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46711 *Current:* Audition.
Revised: Music major and special approval.*

MUS 46912 *Current:* Audition.
Revised: Music major and special approval.*

MUS 47014 *Current:* Music major, MUS 23111 or permission.
Revised: Music major.

* The following statement is included in the description: “Students must audition to be accepted into this course.”

DEFERRED

MUS 47311 *Current:* Music majors-minors or permission.
Revised: Music major.

MUS 47411 *Current:* Music major-minor or permission
Revised: Music major.

MUS 47511 *Current:* Music major-minor or permission.
Revised: Music major.

MUS 47611 *Current:* Music major-minor or permission.
Revised: Music major.

MUS 47711 *Current:* Music major-minor or permission.
Revised: Music major.

MUS 48111 *Current:* Music majors-minors.
Revised: Music major.

MUS 66111 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66311 *Current:* Audition.
Revised: Music major and special approval. Graduate standing. *

MUS 66411 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66412 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66413 *Current:* Audition.
Revised: Music major and special approval. Graduate standing. *

MUS 66414 *Current:* Audition.
Revised: Music major and special approval. Graduate standing. *

MUS 66511 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66512 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66513 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66514 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66515 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66611 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66612 *Current:* Audition.
Revised: Music major and special approval. Graduate standing. *

* The following statement is included in the description: “Students must audition to be accepted into this course.”

MUS 66613 *Current:* Audition.
Revised: Music major and special approval. Graduate standing. *

MUS 66614 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66615 *Current:* Audition.
Revised: Music major and special approval. Graduate standing. *

MUS 66711 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 66912 *Current:* Audition.
Revised: Music major and special approval. Graduate standing.*

MUS 68294 *Current:* Graduate standing, appointment as graduate assistant in music, or permission.
Revised: Graduate standing and special approval.

MUS 76111 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76311 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76411 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76412 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76413 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76414 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76511 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76512 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76513 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing. *

MUS 76514 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76515 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76611 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing.*

MUS 76612 *Current:* Audition.
Revised: Music major and special approval. Doctoral standing. *

* The following statement is included in the description: “Students must audition to be accepted into this course.”

MUS	76613	*Current:*	Audition.
		Revised:	Music major and special approval. Doctoral standing.*
MUS	76614	*Current:*	Audition.
		Revised:	Music major and special approval. Doctoral standing.*
MUS	76615	*Current:*	Audition.
		Revised:	Music major and special approval. Doctoral standing.*
MUS	76711	*Current:*	Audition.
		Revised:	Music major and special approval. Doctoral standing. *
MUS	76912	*Current:*	Audition.
		Revised:	Music major and special approval. Doctoral standing.*
MUS	78294	*Current:*	Doctoral standing, appointment as graduate assistant in music, or permission.
		Revised:	Doctoral standing and special approval.
MUS	88199	*Current:*	Admission to candidacy. Doctoral standing.
		Revised:	Doctoral standing and special approval.
NRST	10003	*Current:*	Successful completion of all first semester courses BSCI 20020, CHEM 10054, or CHEM 10050, US 10001, NRST 10001 and 10002) with a cumulative GPA of 2.0 or higher.
		Revised:	BSCI 20020; and CHEM 10054 or 10050; and US 10097 and NRST 10001 and NRST 10002 with a minimum grade of C (2.0). Cumulative GPA of 2.0 or higher.
NRST	10004	*Current:*	Admission to the nursing program. Permission of the director required for LPNs. Cumulative GPA of 2.0 or higher.
		Revised:	Admission to the nursing program (NRST). Cumulative GPA of 2.0 or higher
NRST	10006	*Current:*	Successful completion of all first and second semester ge3neral studies related and prescribed developmental courses; admission to the nursing program; cumulative 2.5 GPA or higher.
		Revised:	BSCI 20020 and BSCI 20021 and BSCI 20022; and CHEM 10054 or CHEM 10050 and 10052; and US 10097 and NRST 10004 with a minimum grade of C. Cumulative GPA of 2.5 or higher.
NRST	20208	*Current:*	NRST 20206, 20207, and NURS 20950; ENG 11011, SOC 12050, one 3-hour LER. Cumulative GPA of 2.0 or higher.
		Revised:	NRST 20206 and 20207 and NURS 20950 and ENG 11011 and SOC 12050. Cumulative GPA of 2.0 or higher.
NRST	20210	*Current:*	NRST 20206, 20207 and NURS 20950; ENG 11011, SOC 12050, one 3-hour LER. Cumulative GPA of 2.0 or higher.
		Revised:	NRST 20206 and NRST 20207 and NURS 20950 and ENG 11011 and SOC 12050. Cumulative GPA of 2.0 or higher.
NRST	21095	*Current:*	Sophomore standing. Successfully completed all NRST 10000 level courses.
		Revised:	None.
NURS	20000	*Current:*	Admission to sophomore nursing sequence; NURS 10050.
		Revised:	Special approval.
NURS	20020	*Current:*	Admission to sophomore nursing sequence.
		Revised:	Special approval.

* The following statement is included in the description: “Students must audition to be accepted into this course.”

NURS 40085 *Current:* NURS 40060 and statistics course.
Revised: NURS 40060; and MATH 10041 or PSYC 21621 or SOC 32220.

NURS 40872 *Current:* Statistics, pre- or corequisite: junior nursing; honors students.
Revised: Pre- or corequisites: MATH 10041 or PSYC 21621 or SOC 32200.

NURS 41000 *Current:* Registered nurse graduate of an associate degree or diploma nursing program. Satisfactory completion of BSCI 20020, 20021, CHEM 10050, 10052 or permission.
Revised: Special approval.

NURS 60042 *Current:* NURS 60041, 60206 and Physiology. Graduate standing.
Revised: NURS 60041 and NURS 60045 and NURS 60206; and graduate standing.

NURS 60045 *Current:* BSCI 60495 ST: Advanced Human Physiology; graduate standing.
Revised: Graduate standing.

NURS 60205 *Current:* Basic understanding of biostatistics. Graduate standing.
Revised: Graduate standing.

NURS 60206 *Current:* Pre- or corequisite: NURS 60041 recommended. Graduate standing.
Revised: Pre- or corequisite: NURS 60041; and graduate standing.

NURS 60314 *Current:* All required MSN courses and MBA core courses. Graduate standing.
Revised: NURS 65092 and BAD 64041 and BAD 64271; and graduate standing.

NURS 60402 *Current:* NURS 60401 and knowledge of statistics; graduate standing.
Revised: NURS 60401 and graduate standing.

NURS 65092 *Current:* MSN students 25+ hours in Nursing and Health Care Management. Post MSN students-MSN plus 13 hours in Nursing and Health Care Management.
Revised: Special approval and graduate standing.
Addition to description: Students must complete 18-25 credit hours of combined NURS, BAD and PADM courses before taking this course.

NURS 70727 *Current:* Master's level statistics, including descriptive and inferential statistics. Doctoral standing or permission from department.
Revised: Doctoral standing.

NURS 80299 *Current:* No prerequisite listed.
Revised: 30 hours of NURS 80199. Doctoral standing.

NUTR 33512 *Current:* CHEM 10060, 10061 and 20481. CHEM 10050 and 10052 accepted for non-nutrition majors.
Revised: CHEM 10060 and CHEM 10061 and CHEM 20481; or CHEM 10050 and CHEM 10052.

DEFERRED

NUTR 33522 *Current:* NUTR 23511 and completed social science LER course.
Revised: NUTR 23511 and PSYC 11762 and SOC 12050.

NUTR 43523 *Current:* Open to nutrition majors only upon completion of junior-level courses.
Revised: Nutrition (NUTR) majors; and senior standing.

NUTR 63525 *Current:* Graduate dietetic interns only.
Revised: Special approval and graduate standing.

NUTR 63526 *Current:* Graduate dietetic interns only.
Revised: Special approval and graduate standing.

NUTR 63527 *Current:* Graduate dietetic interns only.
Revised: Special approval and graduate standing.

NUTR 63592 *Current:* Graduate dietetic interns only.
Revised: Special approval and graduate standing.

PADM 60382 *Current:* Advanced graduate standing.
Revised: Special approval and graduate standing.

PADM 60385 *Current:* Advanced standing in graduate program and permission.
Revised: Special approval and graduate standing.

PAS 23002 *Current:* PAS 23001 (recommended) but not required.
Revised: PAS 23001.

PAS 30010 *Current:* Junior standing or one course in philosophy.
Revised: None.

PAS 43095 *Current:* PAS 13001 or 13002; PAS 23001 or 23002; PAS 31092 or PAS 22101 or permission.
Revised: PAS 13001 or PAS 13002 or PAS 23001 or PAS 23002 or PAS 31092 or PAS 22101.

PEB 10001 *Current:* Recommended by Kent Health Center.
Revised: Special approval.
Addition to description: Recommended by the Kent Health Center.

PEB 10102 *Current:* No or minimal swimming ability.
Revised: Special approval.
Addition to description: No or minimal swimming ability.

PEB 11605 *Current:* PEB 11604 or three months' experience.
Revised: Special approval.
Addition to description: Must have taken PEB 11604 or have three months of experience in Karate.

PEB 13006 *Current:* Student must supply equipment.
Revised: Special approval.
Addition to description: Student must supply equipment.

PEB 13012 *Current:* Student must supply equipment.
Revised: Special approval.
Addition to description: Student must supply equipment.

PEB 13013 *Current:* Swim 100 yards and tread water five minutes fully clothed.
Revised: Special approval.
Addition to description: Students must be able to swim 100 yards and tread water for five minutes fully clothed.

PEB 13022 *Current:* Student must supply own clothing and shelter.
Revised: Special approval.
Addition to description: Student must supply own clothing and shelter.

PEB 13024 *Current:* Swim 100 yards and tread water five minutes fully clothed.
Revised: Special approval.
Addition to description: Students must be able to swim 100 yards and tread water for five minutes fully clothed.

PEB 13025 *Current:* Swim 100 yards and tread water five minutes fully clothed.
Revised: Special approval.
Addition to description: Students must be able to swim 100 yards and tread water for five minutes fully clothed.

PEB 13027 *Current:* Student must supply equipment.
Revised: Special approval.
Addition to description: Student must supply equipment.

PEP 45051 *Current:* PEP 25033, 25025, 15013-15017 and admitted to professional education.
Revised: PEP 25033 and PEP 25025 and PEP 15013-15017; and special approval.

PEP 45053 *Current:* PEP 25033, 25025, 15013-15017 and admitted to professional education.
Revised: PEP 25033 and PEP 25025 and PEP 15013-15017; and special approval.

PEP 45058 *Current:* PEP 25033, 25025, 15013-15017 and admitted to professional education.
Revised: PEP 25033 and PEP 25025 and PEP 15013-15017; and special approval.

PEP 45059 *Current:* PEP 25033, 25025, 15013-15017 and admitted to professional education.
Revised: PEP 25033 and PEP 25025 and PEP 15013-15017; and special approval.

PEP 45490 *Current:* PEP 35075 and an exercise sciences concentration.
Revised: PEP 35075 and physical education professional (PEP) major.

PEP 49526 *Current:* Eligibility for admission to student teaching. Corequisite: PEP 49525.
Revised: Special approval. Corequisite: PEP 49525.

PHY 12111 *Current:* Admission to health technology.
Revised: Physical therapist assistant technology (PTST) major.

PHY 23102 *Current:* PHY 13001 or 23101, MATH 12003 or corequisite MATH 12003 with departmental approval.
Revised: PHY 13001 or 23101 and pre- or corequisite MATH 12003.

PHY 35402 *Current:* MATH 22005, 10 hours of physics, proficiency in a high-level computer language (Equivalent to CS 10061).
Revised: MATH 22005 and 10 hours of physics courses.

PHY 35611 *Current:* PHY 12411 and proficiency in a high-level computer language (equivalent to CS 10061).
Revised: PHY 12411 and CS 10061.

PHY 40099 *Current:* Honors senior standing , departmental and honors division consultation and approval prior to first semester of senior year.
Revised: Honors senior standing and special approval.
Addition to description: Students taking this course must consult with their department and the Honors College and receive approval prior to the first semester of the senior year.

PHY 42513 *Current:* Proficiency in a high-level computer language (equivalent to CS 10061).
Revised: CS 10061.

PHY 44802 *Current:* MATH 12003 and major or minor in the physical sciences or technology or consent of instructor.
Revised: MATH 12003.

PHY 50020 *Current:* Two years of physics. Graduate standing.
Revised: Graduate standing.

PHY 52513 *Current:* Proficiency in a high-level computer language (equivalent to CS 10061). Graduate standing.
Revised: CS 10061 and graduate standing.

PHY 54802 *Current:* MATH 12003 and a major or minor in the physical sciences or technology or consent of instructor.
Revised: MATH 12003 and graduate standing.

PHY 68401 *Current:* B.S. in Physics and graduate standing.
Revised: Graduate standing in physics or chemical physics.

PHY 78401 *Current:* B.S. in Physics and doctoral standing.
Revised: Doctoral standing in physics or chemical physics.

PHY 80098 *Current:* Admission to doctoral study and doctoral standing.
Revised: Special approval and doctoral standing.

PHY 80199 *Current:* Admission to candidacy for doctoral degree and permission. Doctoral standing.
Revised: Special approval and doctoral standing.

POL 30511 *Current:* Registration in the Geneva semester.
Revised: Special approval.
Addition to description: Registration in the Geneva semester required.

POL 30991 *Current:* Forty-five hours of college credit, minimum 2.5 GPA, corequisite: POL 30430, plus permission.
Revised: Minimum 2.50 GPA and special approval. Corequisite: POL 30430.

POL 40191 *Current:* Political science major or minor, completed lower division requirements, and junior or senior standing or permission.
Revised: Political science (POL) major; and POL 10004 and POL 10100 and POL 10300 and POL 10500 and POL 30001 and POL 30002 and POL 30003; and special approval.

POL 40391 *Current:* Political science major or minor, completed lower division requirements, and junior or senior standing or permission.
Revised: Political science (POL) major; and POL 10004 and POL 10100 and POL 10300 and POL 10500 and POL 30001 and POL 30002 and POL 30003; and special approval.

POL 40591 *Current:* Political science major or minor, completed lower division requirements, and junior or senior standing or permission.
Revised: Political science (POL) major; and POL 10004 and POL 10100 and POL 10300 and POL 10500 and POL 30001 and POL 30002 and POL 30003; and special approval.

POL 40992 *Current:* Permission; political science majors and minors only.
Revised: Political science (POL) majors and special approval.

POL 40996 *Current:* Permission; political science majors and minors only.
Revised: Political science (POL) majors and special approval.

POL 70382 *Current:* Advanced doctoral status.
Revised: Special approval and doctoral standing.

POL 70385 *Current:* Advanced doctoral status.
Revised: Special approval and doctoral standing.

POL 81199 *Current:* Admission to candidacy for doctoral degree. Doctoral standing.
Revised: Special approval and doctoral standing.

PORT 17201 *Current:* No previous formal training in Portuguese.
Revised: Special approval.

PORT 27209 *Current:* One year of college language or equivalent.
Revised: Special approval.

PSYC 80391 *Current:* Advanced doctoral standing and permission.
Revised: Special approval and doctoral standing.

PSYC 80491 *Current:* Advanced doctoral standing and permission.
Revised: Special approval and doctoral standing.

PSYC 80691 *Current:* Advanced doctoral standing and permission.
Revised: Special approval and doctoral standing.

PSYC 81199 *Current:* Admission to candidacy for doctoral degree and permission. Doctoral standing.
Revised: Special approval and doctoral standing.

PSYC 81498 *Current:* Admission to doctoral study and permission. Doctoral standing.
Revised: Special approval and doctoral standing.

PSYC 81691 *Current:* Advanced doctoral standing and permission.
Revised: Special approval and doctoral standing.

RADT 14096 *Current:* Program admission or graduate of medical imaging program.
Revised: Radiologic technology (RADT) major.

RADT 24058 *Current:* Program admission or graduate of medical imaging program.
Revised: Radiologic technology (RADT) major.

RADT 24196 *Current:* Program admission or graduate of medical imaging program.
Revised: Radiologic technology (RADT) major.

RIS 41095 *Current:* Permission. Enrollment in RIS Concentration: CT, MRI, Diagnostic Medical Sonography or Nuclear Medicine.
Revised: Radiologic and imaging sciences (RIS) major.

RIS 44078 *Current:* DMS program admission or graduate of medical imaging program with permission of program director.
Revised: Radiologic and imaging sciences (RIS) major.

RIS 44096 *Current:* RIS program admission or graduate of medical imaging program.
Revised: Radiologic and imaging science (RIS) major.

RPTM 36092 *Current:* RPTM 16000, Permission and Leisure studies major or minor.
Revised: RPTM 16000 and RPTM major and special approval.

RPTM 36192 *Current:* RPTM 16000, Permission and leisure studies major or minor.
Revised: RPTM 16000 and RPTM major and special approval.

RPTM 46091 *Current:* Junior standing as a Recreation, Park and Tourism Management major, PRTM 36092 or 36192.
Revised: Junior standing and RPTM major and RPTM 36092 or RPTM 36192 and special approval.

RUSS 62979 *Current:* Completion of requirements for MA in translation; graduate standing.
Revised: Special approval and graduate standing.

SEED 67232 *Current:* Teaching certification in one of the sciences. Doctoral standing.
Revised: Graduate standing and special approval.

SEED 67234 *Current:* Teaching certification in one of the sciences. Graduate standing.
Revised: Graduate standing and special approval.

SEED 77232 *Current:* Undergraduate special methods course or teaching certification in one of the social studies. Doctoral standing.
Revised: Doctoral standing and special approval.

SEED 77234 *Current:* Teaching certification in one of the sciences. Doctoral standing.
Revised: Doctoral standing and special approval.

SOC 42092 *Current:* Junior standing, sociology major or minor, 2.50 grade point average, and permission.
Revised: Junior standing; and sociology (SOC) major; and 2.50 GPA; and special approval.

SOC 42870 *Current:* Major or minor in gerontology program or permission; junior standing.
Revised: Junior standing and special approval.
Addition to description: Recommended for students with a major or minor in gerontology.

SOC 62324 *Current:* Graduate-level statistics or research methods and graduate standing in sociology or permission of the instructor.
Revised: SOC 62211 and SOC 62217; and graduate standing; and special approval.

SOC 62896 *Current:* Completed 24 semester hours of grad work, permission of instructor and grad coordinator. Akron 3850: 797-798. Grad standing.
Revised: Special approval and graduate standing.
Addition to description: Akron 3850: 797-798

SOC 72324 *Current:* Graduate-level statistics or research methods and doctoral standing in sociology or permission of the instructor.
Revised: SOC 62211 and SOC 62217; and doctoral standing; and special approval.

SOC 72896 *Current:* Completed 24 semester hours of grad work, permission of instructor and grad coordinator. Akron 3850: 797-798. Grad standing.
Revised: Special approval and doctoral standing.
Addition to description: Akron 3850: 797-798

SOC 82199 *Current:* Admission to candidacy for doctoral degree and permission.
Revised: Special approval and doctoral standing.

SOC 82299 *Current:* SOC 82199, admission to candidacy for doctoral degree and permission.
Revised: Special approval and doctoral standing.

SPA 34104 *Current:* SPA 34102, ENG 31001 or permission.
Revised: SPA 34102 or ENG 31001; and special approval.

SPA 43402 *Current:* SPA 33101 (Grade of C or better or equivalent).
Revised: SPA 33101 with a grade of C (2.00) or better and special approval.

SPA 43492 *Current:* Corequisite: SPA 43402.
Revised: Special approval. Corequisite: SPA 43402.

SPA 44096 *Current:* Senior speech major.
Revised: Senior speech pathology and audiology (SPA) major and special approval.

SPA 44310 *Current:* SPA 34103 or 34106, or senior standing.
Revised: SPA 34103 or 34106.

SPA 54130 *Current:* Senior standing or permission. Graduate standing.
Revised: Graduate standing.

SPA 54310 *Current:* SPA 34013 or 34106 or senior standing. Graduate standing.
Revised: SPA 34013 or 34106 and graduate standing.

SPA 64096 *Current:* Graduate standing.
Revised: Graduate standing and special approval.

SPA 64098 *Current:* Graduate standing.
Revised: Graduate standing and special approval.

SPA 64199 *Current:* Graduate standing.
Revised: Graduate standing and special approval.

SPA 64299 *Current:* SPA 64199 and graduate standing.
Revised: SPA 64199 and graduate standing and special approval.

SPA 70742 *Current:* Admission to the Au.D. program or permission of the instructor; doctoral standing.
Revised: Admission to the Au.D. program and doctoral standing and special approval.

SPA 70748 *Current:* SPA 70747 or permission; doctoral standing.
Revised: SPA 70747 and doctoral standing and special approval.

SPA 70750 *Current:* SPA 70749, permission, and successful completion of the Praxis Examination. Corequisite: SPA 70791; doctoral standing.
Revised: SPA 70749 and doctoral standing and special approval. Corequisite: SPA 7079
Addition to description: Students taking the course must have successfully completed the Praxis Examination.

SPA 70751 *Current:* SPA 70750 or permission. Corequisite: SPA 70791; doctoral standing.
Revised: SPA 70750 and doctoral standing and special approval. Corequisite: SPA 70791.

SPA 84098 *Current:* Doctoral standing.
Revised: Doctoral standing and special approval.

SPA 84199 *Current:* Admission to candidacy. Doctoral standing.
Revised: Doctoral standing and special approval.

SPA 84299 *Current:* SPA 84199 and doctoral standing.
Revised: SPA 84199 and doctoral standing and special approval.

SPAD 25092 *Current:* Permission and sport administration major or minor.
Revised: Sport administration (SPAD) major and special approval from instructor.

SPAD 35092 *Current:* SPAD 25092, instructor permission and sport administration major or minor.
Revised: SPAD 25092; and sport administration (SPAD) major; and special approval from instructor.

SPAN 28207 *Current:* SPAN 28202 and appropriate score on MLA Level II exam.
Revised: SPAN 28202 and special approval.

SPAN 28209 *Current:* One year of college language or equivalent.
Revised: Special approval.

SPAN 48096 *Current:* 6 hours of upper-division Spanish literature; permission.
Revised: Special approval.

SPAN 68979 *Current:* Completion of course requirements for translation options of Master of Arts.
Revised: Special approval and graduate standing.

SPED 39201 *Current:* ASL/SPED 29202; education major or minor. Students must be approved for upper division coursework.
Revised: ASL 29202 or SPED 29202; and admission to advanced study.

SPED 39202 *Current:* ASL/SPED 39201; education major or minor. Students must be approved for upper division course work.
Revised: ASL 39201 or SPED 39201; and admission to advanced study.

SPED 43020 *Current:* SPED 43030 with minimum grade of C; admission to advanced study; ECED 40105, 40126, 40147.
Revised: Admission to advanced study; CI 47501 and CI 47502 and CI 47504 and ELED 40126. Corequisite: SPED 43992.

SPED 43030 *Current:* SPED 23000; admission to advanced study
Revised: SPED 23000 and admission to advanced study. Corequisite: SPED 43992.

SPED 43031 *Current:* SPED 43030; admission to advanced study.
Revised: SPED 43030 and admission to advanced study. Corequisite: SPED 44092 or SPED 44192.

SPED 43040 *Current:* SPED 43050 or 43051; ECED 40105, 40126, 30123 or MCED 40006; admission to advanced study.
Revised: Admission to advanced study and ECED 40126 and CI 47504. Corequisite: SPED 44092 or 44192.

SPED 43060 *Current:* SPED 43030, 43050, all ECED and MCED methods courses; admission to advanced study.
Revised: Admission to advanced study and CI 47501 and CI 47502 and CI 47504 and ELED 40126. Corequisite: SPED 44092.

SPED 43061 *Current:* SPED 43030, 43051, all ECED and MCED methods courses; admission to advanced study.
Revised: Admission to advanced study and CI 47501 and CI 47502 and CI 47504 and ELED 40126. Corequisite: SPED 44092.

SPED 43062 *Current:* SPED 43020, 43030, 43060; corequisites SPED 44092 and 43040; admission to advanced study.
Revised: SPED 43020 and 43030 and 43060 and admission to advanced study. Corequisites: SPED 43040 and 43992.

SPED 43102 *Current:* ASL/SPED 29202; education major or minor. Students must be approved for upper division course work.
Revised: ASL 29202 or SPED 29202; and admission to advanced study.

SPED 43103 *Current:* ASL/SPED 39201; SPED 43102; SPED 43105; education major or minor. Students must be approved for upper division course work.
Revised: ASL 39201 or SPED 39201; and SPED 43102 and SPED 43105 and admission to advanced study.

SPED 43104 *Current:* ASL/SPED 39202; SPED 43103; education major or minor. Students must be approved for upper division course work.
Revised: ASL 39202 or SPED 39202; and SPED 43103 and admission to advanced study.

SPED 43105 *Current:* ASL/SPED 29202; SPED 43103; education major or minor. Students must be approved for upper division course work.
Revised: ASL 29202 or SPED 29202; and SPED 43103 and admission to advanced study.

SPED 43108 *Current:* ASL/SPED29202; SPED 43100; education major or minor. Students must be approved for upper division coursework.
Revised: ASL 29202 or SPED 29202; and SPED 43100 and admission to advanced study.

SPED 43109 *Current:* ASL/SPED 29202; SPED 43100; education major or minor. Students must be approved for upper division coursework.
Revised: ASL 29202 or SPED 29202; and SPED 43100 and admission to advanced study.

SPED 43192 *Current:* ASL/SPED: 29202; SPED 43100; education major or minor. Students must be approved for upper division coursework.
Revised: ASL 29202 or SPED 29202; and SPED 43100 and admission to advanced study.

SPED 43981 *Current:* Admission to advanced study; all professional education coursework. Corequisite: SPED 49525.
Revised: Admission to advanced study. Corequisite: SPED 49525.

SPED 43992 *Current:* Admission to advanced study; all professional education coursework.
Revised: Admission to advanced study. Corequisites: SPED 43031, 43040 and 43061.

SPED 49525 *Current:* Admission to advanced study; all professional education coursework. Corequisite: SPED 43981.
Revised: Admission to advanced study. Corequisite: SPED 43981.

SPED 53060 *Current:* SPED 63200, SPED 53030, SPED 53050, all ECED and MCED methods courses; graduate standing.
Revised: SPED 53030 and 53050 and 63200 and graduate standing.

SPED 53061 *Current:* SPED 63200, 53030, 53051, all ECED and MCED methods courses; graduate standing.
Revised: SPED 53030 and SPED 53051 and SPED 63200 and graduate standing.

SPED 53529 *Current:* Graduate standing and SPED core.
Revised: Graduate standing.

SPED 63300 *Current:* Graduate standing; SPED 53030; EDUC 65510 or 65511; completion of 21 hours in required program.
Revised: Graduate standing and SPED 53030; and EDUC 65510 or 65511.

SPED 63992 *Current:* Graduate standing; special education core, permission.
Revised: Graduate standing and special approval.

SPED 80090 *Current:* Doctoral standing; permission; one full year doctoral study.
Revised: Doctoral standing and special approval.

The following SPSY courses have had "special approval" removed from prerequisite:

SPSY 60094	SPSY 67925	SPSY 67965	SPSY 70162	SPSY 77928	SPSY 77970
SPSY 60162	SPSY 67928	SPSY 67970	SPSY 70165	SPSY 77929	SPSY 77972
SPSY 60165	SPSY 67929	SPSY 67972	SPSY 77692	SPSY 77951	SPSY 77973
SPSY 67692	SPSY 67951	SPSY 67973	SPSY 77792	SPSY 77955	SPSY 77974
SPSY 67792	SPSY 67955	SPSY 67974	SPSY 77914	SPSY 77960	SPSY 87987
SPSY 67914	SPSY 67960	SPSY 70094	SPSY 77925	SPSY 77965	SPSY 87998

TECH 20004 *Current:* TECH 10001; MATH 12001 or equivalent.
Revised: MATH 11010 and MATH 11022. Corequisite: MATH 12002.

TECH 33033 *Current:* MATH 12001; PHY 13001 or 23101.
Revised: MATH 11022 or MATH 12001; and PHY 13001 or PHY 23101.

TECH 33700 *Current:* High school algebra.
Revised: Special approval.

TECH 41196 *Current:* Student must have completed 50 hours of technology education and have an approved proposal with faculty member prior to registering for this course.
Revised: Special approval by department.

TECH 45710 *Current:* Instrument rating, TECH 35020; or permission.
Revised: TECH 35020.

TECH 45711 *Current:* Instrument rating, TECH 35020; or permission. Pre- or corequisite: TECH 45710 or permission.
Revised: TECH 35020. Pre- or corequisite: TECH 45710.

TECH 45720 *Current:* Instrument rating, TECH 45130; or permission.
Revised: TECH 45130.

TECH 45721 *Current:* Instrument rating, TECH 45130; or permission. Corequisite: TECH 45720 or permission.
Revised: TECH 45130. Pre- or corequisite: TECH 45720.

TECH 46031 *Current:* Admission to advanced study, all professional courses, minimum 75% required tech courses, 100 hrs. technology visits. Corequisite: TECH 49525.
Revised: Special approval by department. Corequisite: TECH 49525.

TECH 46409 *Current:* BMRT 11009 or MIS 24163; 45 earned hours.
Revised: BMRT 11009 or MIS 24163; and sophomore standing.

TECH 51055 *Current:* Approval of work site and permission. Graduate standing.
Revised: Graduate standing and special approval.

THEA 11303 *Current:* None.
Revised: Special approval.

THEA 21016 *Current:* None.
Revised: Special approval.

THEA 21017 *Current:* THEA 11340 or permission.
Revised: THEA 11340 and special approval.

THEA 21306 *Current:* Musical Theatre major.
Revised: Musical Theatre major and special approval.

THEA 21501 *Current:* Sophomore standing, BFA design/technology student or candidate, at least two of the following—THEA 11522, 11524 and 11622.
Revised: Sophomore standing and BFA design/technology student, and at least two of the following: THEA 11522, THEA 11524 and THEA 11622.

THEA 21521 *Current:* THEA 11622.
Revised: THEA 11622 and special approval.

THEA 21621 *Current:* THEA 11622 or permission.
Revised: THEA 11622 and special approval.

THEA 21892 *Current:* Sophomore standing or permission.
Revised: Sophomore standing and special approval.

DEFERRED
DEFERRED

THEA 22092 *Current:* Freshman/sophomores only.
Revised: Freshmen or sophomores only and special approval.

THEA 22192 *Current:* Freshman/sophomores only.
Revised: Freshmen or sophomores only and special approval.

THEA 22292 *Current:* Freshman/sophomores only.
Revised: Freshmen or sophomores only and special approval.

THEA 31112 *Current:* THEA 21111 and junior standing.
Revised: THEA 21111 and junior standing and special approval.

THEA 31113 *Current:* THEA 31112.
Revised: THEA 31112 and special approval.

THEA 31114 *Current:* THEA 31112 and 31113.
Revised: THEA 31112 and THEA 31113 and special approval.

THEA 31401 *Current:* THEA 11303, 21111 or permission.
Revised: THEA 11303 and THEA 21111 and special approval.

THEA 31501 *Current:* Junior standing and BFA design/technology student or candidate.
Revised: Junior standing and BFA design/technology student and special approval.

THEA 31522 *Current:* THEA 11622 or permission.
Revised: THEA 11622 and special approval.

DEFERRED

THEA 31524 *Current:* THEA 11524 or permission.
Revised: THEA 11524 and special approval.

THEA 31525 *Current:* THEA 11524 or permission.
Revised: THEA 11524 and special approval.

THEA 31560 *Current:* THEA 11622, THEA 21521, or permission.
Revised: THEA 11622 and THEA 21521 and special approval.

THEA 31622 *Current:* THEA 11622 or permission.
Revised: THEA 11622 and special approval.

THEA 41026 *Current:* None.
Revised: Special approval.

THEA 41027 *Current:* THEA 41026
Revised: THEA 41026 and special approval.

THEA 41093 *Current:* None.
Revised: Special approval.

THEA 41110 *Current:* Junior/senior standing.
Revised: Junior or senior standing and special approval.

THEA 41113 *Current:* None.
Revised: Special approval.

THEA 41191 *Current:* THEA 31112 and 31113.
Revised: THEA 31112.

THEA 41307 *Current:* THEA 21306 or permission.
Revised: THEA 21306 and special approval.

THEA 41501 *Current:* Senior standing and BFA design/technology student.
Revised: Senior standing and BFA design/technology student and special approval.

THEA 41522 *Current:* THEA 31522 or permission.
Revised: THEA 31522 and special approval.

THEA 41524 *Current:* THEA 31525.
Revised: THEA 31525 and special approval.

THEA 41560 *Current:* THEA 11622, 21521 or permission.
Revised: THEA 11622 and THEA 21521 and special approval.

THEA 41622 *Current:* THEA 31622 or permission.
Revised: THEA 31622 and special approval.

THEA 41726 *Current:* Junior standing.
Revised: Junior standing and special approval.

THEA 41892 *Current:* Junior standing.
Revised: Junior standing and special approval.

THEA 42092 *Current:* Junior/senior only.
Revised: Junior or senior standing and special approval.

THEA 42192 *Current:* Junior/senior only.
Revised: Junior or senior standing and special approval.

THEA 42292 *Current:* None.
Revised: Special approval.

US 10003 *Current:* Assessment testing or permission.
Revised: Compass reading score of 0-55.

DEFERRED

US 10006 *Current:* Concurrent registration in selected LER or permission.
Revised: Concurrent registration in PSYC 11762 or SOC 12050 or HIST 12070 or PHY 11030 and special approval.

DEFERRED

VCD 13000 *Current:* None.
Revised: VCD major and special approval.

VCD 13001 *Current:* VCD 13000.
Revised: VCD 13000 and special approval.

VCD 20000 *Current:* None.
Revised: Special approval.

VCD 20003 *Current:* VCD 20000.
Revised: VCD 20000 and special approval.

VCD 20009 *Current:* VCD 13001, 22000, 22001, 23001, 23002 and/or permission.
Revised: VCD 13001 and 22000 and 22001 and 23000 and 23001 and 23002 and special approval.

VCD 23001 *Current:* B or better in VCD 13000 and 13001.
Revised: VCD 13000 and 13001 and special approval.

VCD 23002 *Current:* VCD 13001, 23001 and/or permission.
Revised: VCD 13001 and 23001 and special approval.

VCD 24001 *Current:* VCD 24000.
Revised: VCD 24000 and special approval.

VCD 24009 *Current:* VCD 24000. Corequisite: VCD 24001
Revised: VCD 24001 and special approval.

VCD 27000 *Current:* TECH 11083.
Revised: TECH 11083 and special approval.

VCD 28000 *Current:* VCD 13000 and concurrently with VCD 13001; or by permission.
Revised: VCD 13000 and 13001 and special approval.

VCD 30009 *Current:* VCD 32000/33000. Corequisites: VCD 33001 and 32001.
Revised: VCD 32000 and VCD 33000 and special approval. Corequisites: VCD 33001 and VCD 32001.

VCD 34000 *Current:* VCD 24009.
Revised: VCD 24009 and special approval.

VCD 38001 *Current:* VCD 13001, 28000, 20009, 38004.
Revised: VCD 13001 and 20009 and 28000 and 38004 and special approval.

VCD 38003 *Current:* VCD 13001; 28000; VCD major, minor, or by permission.
Revised: VCD 13001 and 28000 and VCD major and special approval.

VCD 38004 *Current:* VCD 13001; VCD 28000 and 20009. VCD major, minor or by permission.
Revised: VCD 13001 and 28000 and special approval.

VCD 38008 *Current:* VCD 28000 and VCD 13001.
Revised: VCD 13001 and 28000 and special approval.

VCD 42003 *Current:* Successful completion of VCD 30009.
Revised: B or better in VCD 30009 and special approval.

VCD 42004 *Current:* VCD 20000.
Revised: VCD 20000 and special approval.

VCD 43000 *Current:* None.
Revised: B or better in VCD 30009 and special approval.

VCD 43001 *Current:* VCD 20006.
Revised: VCD 30000 and special approval.

VCD 43006 *Current:* VCD 30009.
Revised: Special approval.

VCD 43007 *Current:* JMC 20004, 20007; VCD 13001 or 27001; Art major, minor or permission.
Revised: JMC 20004 and JMC 20007; and VCD 13001 or VCD 27001; and special approval.

VCD 43051 *Current:* Successful completion of VCD 30009.
Revised: B or better in VCD 30009 and special approval.

VCD 46000 *Current:* CS 10051 and VCD 13001 or permission.
Revised: CS 10051 and VCD 13001 and special approval.

VCD 46003 *Current:* VCD 27001, 37000 or VCD 23001.
Revised: VCD 46001 and special approval.

VCD 46053 *Current:* VCD 46001 and permission.
Revised: VCD 27001 or 37001 or 23001.

VCD 48005 *Current:* VCD 38003, VCD 38004. VCD major or permission.
Revised: VCD 46001 and special approval.

VCD 48007 *Current:* VCD 38003, VCD 38004, VCD 48005, VCD major.
Revised: VCD 38003 and 38004 and 48005 and VCD major and special approval.

VCD 48009 *Current:* VCD 38003, VCD 38004, VCD 48005, VCD majors or permission.
Revised: VCD 38003 and 38004 and 48005 and VCD major and special approval.

VCD 48092 *Current:* Upper-division standing or permission.
Revised: Junior or senior standing in VCD and special approval.

VCD 49199 *Current:* Senior standing and permission.
Revised: Senior standing in VCD and special approval.

Further revisions to prerequisites that first appeared on the March 19, 2007, EPC Agenda

DAN 17050 *Current:* Dance major/minor.
Revised: Dance major and special approval.

DAN 17051 *Current:* Dance major/minor.
Revised: Dance major and special approval.

DAN 17052 *Current:* Dance major/minor.
Revised: Dance major and special approval.

DAN 17053 *Current:* Dance major/minor.
Revised: Dance major and special approval. Corequisite: DAN 17051 or DAN 17052.

DAN 17151 *Current:* Dance major or minor and DAN 17051.
Revised: Dance major and DAN 17051 and special approval.

DAN 17152 *Current:* Dance major or minor and DAN 17052.
Revised: Dance major and DAN 17052 and special approval.

DAN 27057 *Current:* Dance major/minor, Early Childhood major or education major.
Revised: Dance major or early childhood major; and special approval.

DAN 27072 *Current:* Dance major/minor; DAN 17152.
Revised: Dance major and DAN 17152 and special approval.

DAN 37071 *Current:* One activity course.
Revised: Dance major and special approval.

DAN 37271 *Current:* Technique level 2000 or above and audition.
Revised: Dance major and special approval.

DAN 47060 *Current:* Senior status. Must take concurrent with dance technique level III. Permission of Department.
Revised: DAN 27170 and special approval.

DAN 47063 *Current:* Dance major/minor.
Revised: Dance major and special approval.

DAN 47156 *Current:* Dance major/minor.
Revised: Dance major and special approval.

DAN 47163 *Current:* Dance major/minor, DAN 47063 or permission.
Revised: Dance major and DAN 47063 and special approval.

DAN 47192 *Current:* Dance Education major or permission.
Revised: Dance major and special approval.

DAN 47525 *Current:* Dance Education major and eligibility for admission to student teaching; DAN 47192.
Revised: Dance major; and admission to student teaching; and DAN 47192; and special approval.

Courses for which departments did not respond to the prerequisite-revision request: The portion of the course's prerequisite that was translatable was entered in Banner. If none of the prerequisite was translatable, a "special approval" was entered for each section, and students will need to seek a departmental override to register for the course.

Course list prepared by Lisa N.H. Delaney, academic program coordinator for curriculum services.

CELEBRATE CENTENNIAL

KENT STATE UNIVERSITY

1910·2010

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Gayle L. Ormiston
Associate Provost, Faculty Affairs and Curriculum

SUBJECT: Agenda for Monday, May 21, 2007 — **ADDENDUM II**
Kent Student Center, Room 310 A-B, 3:20 p.m.

DATE: May 15, 2007

ACTION ITEM

University Requirements and Curriculum Committee

3. Establishment of Liberal Education Requirements (LER–Basic Sciences) status for NUTR 23511 Science of Human Nutrition, which had its title (Nutrition Related to Health) and description revised.
Effective Fall 2008 ***Dean Larry Andrews***
Attachment 5: Proposal Summary | LER Questionnaire | Syllabus

INFORMATION ITEM

Regional Campuses / College of the Arts and Sciences

Department of Biological Sciences

3. Program Development Plan for preliminary establishment of the Bachelor of Applied Horticulture degree program, to be offered on the Salem Campus.
Attachment 6: Proposal Summary | Needs Survey | Supporting Materials

Educational Policies Council Minutes
Monday, April 30, 2007

Members Present:

Provost
Paul L. Gaston

Executive Dean
Shirley J. Barton

Deans
Larry R. Andrews, Nancy E. Barbour [representing David A. England], Timothy J. Chandler, Aminur R. (Raj) Chowdhury, Laura Cox Dzurec, Jerry D. Feezel, Daniele Finotello, Steven Fong, Gary M. Padak, Denise A. Seachrist, Elizabeth A. Sinclair-Colando [representing George E. Stevens], Mark W. Weber

Faculty Senate-Appointed Representatives
Cheryl A. Casper, Bruce J. Gunning, Barbara J. Hipsman-Springer, Thomas Janson, Declan F. Keane, Erica B. Lilly, John A. Marino, Vilma Seeberg, Mary C. Stansbury

College Curriculum Committee Representatives
David A. Dumpe, Jacqueline Rowser, Alexa L. Sandmann

Also in attendance: Diedre L. Badejo, Gregory M. Blase, Stephane E. Booth, Glenn Davis, Kathe Davis, Laura L. Davis, Lisa N.H. Delaney, Evelyn S. Goldsmith, Mary Ann Haley, LuEtt J. Hanson, Nancy E. Mitchell, Sara J. Newman, Anne Reid, Therese E. Tillett, Becky L. Totts, Roberto M. Uribe-Rendon

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Provost Paul L. Gaston convened the meeting of the Educational Policies Council at 3:20 p.m., on Monday, April 30, 2007, in Room 310 of the Kent Student Center. He began with **Action Item 1: Approval of minutes of March 19, 2007**. A motion was made to approve the minutes and seconded by Dean Larry R. Andrews of the Honors College. Three changes were incorporated: correction of John L. West's name; removal of a part of a sentence—"as well as it offering another writing-intensive course"—(page 2, paragraph 6, line 3) and replacement of the word "with" with "when" (page 2, paragraph 9, line 1). Provost Gaston declared the minutes to stand as read.

He then called upon Dean Andrews as chair of the University Requirements Curriculum Committee (URCC) to introduce **Action Item 2: Establishment of Liberal Education Requirements (LER–Basic Sciences) status for the following existing courses, which have had their credit hours and descriptions revised: PHY 13021 General College Physics Laboratory I and PHY 13022 General College Physics Laboratory II; status confirmation of the following Liberal Education Requirements (LER–Basic Sciences) courses, which have had their credit hours, corequisites and descriptions revised: PHY 13001 General College Physics I, PHY 13002 General College Physics II, PHY 13011 College Physics I and PHY 13012 College Physics II**.

Dean Andrews explained that the revisions were driven by the Banner implementation, which cannot accommodate 0-credit courses. With laboratory courses now sorted from the lecture courses, the revisions attempt to give genuine credit and grading. He moved for approval of the item, which was seconded by Danielle Finotello, acting dean of graduate studies. The motion passed unanimously.

Dean Andrews announced that **Action Item 3** had been withdrawn to allow the URCC more time for review. He then moved for approval of **Action Item 4: First Periodic Review Report on Writing-Intensive Course (WIC) Requirement, which includes revision of WIC guidelines, proposal form and catalog copy**. Senator Thomas Janson, professor in the School of Music, seconded the motion. With the floor opened for questions, Faculty Senate Chair Cheryl A. Casper, professor in the Department of Economics, asked why recommendations in the report urged for the establishment of recommendations, not requirements. Dean Andrews replied that the committee understood that some requirements would be impossible to be met by certain departments; the committee at one point deliberated a recertification process, and in the end decided to review the process in five years to see if its recommendations were considered and implemented.

Faculty Senator Mary C. Stansbury, associate professor in the School of Library and Information Science, suggested collaboration with the University Teaching Council in regards to the faculty teaching evaluation and the performance of teachers in writing-intensive courses. Dean Andrews agreed, and said that the committee would encourage the addition of a WIC-specific question on the Student Survey of Instruction.

David A. Dumpe, assistant professor in the Department of Finance, expressed concern regarding the recommendation that minimum 50 percent of the course grade be based on writing assignments. Taking into account the number of international students in these courses, he said the recommendation would force him to hold back someone so close to graduation if he/she cannot earn a C or better grade.

Dean Andews replied that faculty members have to move beyond the perception that a grade for a writing assignment is based on style only. If students intelligently organize and process a writing assignment, they should be graded accordingly. Nancy E. Mitchell, associate dean of the College of the Arts and the writer of the WIC report, added that if courses have such challenges, faculty members may work toward that 50 percent recommendation rather than implementing it immediately.

Provost Gaston inquired if the committee had developed an institutional rubric to provide a description of an A-grade or B-grade paper to bring a level of consistency to the grading process. Associate Dean Mitchell responded in the negative and said other institutions have created resourceful websites for faculty. Sara J. Newman, associate professor in the Department of English and a URCC member, said that the committee felt strongly that Kent State is committed to writing that moves across all disciplines. Some committee members felt that the 50 percent minimum wasn't high enough; however, it is consistent, she said, with other state institutions' established standards.

In response to a question regarding the accountability of WIC faculty, Associate Dean Mitchell said the committee decided not to be the writing police. The committee worked toward establishing a standard, creating a dialog and developing such initiatives as workshops for faculty members to get ideas and be inspired. She called it a first step and said that if the committee becomes aware by the second review that some faculty members still are not following the standard, the URCC will need to address the concern.

Provost Gaston suggested AQIP (Academic Quality Improvement Project) as a resource for any future action. He then proceeded to move the action to a vote where it passed unanimously.

Provost Gaston called upon Executive Dean Shirley J. Barton of the Regional Campuses to introduce **Action Item 5: Revision of the policy for required additional hours for a successive associate degree, decreasing hours from 16 to 15, to align with requirement for the concurrent associate degree**. She explained that the credit-hour difference is an impediment to advisors and students. Her motion for approval was seconded by Dean Aminur R. (Raj) Chowdhury of the College of Technology.

When the floor opened for questions, Senator Bruce J. Gunning, assistant professor in the College of Technology, East Liverpool Campus, questioned why the College of Technology's curriculum committee was not consulted, which Executive Dean Barton replied was due to the revision being more an administrative, rather than programmatic, change. The program remains the same, she said. After further discussion, the motion was brought to a vote and passed.

Provost Gaston requested that University Registrar Glenn Davis lead **Discussion Item 1: Due to course equivalency issues, the Registrar is requesting that the Office of the Provost establish a policy to mandate that a course number be changed if the course is revised "substantially" (i.e., more than 70 percent). The Registrar is requesting also that the policy for reassigning course numbers be revised. Current policy: Course numbers that have been inactivated may not be reassigned to another title for five years.**

University Registrar Davis explained that, in addition to creating equivalency problems, the two matters affect the GPA recalculation rule and the state mandate for TAGs (Transfer Assurance Guides). Faculty Senate Chair Casper asked what he would like the policy for reassigning course numbers to become, which University Registrar Davis replied would be to not reuse course numbers, ever. Faculty Senate Chair Casper then stated that she was uneasy about designating a percentage to define "substantial" change, which may be different depending on the academic unit, although she did support the idea.

Senator Janson said that the 70-percent figure is an Ohio Board of Regents standard for determining course equivalency for transferring credit between state universities. He then confirmed with University Registrar Davis that if a course is inactivated and then reactivated, as the same course, the course number remains the same.

Discussion ensued about issues that may arise with such policies, including availability of course numbers, courses being updated as opposed to revised, courses being revised little by little each year and falling under the radar of the 70-percent rule. University Registrar Davis said the first question that should be answered when a course is being revised is, "Has the course changed in such a way in that a student could repeat it?" He then said that this discussion item was a first attempt to open dialog; and for him to take back questions and concerns; and return with clearer language.

Provost Gaston concluded the discussion and proceeded to **Information Item 1: Reauthorization of the Higher Education Act**, and **Information Item 2: The Secretary of Education's Commission on the Future of Higher Education (Spellings Commission report)**. He outlined the four-year attempt to renew the Higher Education Act and the emerging outcomes of the Spellings Commission, which includes rules on higher education accreditation and institute-to-institute comparisons.

Provost Gaston requested questions or discussion of **Information Item 3: Program Development Plan for preliminary establishment of the Women's Studies major within the Bachelor of Arts [BA] degree program.** Erica B. Lilly, associate professor in Library and Media Services, requested that academic units consider library resources when proposing new programs.

In answer to the provost's request for other business, Therese E. Tillett, director of curriculum services, noted that the addendum to the April agenda—a listing of course prerequisite revisions for the Banner conversion—was postponed to the May meeting so academic units with prerequisite issues could resolve them. Academic units without prerequisite issues can build course sections now for spring 2008.

Senator Janson inquired about the appropriateness of offering 1-credit writing-intensive courses. Dean Andrews replied that there are approved 1-credit courses, so a precedent has been set; however, the URCC is generally opposed to them, and such a prospective proposal would need to be reviewed. Senator Janson then asked about the acceptability of recommending writing-intensive courses in other areas. (He said he often recommends TECH 31000 Cultural Dynamics of Technology to his students.) Dean Andrews replied that the goal of WIC is to prepare students for basic writing in their discipline.

Provost Gaston received an appreciative round of applause at the mention that this meeting was his last as chair and provost. After requesting and receiving a motion, he adjourned the meeting at 4:52 p.m.

Respectfully submitted,

Therese E. Tillett

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

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLET1N NUMBER: _____
DATE PROPOSAL APPROVED BY EPC:_____/_____/_____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL:
Fall 2008
DATE OF PREPARATION:_____/____/_____

Purpose of Proposal TO ESTABLISH NEW CONCENTRATION IN THE SPORT ADMINISTRATION MAJOR BS-SPAD

Department SCHOOL OF EXERCISE LEISURE AND SPORT

Requested Effective Term Fall ~~2007~~ 2008

Purpose _____ Policy ✓ Program

Preparation Date 02/27/04 mm/dd/ccyy

Description of Proposal (please use upper case and limit to 50 words or less)
TO ESTABLISH THE NEW CONCENTRATION WITHIN SPORT ADMINISTRATION CALLED PROFESSIONAL GOLF MANAGEMENT (PGM) IN THE SCHOOL OF EXERCISE LEISURE AND SPORT.
Describe Impact on Other Programs, Policies, or Procedures (limit to 40 words or less)
THE NEW CONCENTRATION WILL BE HOUSED IN THE SPORT ADMINISTRATION MAJOR IN THE SCHOOL OF EXERCISE LEISURE AND SPORT. IT WILL REQUIRE THE COOPERATION OF THE SALEM CAMPUS FOR COURSE OFFERINGS AS WELL AS THE SCHOOL OF BUSINESS AND THE HOSPITALITY PROGRAM.
Units Consulted (See Guidelines for Instructions)
SELS-LEST (RPTM), SELS-PEP, SCHOOL OF BUSINESS, FAMILY AND CONSUMER STUDIES (HOSPITALITY MANAGEMENT), AND THE SALEM BRANCH CAMPUS.

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean _____ 3/30/07

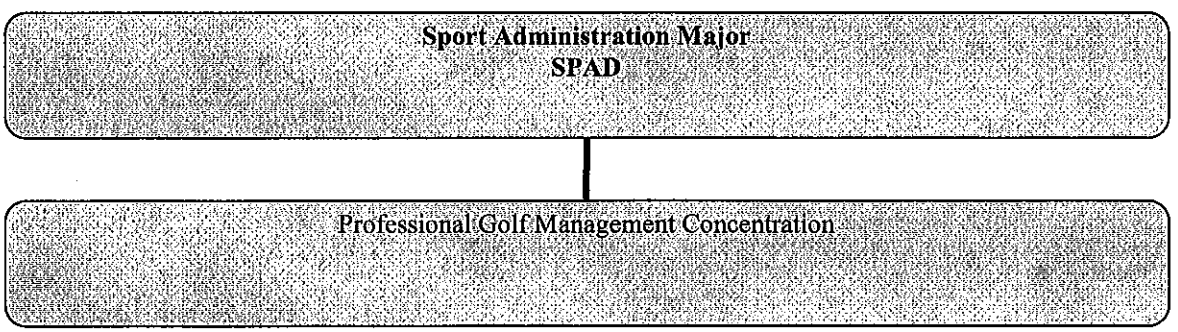
College/School Dean _____ 5/8/07

Provost _____ ____/____/____

TRANSMITTAL MEMO

The title of the new concentration will be "Professional Golf Management". The purpose of this action is to create a new concentration titled "Professional Golf Management" in the Sport Administration major. This action modifies the existing Sport Administration major by creating a new concentration in the Sport Administration called Professional Golf Management. ~~Thus the Sport Administration major will be revised to have two concentrations, Professional Golf Management and Sport Management.~~

As we move into the Responsibility Centered Management Model (RCM), funding will come from EHHS on the basis of discretionary revenue. We are also going to apply for corporate funding but need to have approval through the college and university curriculum committees prior to submitting the proposal for external funding. The Sport Administration faculty in SELS originally prepared the Professional golf Curriculum in conjunction with new Sport Administration Major that became effective in the 2006 catalog year. This process originated and was approved through the college level in the College of Fine and Professional Arts. The Professional Golf Management curriculum was put on hold while entrepreneurial and other funding options were explored. During that time the Sport Administration faculty removed the Professional Golf Management components from the proposal and revised the Sport Administration Proposal to include one major - Sport Administration. When SELS moved from Fine and Professional Arts to the College and Graduate School of Education, Health, and Human Services the Sport Administration faculty submitted to EPC the Sport Administration curriculum. The Professional Golf Management curriculum was not submitted at this time for funding options were now being explored by the College and Graduate School of Education, Health, and Human Services. The Sport Administration curriculum (SPAD) was approved without any of the new Professional Golf Management components. Therefore, the purpose of this proposal is to add the Professional Golf Management concentration to the existing Sport Administration Major.



The rationale for initiating this action is in response to: (a) student and industry demands for greater breadth and depth of academic study of sport management, (b) a more competitive educational market, which has seen significant curricular enhancements; (c) the need for students seeking employment in the field to be better educated regarding

leadership and employment practices within the industry; (d) changes in the standards and guidelines for an accreditation by the National Association for Sport & Physical Education (NASPE), North American Society of Sport Management (NASSM) and (e) the required accreditation standards set-forth by the Professional Golf Association (PGA) of America.

In order to prepare students academically in sport administration substantial modifications to the current curriculum needed to be made. The sport administration curriculum should prepare students to assume leadership roles within the industry. Through innovation, research, knowledge dissemination, and the enhancement of educational and practical opportunities, these changes will afford students the opportunity to reach their full potential as contributing members of society.

DOCUMENTATION TO ESTABLISH A NEW SUBMAJOR

PROPOSAL SUMMARY

A. Title of Proposed Program
Professional Golf Management "PGM" Concentration

B. Subject Specifications
The title of the new sub-major program will be "PGM Concentration" which is an addition to the newly proposed Sport Administration Major in the School of Exercise Leisure, and Sport.

C. Background Information
The history of golf management programs date back to 1975, in Big Rapids, Michigan at Ferris State University. The program was considered to be the first of its kind and incorporated rigor and quality in such areas as curricular standards, credentials of faculty, student quality, literature, and scholarly associations. Today, there are seventeen accredited PGM programs fulfilling the demands of the golf market. These programs help to defined, described, identify and solidify golf management as a field of study.

Nationally and internationally known for its recruitment of an academically talented and culturally diverse student body, Kent State University is well suited to establish and support a PGM program accredited by the PGA. Additionally, the state of Ohio ranks 5th in the nation in number of golf courses available, totaling 622 public and resort golf courses, as well as numerous private clubs. Within a 30-mile radius of the KSU main campus are over 130 golf courses. The University owns and operates its own 18-hole golf course and practice facility and the PGM program will look to secure partnerships with a variety of these facilities to support growth and development of the program.

A long tradition of success in men's and women's NCAA Division I intercollegiate golf, prime location of the university in a golf-rich geographic area, strong golf alumni support as evidenced by the full endowment of the athletic scholarship program in golf, and the high number of KSU graduates currently employed in the golf industry combine to provide a rich environment for a strong PGM Program offering. The program would be interdisciplinary in scope with emphasis in sport management, business, hospitality management, and horticulture.

Other units at Kent, in addition to SELS, that will be instrumental in the development and implementation of the PGM Program are: The College of Business Administration, the program in Hospitality Management in the College of Education Health and Human Service, the Department of Intercollegiate Athletics including the KSU Golf Course, the Regional Campus Horticulture technology program, and the Student Recreation and Wellness Center. Preliminary discussion with academic programs within SELS and athletics has elicited strong support, with involved faculty and staff eager to lead Kent State University into the

forefront in Ohio and the Midwest in furthering the development of future golf professionals.

It is our belief that Kent State University is well suited for the PGM Program. The University provides a holistic environment conducive to the academic and personal growth of each student, strongly supports the recruitment and retention of women and minorities, and has shown support for the PGM initiative and endorsement from all involved administrative, academic, and service units. In a state rich in golfing history and in a geographic area ideal for golf enthusiasts, the Sport Management Faculty at Kent State University are eager to assume a leadership role in preparing future professional golf managers.

The Sport Administration faculty in School of Exercise, Leisure and Sport are committed to providing valued resources necessary to enhance knowledge and practice within the industry. By maintaining high professional standards and utilizing these resources in an efficient and effective manner, Kent State University will add to the quality of education that the PGA of America demands.

PGA of America

The PGA of America is a not-for-profit organization that promotes the game of golf while continuing to enhance the standards of the profession. The Association is comprised of more than 28,000 men and women PGA Professionals who are dedicated to growing participation in the game of golf.

PGA Professionals, who are expert instructors, skilled businesspersons and community leaders, are the backbone of The PGA of America. Through comprehensive study and training in a variety of disciplines, PGA Professionals are uniquely qualified to teach the game and conduct the business of golf. As a result, PGA Professionals enhance the enjoyment and overall experience for the more than 25 million golfers in the United States.

The Association's origins date back to 1916, when a group of New York area golf professionals and prominent amateurs attended a luncheon hosted by department store magnate Rodman Wanamaker to discuss forming a national organization which would promote the game of golf and help elevate the vocation of the golf professional. Among other things, that meeting led to the first PGA Championship, held later that same year. Today the PGA Championship is one of golf's four major championships, and the trophy given to the winner still bears Wanamaker's name.

In addition to the PGA Championship, the Association conducts three other premier events: the Senior PGA Championship, the oldest major championship in senior golf; the biennial Ryder Cup Matches, which pits a team of top American professionals against their European counterparts; and the PGA Grand Slam of Golf, which annually brings together the winners of the game's four major championships.

The PGA also conducts some 40 tournaments for PGA Professionals, as well as the

Buick Scramble, the world's largest golf tournament for amateurs with more than 100,000 participants annually.

The PGA has developed numerous programs to promote the game to people of all ages and skill levels. At the forefront is the "Play Golf America" campaign, which kicked off in 2003 with the goal of attracting new golfers and increasing participation among occasional golfers. The PGA is spearheading this unified effort among golf's leading allied associations.

The PGA of America is supported by 41 PGA Section Offices located throughout the geographic regions of the United States, as well as a staff of more than 175 employees at the national headquarters in Palm Beach Gardens, Fla. Through its grass-roots network of PGA Professionals at the Section level, programs such as Kids on Course, Golf in Schools and First Swing are exposed to more than 500,000 youngsters each year.

As part of its mission to make golf accessible, the Association operates PGA Village in Port St. Lucie, Fla. PGA Village is home to three distinctly different 18-hole courses at PGA Golf Club, and includes the state-of-the-art PGA Learning Center and the PGA Historical Center.

The PGA conducts the golf industry's two major trade shows: the PGA Merchandise Show, held each January in Orlando; and the PGA Fall Expo, held each autumn in the western United States.

To facilitate the training and education of PGA Professionals, The PGA developed the Professional Golf Management (PGM) program, a four-year college curriculum now offered at 16 colleges and universities nationwide.

Since 1916, The PGA of America has established new standards of excellence by expanding educational opportunities, programs and services for its members. At the same time, the Association stands firm and continues to flourish on the principles that were set down by its founders.

PGA Tour

The PGA TOUR is a tax-exempt membership group of professional golfers that plays more than 100 official-money tournaments on three TOURs: the PGA TOUR, Champions Tour and Nationwide Tour. The headquarters are located in Ponte Vedra Beach, FL, southeast of Jacksonville.

Mission
To expand the PGA TOUR domestically and internationally while maintaining our commitment to growth in charity and integrity to the game.

History
Most golf historians would trace the "formal" beginning of the PGA TOUR to late 1968,

when the Tournament Players Division split from the PGA of America to gain more control of their finances and tournament schedule. The Tournament Players Division was renamed the PGA TOUR in 1975. While the two organizations work closely together today, the PGA TOUR and PGA of America are separate entities.

The PGA TOUR's Tournament Players Club Network has maintained a reputation for operating high-quality clubs since its inception 23 years ago. The TPC Network continues to grow, with more than 30 facilities currently open or under construction, including several overseas.

Employees of PGA Tour

PGA TOUR employees come from various backgrounds and experiences. We look for people who believe in and share these core values:

- Honesty, integrity, and sportsmanship
- Commitment to excellence in service to PGA TOUR players and sponsors of the PGA TOUR
- Making a positive contribution to society and charity
- Helping each other achieve our highest potential through open communication, team work, and encouraging the expression of new ideas
- Being innovative and taking a leadership role
- Having an appreciation of and respect for the game
- Broadening the appeal of and access to the game

"The TOUR has the goal of attracting and retaining a highly competent staff in order to provide the highest quality of service to the players. Additionally, the TOUR seeks to provide its employees with a challenging and rewarding employment opportunity. The TOUR depends on the loyalty, teamwork, and energetic dedication of its employees to continue its success story."
Tim Finchem, Commissioner, PGA TOUR

Products

The primary purpose is to provide significant competitive golf and earnings opportunities for past, current and future members of the PGA TOUR, Champions Tour and Nationwide Tour; to protect the integrity of the game; and to help grow the reach of the game in the U.S. and around the world.

More than 125 events were contested on the three Tours in 2002, for approximately $260 million in prize money. In addition to providing competitive opportunities for its membership, TOUR events also generate significant sums of money for charity. TOUR events have raised nearly $800 million for charity since 1938, the first year such records were kept.

The Sport Administration/PGM curriculum would include continual student assessment, with a strong understanding of curriculum standards to provide the knowledge, skills, and values needed to help students feel confident, challenged, and engaged in their learning. The

PGM student will be provided a broad based understanding of golf and be able to develop managerial skills to help them become leaders in the golf industry. The PGM Program at Kent State will embrace this philosophy of education and management and thus give PGM students a unique educational background from which to undertake their responsibilities as golf professionals.

The proposed curriculum (see curriculum sheet below) encompasses several academic needs vital to the PGM student. First and foremost, each PGM student will take 37 credit hours of course work tailored to meet the PGA's standards and body of knowledge.

PGM students will receive a business minor with the opportunity to obtain a double minor in areas such as tourism management, hospitality management, business and marketing. Finally, students will take 33 credit hours of course work in Sport Administration. These three content areas will give students a strong business background in sport and golf management that will prepare PGM graduates for successful careers as PGA professionals.

The SPAD-PGM Curriculum consists of 126 credits in four primary areas plus the 1 credit orientation requirement:

Orientation	1 credit
Liberal Education Requirements	37-38 credits
Business Minor Requirements	18 credits*
Sport Administration Core	33 credits
PGM Emphasis	37 credits
Total	126-127 credits

Six additional credit hours are included in LER's

D. Program Action and Institutional Mission

The implementation of the PGM Program would afford opportunities for growth of resources and enrollment, as well as expand collaborative networks within the industry. The program will enhance the visibility of SELS both internally and externally to the University. The Kent State University curriculum offering in Professional Golf Management will be recognized nationally as a leading program for preparing Class A PGA professionals using latest knowledge and skills to meet and respond to the personal as well as business management requirements of public or private golf facilities. The mission of the PGM program will be to provide a comprehensive, interdisciplinary golf management curriculum.

The overall goal of the program would be to develop graduates with specialized skills, both physical and intellectual, which will allow them to become well-rounded service oriented professionals. More specifically, the PGM program will provide a challenging and comprehensive academic experience, which will prepare students for professional work in the twenty-first century. Skill enhancement in the area of golf operations, development, maintenance, instruction and management will occur and be accessed throughout the PGM program. Skills and competencies specific to student development include proficiencies associated with the rules of golf, tournament operations, golf cart fleet management,

development programs, golf club industry design and repair, career enhancement, teaching, business planning and operations, customer relations, turf grass management, and facility and course design. A degree in professional golf management will afford students to pursue careers in the golf club/resort management, merchandising, event management, facility development, education and with a variety of professional association.

Faculty and staff within the PGM program will recruit a diverse, talented and well-rounded student population. The PGM program will provide for each student a well-defined, comprehensive internship experience that will facilitate exemplary professional capabilities in all facets of golf management. The PGM program will facilitate student accomplishment through continued educational assessment, the Golf Professional Training Program (GPTP) checkpoints and a passing score on the Player Ability Test (PAT). The PGM Program will be a valued asset to the University community, to the Northeast Ohio community, and to the golf community at large.

In addition to this goal, the following items have been identified for implementation in the PGM program:

- Create a PGM advisory committee prior to the implementation of the PGM program that will include constituents both internal and external to the University.
- Cultivate an appreciation for the importance of professionalism and advocacy for the game of golf to ensure the continued growth and development the industry and the game.
- Develop a student's personal proficiency in the sport of golf through instruction, practice, and passage of the player ability test.
- Provide a broad range of observational and participatory internship experiences designed to foster an understanding of the day-to-day working environment in all aspects of the golf management industry.
- Create, maintain, and strengthen relationships with golf industry professionals and partners in related fields, such as hospitality and tourism, throughout the state of Ohio, regionally and nationally, to provide internship and cooperative education experiences.
- Create and model an exemplary recruitment program balanced, at least, to the University 10% enrollment of minorities and women.
- Establish a student-run PGM organization to facilitate student development outside the classroom by conducting fund raising and competitive events, sponsoring and organizing workshops and seminars, scheduling and hosting guest speakers, participating in other campus events, and organizing and planning other social events for members.

The partnering of the Professional Golfers Association of America with Kent State University will provide an affiliation within an extensive Doctoral/research institution that can afford opportunities to enhance and promote professional golf preparation within the industry. Such regional implementation would allow Kent State University to contribute nationally to the education and recruitment of PGA membership.

E. Proposed Implementation Date

As modifications are required for this change, it is anticipated that this program can be implemented for Fall 2008.

F. Department or Unit Responsible

This program will be housed in the College of Education, Health and Human Services within the School of Exercise, Leisure and Sport.

G. Program Description

The following statement will precede the academic program requirements for the Sport ~~Management~~ Administration Major – PGM concentration:

The Sport Administration-PGM Concentration at Kent State University prepares undergraduate students for a variety of positions in the golf industry. The goal of the PGM faculty is to create a collaborative learning environment. Through education, mentoring and practical experiences, students can enter the golf industry with exceptional overall preparation to eventually assume leadership positions in their field.

H. Student Information

Several PGM programs have been contacted e.g. Ferris State, Clemson University, UNLV, Methodist College ..., as well as the PGA of America and over forty local golf coaches and course managers, all of which indicate ample demand for the PGM program in Northeast Ohio. The geographic market for the PGM Program is large, as the potential market includes the entire United States; however the primary market includes the states of Ohio, western New York, western Pennsylvania and West Virginia. The initial target group consists primarily of students ranging in age from 15-18 and the breadth of the market will expand as the program grows and enters maturity. The initial target segments will include junior golfers, those involved in community programs, and high school teams, particularly students in grades 9-12. Upon securing PGA endorsement, Kent State University will be one of the few exclusive PGA accredited PGM program in the region, thus enhancing recruitment.

Recruitment of potential students into the program would occur primarily in the Midwest. Ohio, western Pennsylvania, New York and West Virginia, would serve as a primary target areas. Ohio has a rich golfing history and strong high school golf programs. There are currently 721 boys' and 181 girls' high school golf teams in the state of Ohio. However, both the University and the golf teams at Kent State University recruit nationally, so it would be expected that prospective PGM students would not only come from the Midwest, but also the entire United States. The Kent State University Sport Administration Program would strive to procure enrollment targets set forth as well those established by the PGA of America.

Marketing actions and communication include attending high school and college fairs to circulate program information, identify potential leads, and distribute applications. The Kent State University Sport Administration Program will establish communication links to high school golf coaches to help market the program to potential candidates. In the state of Ohio there are 721 schools with boy's golf teams and 181 schools with girl's golf teams. The Ohio High School Athletic Association can provide convenient mailing labels to all of

the high school programs so that a communication link with those coaches can be established. The hosting of educational clinics targeted to this population may further enhance the recruitment process. Ohio also has a Northern and Southern PGA Section from which PGA mailing lists can be obtained to assist in distributing information and generating leads to local and regional golf professionals. A mailing list will also be retrieved from the LPGA in the Midwest Region to enlist its support of recruiting efforts. A PGM web site will also be developed for Internet inquiries, providing prospective students easy access to program information and the integration of technological programs.

With the recent development of First Tee Programs in Canton and Akron, whose mission is to impact the lives of young people around the world by creating affordable and accessible golf facilities primarily to serve those who have not previously had exposure to the game and its positive values, a special focus will be placed on promoting the PGM program to minorities and women. Kent State University currently has an enrollment of 64% female, 36% male and a diversity of 10%. Kent State University enlists a variety of approaches to recruit minority students to campus. The University efforts will be used in the recruitment of qualified minorities and women into the PGM Program and these will be supplemented by strategies initiated through the Sport Administration/PGM program (i.e., The PGM minority scholarship)

Coordinators of the PGM program will meet with all admissions counselors to introduce the new program and provide them with promotional materials to be used for their visitations to high schools and Career/College Fairs. The Sport Administration faculty who have contributed to the development of this proposal and PGM Coordinator/manager will attend Career Days and College Fairs that the University admission counselors do not attend. Kent State is already involved with a variety of youth initiatives and The Kent State University Center for Sport and Recreation Development has several community programs to meet the needs of a variety of children. With the development of the PGM Program, current PGM students can work with these programs to promote awareness and enhance education benefits of the PGM students.

I. Other Programs within Region

Currently there is one PGA accredited program in the Midwest, Ferris State, which is located approximately 400 miles from the Kent campus. Penn State University is the closest PGM accredited program proximally; it is located approximately 225 miles from the Kent State University campus. The Ohio State University is the currently the only other Ohio seeking potential accreditation.. The implementation of a PGM program at Kent State University will provide regional representation that would further complement PGA incentives. Through collaboration and cooperation, Kent State University would look to foster relationships with existing and new programs to continue to advance the PGM's mission.

J. Program Impact

Facilities. The PGM program would utilize classroom and laboratory space in the School of Exercise, Leisure and Sport as well as facilities available at Kent State University and other local golf courses. In addition, if enrollment merits, it may be necessary to offer additional course sections. The PGA of America provides support for laboratory equipment that may

be utilized in sanctioned PGM programs. Therefore, if warranted these funds and resources would be sought for the program.

Faculty. The Sport Administration program is currently staffed by four full-time tenure track faculty and a variety of part-time faculty, who complement the curriculum. This level of faculty commitment must be maintained at this minimum in order to ensure the success and growth of this major.

Specific to the PGM, additional non-tenure track faculty will be needed to successfully implement the program. There is a need for a PGM program manager, an internship coordinator, and a support staff person.

The PGM program would initially be housed in the M.A.C.C. Annex. The School would initially have sufficient computer, duplicating, audiovisual and communications equipment and services. As program enrollments grow, it may be necessary to increase support to these areas. SPAD faculty will coordinate and administer the program, initially without load release. However, the PGM will require additional staff to provide program and internship supervision. The PGM manager and the Internship Coordinator will require private offices that are equipped with appropriate furniture and computers that are linked to the World Wide Web.

Several programs within the School of Exercise Leisure, including Sport Administration, have had internship programs for a number of years. The Sport Administration program has a major network of quality placements within the sport industry, including golf courses and related sites. The PGM internships are required of all PGM students and are conducted in accordance with the PGA of America guidelines. Students will complete sixteen months of work experience in a supervised setting under the direction of Class A PGA professionals and a PGM faculty member. Students will receive academic credits for the SPAD-PGM internship experiences.

The PGM staff will supervise all PGM practica and internships. These individuals will be responsible for site visits with each intern and communication with the golf professional supervising the student on-site. Weekly reports will be required of each student.

Contact has been made with the Ohio Golf Course Owners Association and with the Northern and Southern Ohio PGA Sections to enlist their support for the PGM Program and their direct involvement in serving as internship sites for the PGM student. A number of golf courses within a 30-mile radius of the University have been contacted to solicit support and determine demand of the proposed PGM program. Contact will be made with all golf courses in the state to raise awareness, support and involvement with the Kent State PGM Program. In addition, the PGM program would solicit external sponsorship support to offset expenses associated with the program. These revenues may be combined with other resources available to the School and College, i.e. entrepreneurial programs, to provide the fiscal resources to develop, operate, and promote the PGM academic program efficiently and effectively. Internal and external advisory committees will be established to aid in the governance of these resources.

Many of the ongoing collaborative networks, both internal and external to the School, would be utilized to enhance faculty status within the program. Local golf pros, coaches and service administrators are supportive of the PGM initiative and are willing to provide additional support for the program. Kent State University is also currently in the process of developing an indoor practice complex as well as redesigning the golf course which may also be available on a limited basis.

Collectively the PGM program will require three positions in addition to the SPAD/PGM coordinators, a Manager, Internship Coordinator, and Secretary. **The coordinator positions will be secured through existing full-time SPAD faculty but funding for the manager, internship coordinator and support staff will be sought through external corporate and private donations to support the program.**

K. Estimated Costs

Funding support for the PGM concentration would come from the solicitation of external funding. Local companies such as Akros and Davey Tree, and national companies such as Titleist, MTD, Textron Golf to name a few may provide support for the program.

Cost will be associated with accreditation by the Education Center of the PGA. Additionally, costs have been identified related to staffing, instruction and lab construction, of which the PGA of America will pay for approximately 50% of the materials, approximately $15,000 to $25,000 dollars.

Catalog copy to be shortened

Catalog Copy
Sport Administration Major
PGM Concentration
2007-08

Sport Administration Major
PGM Concentration

The Professional Golf Management (PGM) concentration at Kent State University prepares undergraduate students for a variety of positions in the golf, entertainment industries. The program prepares undergraduate students to seek positions such as club professional, resort manager, tournament directors, etc. The goal of the PGM faculty is to create a collaborative learning environment. Through education, mentoring and practical experiences, students can enter the golf industry with exceptional overall preparation to eventually assume leadership positions in their field.

Admission

A student seeking admission into the PGM concentration must meet all Kent State University entrance requirements. The PGM admission requirements take into consideration a combination of a student's SAT/ACT scores, and high school GPA. In addition, a student's golf handicap will be taken into consideration. Students must achieve a minimum score of 1000 on the SAT or 21 ACT a high school GPA of 2.75. Admission into the program is competitive and selective to ensure an appropriate student to faculty ratio as well as a quality program. Students will be required to pass the PGA Player Ability Test (PAT) to successfully pass the PGM program. The PGA/PAT handicap, currently at 12, will be the handicap identified for the program. Therefore, it is recommended that all students entering the program consider their current handicap and the potential to pass the required PAT test at the established handicap. Consideration is required by each student to ensure that successful completion of the PAT is obtainable. Failure to pass the PAT will result in the transfer of the student out of the PGM program. Students unable to pass the PAT, with a GPA of 2.5 and higher will be advised to seek a degree in the Sport Management concentration. Those with a GPA less than 2.5 will be asked to seek enrollment in another Kent State University program. Failure to consider the PAT and program transfer requirements could result in students enrolling in course work that will not meet, nor be applied, toward degree requirements.

The Kent State University PGM concentration does accept international students. However, to become a member of The PGA of America, an individual must either be a US citizen or a resident alien. PGA/PGM schools are accredited to produce PGA members.

Retention

To remain active in the PGM concentration, students must maintain a 2.75 GPA. If a student fails to maintain a 2.75 GPA, he/she will be placed on academic probation for a maximum of two academic semesters. During these two semesters, he/she will be required to improve their GPA to the 2.75 standard. If this requirement is not achieved by the end of the two semesters, the student will be dropped from the program. Students with a GPA of less than 2.75, but higher than 2.5, will be advised to seek a degree in the Sport Administration, Program ~~Sport Management concentration.~~ Those with a GPA less than 2.5 will be asked to seek enrollment in another Kent State University program. Failure to meet the GPA standard could result in a loss of credit hours toward the academic degree progress.

Transfer/Change of Major

In order to be considered for the Kent State University Professional Golf Management concentration, transfer students and students who wish to declare the Professional Golf Management concentration as a change of major must be a current Kent State University student or admitted into the University and meet the following requirements:

1. Earned a minimum cumulative grade-point average of 2.75;
2. **Must have acknowledged that the PGM degree standards require a four year progression/commitment to complete the program. Because of the sequencing of early practicum courses, transfer students may be delayed in taking coursework until those early courses are completed.**
3. Must have passed, or must pass, prior to graduation the PGA of America's Playing Ability Test.

At least a 2.75 overall transfer GPA is required for admission to the Sport Administration PGM concentration. Transfer students with less than a 2.75 GPA may seek admission to another Kent State University program. After completing a minimum of 12 hours at Kent State University, with a minimum 2.75 GPA, transfer students are eligible for admission to the Sport Administration PGM concentration however; all students must follow the required sequence of courses within the PGM program.

At Kent State University, the process for evaluation of transfer credit requires that the potential transfer student send the Kent State University Office of Admissions an official copy of their college/university transcript(s). The students will then receive form the Kent State University Office of Admissions and "Evaluation of Transfer Credit" that indicates the coursework that will transfer (and specific KSU course equivalencies in many cases). Although coursework may be listed on the "Evaluation of Transfer Credit," it does not imply that all coursework will be applied toward the Sport Administration – PGM concentration.

PAT Requirements

Students will be required to take the PGA of America's Playing Ability Test at least once each semester, including summer, until the student has passed. If he or she fails to pass the test before the end of their junior year, they will be dismissed from the program and advised to complete the Sport Management concentration in the Sport Administration major. Students that have not completed this requirement by the end of their junior year may appeal to the Coordinator for extra time.

Graduation Requirements

Students graduating from the PGM Program must complete all required courses in the curriculum and achieve a minimum 2.75 cumulative grade point average and a grade point average of 2.75 or higher in the major. To be eligible for graduation from the PGM program, students are required to pass the PGA's Playing Ability Test (PAT), complete GPTP checkpoints for Level I, and Level II, and complete Level III seminars. In addition, all students must fulfill the 16-month internship requirement with a minimum of 4 weeks in food and beverage management. Students who do not pass the PAT will be advised to complete the Sport Administration major with a concentration in Sport Management.

Internship Requirements

The PGM internship is considered to be a full-time work experience that encompasses 40 hours per week at a recognized golf facility under the direction of a Class A PGA Professional. Successful completion of 16 months of internship experience is required of each student seeking a Bachelor of Science with a major in Sport Administration with a concentration in Professional Golf Management.

Enrollments

As part of an enrollment management plan the PGA of America limits the number of enrolled students in an accredited program to 300. Therefore, enrollment will be on a selective basis. Faculty will select the most qualified students to the program based upon high school or transfer GPA, ACT/SAT scores, PAT scores, letters of recommendations, and communication skills assessed through an interview and essay. To be admitted to the program students must display evidence of adequate communication skills and knowledge of the game of golf. Students should contact the PGM program coordinator to inquire about procedures and criteria associated with admission to the program.

Catalog Copy of the Requirement Sheet for the
Sport Administration (SPAD) Major
Professional Golf Management Concentration
(Fall 2007)

Liberal Education Requirements (LER)		37-38
I.	Composition	6
II.	Math and Critical Reasoning (4)	3-4
	MATH 11009 or MATH 11010 (4)	
II.	Humanities and Fine Arts	9
	PHIL 21001 (3), ARCH 10001 (3) and choose one (3) from the LER Humanities and Fine Arts	
IV.	Social Sciences (3) (3)	6
	ECON 22060, and either PSYC 11762 or SOC 12050 (3)	
V.	Basic Sciences	7
	PHY 21040 course (3) and lab (1), and choose one (3) from the LER basic Sciences	
VI.	Additional	6
	COMM 15000 and Econ 22061	
VII.	~~University Orientation~~, US ~~10001~~ 10097 First-Year Colloquium	1

VIII. Diversity Requirement
All students must complete a two-course Diversity Requirement as described on page __ of this Catalog. One course must come from the LER requirement (with a global focus); the second course will be PEP 25059, Sport in Society (a domestic focus).

IX. Writing Intensive Requirement
At least one course must be taken from the Writing Intensive courses listed in the catalog; a student must earn a "C" or higher in the Writing Intensive course. SPAD 45030, Sport Enterprise meets this requirement.

Major Requirements

Sport Administration Core Requirements				33
PEP	25059	Sport in Society	3	
RPTM	46080	Legal Issues in Sport and Recreation	3	
SPAD	35021	Governance in Sport	3	
SPAD	35025	Facility Management	3	
45027 SPAD	~~35027~~	Public Relations and Promotion in Sport	3	
SPAD	45024	Sport in Global Perspective	3	
SPAD	45026	Sport and the Media	3	
SPAD	45023	Sport Marketing	3	
SPAD	45022	Event Planning and Production	3	
SPAD	45030	Sport Enterprise	3	
Choose one of the following courses			3	
M&IS	24056	Fundamentals of Business Statistics (3)		
BMRT	21004	Introduction to Business Statistics (3)		
MATH	10041	Elementary Probability & Statistics (3)		

re order

Golf Management Concentration Requirements

Golf Management Foundation Requirements				37
HM	43030	Food Service Systems Management	3	
HORT	26030	Turf Grass Management	3	
SPAD	15015	Orientation to PGM	1	
SPAD	25015	Introduction to GPTP	2	
SPAD	25192	Practicum in Golf Management I	1	
SPAD	35015	Golf Management I	2	
SPAD	35192	Practicum in Golf Management II	1	
SPAD	45015	Golf Management II	2	
SPAD	46192	Internship in Golf Management	~~14~~ 16	
Choose six (6) hours between			6	
PEP	25051	Human Anatomy (3)	~~3~~	
PEP	35054	Biomechanics (3)	~~3~~	
PEP	45020	Contemporary Athletic Coaching (3)	~~3~~	
	or 33036			
HM	~~41093~~	Club Management (3)	~~3~~	
RPTM	36060	Commercial Recreation and Tourism (3)	~~3~~	
RPTM	46000	Tourism Development & Recreational Travel (3	~~3~~	

Business Minor Requirements				18
ACCT	23020	Financial Accounting	3	
ACCT	23021	Managerial Accounting	3	
FIN	36053	Business Finance	3	
M&IS	24053	Computer Applications (3) or CS 10061(3) or MIS 24080(3)	3	
M&IS	24163	Principles of Management	3	
MKTG	25010	Marketing	3	

Choose from the following

** ECON 22060 and 22061 are included within the Liberal Education Requirements.

Additional Notes

1. A minimum of 39 upper division hours is required for graduation.
2. A minimum of 127 (126) semester hours is required.
3. Only general electives coursework may be taken on a pass/fail basis.
4. No more than 12 hours of coursework may be taken pass/fail.
5. A minimum of 2.75 overall GPA is required to enter the major/concentration.
6. A minimum of 2.5 GPA is required in the Business minor.
7. The major GPA includes major requirements, movement experiences, and any additional course in SPAD.
8. All students must complete a two-course Diversity Requirement as described on page __ of this Catalog. One course must come from the LER requirement (with a global focus); the second course will be PEP 25059, Sport in Society (a domestic focus).
9. At least one course must be taken from the Writing Intensive course list in the catalog; a student must earn a "C" or higher in the Writing Intensive course. SPAD 45030, Sport Enterprise will meet this requirement.

See VIII & IX

10. Overall GPA of 2.5 or greater is required and 60 or more semester credit hours earned in order to declare the business minor.
~~12~~ 11. A minimum overall GPA of 2.75 is required to graduate.

Requirement Sheet
Sport Administration
Professional Golf Management Concentration
(Fall 2007)

The following is documentation of required courses and course sequencing in the Professional Golf Management (PGM) Concentration.

Summary of Requirements

Liberal Education Requirements	37-38
~~University Orientation~~ First-Year Colloquium	1
Sport Administration Core	33
PGM Foundation	37
Business Minor Requirements	18
Total Semester Hours	127

Liberal Education Requirements (LER)		38
I.	Composition	6
II.	Math and Critical Reasoning MATH 11009 (4) or MATH 11010 (3)	3-4
II.	Humanities and Fine Arts PHIL 21001 (3), ARCH 10001 (3) and choose one (3) from the LER Humanities and Fine Arts	9
IV.	Social Sciences ECON 22060, and either PSYC 11762 or SOC 12050	6
V.	Basic Sciences PHY 21040 course (3) and lab (1), and choose one (3) from the LER basic Sciences	7
VI.	Additional COMM 15000 and Econ 22061	6
VII.	~~University Orientation,~~ US ~~10001~~ 10097 First-Year Colloquium	1

VIII. Diversity Requirement
All students must complete a two-course Diversity Requirement as described on page __ of this Catalog. One course must come from the LER requirement (with a global focus); the second course will be PEP 25059, Sport in Society (a domestic focus).

IX. Writing Intensive Requirement
At least one course must be taken from the Writing Intensive courses listed in the catalog; a student must earn a "C" or higher in the Writing Intensive course. SPAD 45030, Sport Enterprise meets this requirement.

Major Requirements

Sport Administration Core Requirements				33
PEP	25059	Sport in Society	3	
RPTM	46080	Legal Issues in Sport and Recreation	3	
SPAD	35021	Governance in Sport	3	

SPAD	35025	Facility Management	3
SPAD	~~35027~~ 45027	Public Relations and Promotion in Sport	3
SPAD	45024	Sport in Global Perspective	3
SPAD	45026	Sport and the Media	3
SPAD	45023	Sport Marketing	3
SPAD	45022	Event Planning and Production	3
SPAD	45030	Sport Enterprise	3
Choose one of the following courses			3
M&IS	24056	Fundamentals of Business Statistics (3)	
BMRT	21004	Introduction to Business Statistics (3)	
MATH	10041	Elementary Probability & Statistics (3)	

reorder

Golf Management Concentration Requirements

Golf Management Foundation Requirements			37
HM	43030	Food Service Systems Management	3
HORT	26030	Turf Grass Management	3
SPAD	15015	Orientation to PGM	1
SPAD	25015	Introduction to GPTP	2
SPAD	25192	Practicum in Golf Management I	1
SPAD	35015	Golf Management I	2
SPAD	35192	Practicum in Golf Management II	1
SPAD	45015	Golf Management II	2
SPAD	46192	Internship in Golf Management	~~14~~ 16
Choose six (6) hours between			6
PEP	25051	Human Anatomy (3)	~~3~~
PEP	35054	Biomechanics (3)	~~3~~
PEP	45020	Contemporary Athletic Coaching (3)	~~3~~
	or 33036		
HM	~~41093~~	Club Management (3)	~~3~~
RPTM	36060	Commercial Recreation and Tourism (3)	~~3~~
RPTM	46000	Tourism Development & Recreational Travel (3)	~~3~~

Business Minor Requirements			18
ACCT	23020	Financial Accounting	3
ACCT	23021	Managerial Accounting	3
FIN	36053	Business Finance	3
M&IS	24053	Computer Applications (3) or CS 10061 or MIS 24080 (3)	3
M&IS	24163	Principles of Management	3
MKTG	25010	Marketing	3

Choose from the following:

** ECON 22060 and 22061 are included within the Liberal Education Requirements.

Additional Notes

1. A minimum of 39 upper division hours is required for graduation.
2. A minimum of 127 semester hours is required. 126
3. Only general electives coursework may be taken on a pass/fail basis.
4. No more than 12 hours of coursework may be taken pass/fail.
5. A minimum of 2.75 overall GPA is required to enter the major/concentration.
6. A minimum of 2.5 GPA is required in the Business minor.
7. The major GPA includes major requirements, movement experiences, and any additional course in SPAD.

See VIII & IX

8. All students must complete a two-course Diversity Requirement as described on page __ of this Catalog. One course must come from the LER requirement (with a global focus); the second course will be PEP 25059, Sport in Society (a domestic focus).
9. At least one course must be taken from the Writing Intensive course list in the catalog; a student must earn a "C" or higher in the Writing Intensive course. SPAD 45030, Sport Enterprise will meet this requirement.
~~10. Students pursuing the Sport Management concentration in the SPAD major must take ECON 22060 and ECON 22061 to satisfy both LER requirements and Business minor requirements~~
11. Overall GPA of 2.5 or greater is required and 60 or more semester credit hours earned in order to declare the business minor.
12. A minimum overall GPA of 2.75 is required to graduate.

Curriculum Schedule-Revised

Year 1: Fall:

SPAD	15015	Orientation to PGM	1 credit
10097US	~~10001 University Orientation~~	First-Year Colloquium	1 credit
ENG	11011	College Writing I	3 credits
ECON	22060	Microeconomics	3 credits
COMM	15000	Intro to Human Communication	3 credits
BSCI		Student's elective from listed choices	3 credits
TOTAL			14 credits

Year 1: Spring:

SPAD	25015	Introduction to GPTP	2 credits
ENG	21011	College ~~English~~ II Writing	3 credits
ECON	22061	Macroeconomics	3 credits
ARCH	10001	Understanding Architecture	3 credits
PSCH	11762	General Psychology	
		or	
SOC	12050	Intro to Sociology	3 credits
MATH	11009	Modeling Algebra	4 credits
		or	
MATH	11010	Algebra for Calculus	3 credits
TOTAL			17-18 credits

Year 1: Summer:

~~SPAD~~ PGM Practicum I		SPAD 25192	1 credit

Year 2: Fall:

ACCT	23020	Financial Accounting	3 credits
M & IS	24163	Principles of Management	3 credits
PHY	21040	Physics in Entertainment & Arts	3 credits
PHY	21040	Lab	1 credit
M&IS	24053	Computer Applications	3 credits
PHIL	21001	Intro to Ethics	3 credits
TOTAL			16 credits

Year 2: Spring:

ACCT	23021	Managerial Accounting	3 credits
MKTG	25010	Marketing	3 credits
PEP	25050	Sport in Society	3 credits
PEP	25051	Human Anatomy	3 credits
		or	
RPTM	36060	Commercial Recreation & Tourism	3 credits
M & IS	24056	Fundamentals of Business Stats	3 credits
or			
BMRT	21004	Introduction to Business Statistics	3 credits
or			
MATH	10041	Elementary Probability & Statistics	3 credits
TOTAL			15 credits

Year 2: Summer:

SPAD	45192	PGM Internship	2 credits
		PGA GPTP Level I Checkpoint	

Year 3: Fall:

SPAD	35021	Governance in Sport	3 credits
SPAD	35192	Practicum PGM II	1 credit
HM	43030	Food Service Systems Mgmt.	3 credits
SPAD	35015	Golf Management I	2 credits
PEP	35054	Biomechanics	3 credits
or			
PEP	45020	Contemporary Athletic Coaching	
or	33036		
HM	~~41093~~	Club Management	
or	46000		
RPTM		Tourism Development & Recreational Travel	
FIN	36053	Business Finance	3 credits
TOTAL			15 credits

Year 3: Spring:

SPAD	35025	Facility Management	3 credits
SPAD	35027	Public Relations & Promo in Sport	3 credits
Elective		SPAD, Bus., Tourism, or Pedagogy	3 credits
SPAD	45026	Sport and the Media	3 credits
HORT	26030	Turf Grass Management	3 credits
TOTAL			15 credits

Year 3: Summer:

SPAD	45192	PGM Internship	2 credits
		PGA GPTP Level II Checkpoint	

Year 4: Fall:

SPAD	45030	Sport Enterprise	3 credits
SPAD	45024	Sport in Global Perspective	3 credits
RPTM	46080	Legal Aspects in Sport & Rec.	3 credits
SPAD	45022	Event Planning and Production	3 credits
SPAD	45023	Sport Marketing	3 credits
SPAD	45015	Golf Management II	2 credits
TOTAL			17 credits

Year 4: Spring:

SPAD	45192	Internship in Golf Mgmt.	12 credits

KENT STATE UNIVERSITY
ATHLETIC ADVANCEMENT

187 MAC Center
P.O. Box 5190
Kent, Ohio 44242-0001

www.kentstatesports.com

April 2, 2004

To Whom It May Concern,

This letter is to state my strong support for the Professional Golf Management Program at Kent State University. Being a Class "A" P.G.A. Golf Professional since 1981, I believe Kent State would be an ideal fit for such a program. The facilities already in place, plus the cooperation between the interacting departments is a great foundation on which to start. I know that Kent State teaming up with the P.G.A. will really promote the game of golf in our area and allow aspiring P.G.A. Professionals to touch their dream.

Thank you,

Mike Morrow

Mike Morrow
P.G.A. Professional

KENT STATE
UNIVERSITY
SALEM

February 26, 2004

Mr. Aaron Mulrooney, Associate Professor
Exercise, Leisure and Sport
Kent State University
Kent, OH

Dear Aaron:

It is with great pleasure that the Kent State Salem Campus enthusiastically endorses the proposal to move forward with the Professional Golf Management concentration within the Sports Management major.

As we have discussed previously, we will be more than happy to offer the Turf Grass Management course either on the Salem or Kent Campus. Furthermore, I believe there are opportunities within our Business Management program.

The Kent Salem Campus looks forward to this cooperative venture.

Sincerely,

Jeffrey L. Nolte
Dean

JLN:dem

2491 State Route 45 South • Salem, Ohio 44460
Phone: 330-332-0361 • Fax: 330-332-9256 • http://www.salem.kent.edu

Subject: Re: Request for permission
To: mlyberge <mlyberge@kent.edu>

Mark:
Our program area of Hospitality Management would gladly work with you in the development of the PGM program.
Our involvement/coursework in food and beverage management, as well as Club Operations, may very well be a required piece of the puzzle. Let's examine those.
I will be here in my office at 3:30 today, and will check Dr. Scheule's schedule to see if she could be here as well.
See you at 3:30 here in Nixson
Rob

At 10:28 AM 03/01/2004 -0500, you wrote:

> Rob
> I tried to touch base with you on Friday...I am just trying to follow up to verify that offering the Food and Beverage course in PGM curriculum does not cause a conflict (as we discussed last Tuesday). The first year the student's would actually be enrolled in the course is 2009, therefore, we have plenty of time to work out logistics. Could you please forward me a brief note acknowledging cooperation with regards to this matter. My fax number is 672-4106 and the phone number is 672-0228 should you need additional information. I will also try to follow up via phone today. Thanks.
> Best regards,
> Mark
>
> Mark R. Lyberger, Ph.D.
> Center for Sport & Recreation Development
> School of Exercise, Leisure & Sport
> Kent State University
> 330-672-0228
> 330-672-4106 (fax)
> mlyberge@kent.edu

Date: Fri, 08 Oct 2004 16:14:02 -0400
From: Jeff Fruit <jfruit@kent.edu>
Subject: New courses
To: "Mark R.Lyberger" <mlyberge@kent.edu>
X-Mailer: Apple Mail (2.618)
X-Virus-Scanned: by amavisd-new at kent.edu
Original-recipient: rfc822;mlyberge@kent.edu
X-OriginalArrivalTime: 08 Oct 2004 20:04:01.0562 (UTC)
FILETIME=[F4594FA0:01C4AD71]

Mark,

We've completed review of courses SPAD 42046 (Sport and the Media) and SPAD 35027 (Public Relations and Sport).

In general, we are highly supportive of the Sport Administration Major and see opportunities for students in our program interested in sports reporting and related fields.

We see no substantial conflict with JMC offerings for either course. However, our Public Relations sequence faculty felt that SPAD 35027 would be more appropriately titled "Publicity and Promotion in Sport." They note that public relations constitutes only six of the 45 scheduled contact hours, and that the recommended text focuses in the areas named in our suggested change of title. We would be most appreciative if you would consider that name change.

Good luck on getting your new major up and running.

jf

Jeff Fruit
Director
School of Journalism and Mass Communication
Kent State University

PH (330) 672-0890
jfruit@kent.edu

Copy to: Lyberger
Oblin
Mitchell
Bothelen
Lyberger
[illegible]

INTER-DEPARTMENTAL CORRESPONDENCE
THE HONORS COLLEGE
KENT STATE UNIVERSITY
KENT, OHIO

TO: Gayle Ormiston, Associate Provost

FROM: Larry Andrews, Co-Chair, University Requirements Curriculum Committee

SUBJECT: Course Proposal for EPC approval

DATE: September 13, 2004

The University Requirements Curriculum Committee has approved the following courses, effective Fall 2005:

Diversity Course Status

New:
GEOG 17064, Geography of the United States and Canada, 3 cr. hrs. This will be the only domestic diversity course in the department and is a long-standing LER course.

Writing-Intensive Course Status

New:
SPAD 45030, Sport Enterprise, 3 cr. hrs. This new course will provide a Writing-Intensive Course for the new sports administration major and is part of the curriculum proposal for that major and new prefix.

The CCP, BDS, cover memos, Diversity and WIC questionnaires, and catalog pages are attached.

cc: Connie DiMascio, Director, Curriculum Services
Jay Lee, Chair, Geography
Wayne Munson, Director, Exercise, Leisure and Sport
Anne Reid, Assistant Dean, Fine & Professional Arts/Communication & Information
Linda Williams, Associate Dean, Arts and Sciences
Fred Smith, Co-Chair, URCC

INTER-DEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
DEPARTMENT OF MATHEMATICAL SCIENCES

To: **Mark R. Lyberger, Center for Sport & Recreation Development**
School of Exercise, Leisure, & Sport

From: **Donald L. White, Coordinator of Undergraduate Studies**
Department of Mathematical Sciences Donald L. White

Date: **March 2, 2004**

Subject: **Mathematics Requirements for Sport Management**

Thank you for your memo informing us of your proposal to require MATH 11011, *College Algebra*, or MATH 12001, *Algebra and Trigonometry*, and to include MATH 10041, *Elementary Probability and Statistics*, as an option for students in the Sports Management program.

This proposal will cause no conflict with the Department of Mathematical Sciences, and we do not anticipate that it would cause any staffing problems for us. We welcome the opportunity to serve your students with these courses.

Please do not hesitate to contact me at 2-9034 or *white@math.kent.edu* if you need any further information.

College of Business Administration
Kent State University

Memo

To: Mark Lyberg, SELS
Philip Wang, Coordinator, Leisure Studies, SELS

From: Elizabeth A. Sinclair-Colando, Assistant Dean
College of Business Administration

Date: 3/1/2004

Re: Sport Management and Leisure Studies Curricular Proposals

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This is to document the College of Business Administration's support of the inclusion of M&IS 24056, Fundamentals of Business Statistics, as a concentration requirement in your proposed Sport Administration Major, provided you also get permission to include the Department of Mathematics' equivalent statistics course, MATH 10041 and the Associate Degree equivalent, BMRT 21004 as possible options from which your students may choose. We ask this since M&IS 24056 is oversubscribed and even 20 more students is a concern unless you give your students other options. You also mentioned that there might be Entrepreneurial dollars to support staffing for this course once per year. We want you to pursue this possible funding source.

We support without any hesitation the inclusion of M&IS 24053, Introduction to Computer Applications, as a concentration requirement in your proposed Recreation and Park Management concentration and Therapeutic Recreation concentration.

Furthermore, we support the inclusion of the Business minor as a requirement for the proposed Sport Administration Major and for the Tourism Management concentration, with the understanding that no more than 20 – 30 more students per year would need the required courses, many of which are already required in your Sport Management major.

If you have any questions, please do not hesitate to contact me at 21286.

College of Business Administration
Undergraduate Programs
107 BSA • P.O. Box 5190 • Kent, Ohio 44242-0001
(330) 672-2872 • Fax: (330) 672-4043 • http://business.kent.edu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLET1N NUMBER: _____
DATE PROPOSAL APPROVED BY EPC:_____/_____/_____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL:
Fall 2008
DATE OF PREPARATION:_____/____/_____

Purpose of Proposal TO ESTABLISH NEW CONCENTRATION IN THE SPORT ADMINISTRATION MAJOR BS-SPAD

Department SCHOOL OF EXERCISE LEISURE AND SPORT

Requested Effective Term Fall ~~2007~~ 2008

Purpose _____ Policy ✓ Program

Preparation Date 02/27/04 mm/dd/ccyy

Description of Proposal (please use upper case and limit to 50 words or less)
TO ESTABLISH THE NEW CONCENTRATION WITHIN SPORT ADMINISTRATION CALLED PROFESSIONAL GOLF MANAGEMENT (PGM) IN THE SCHOOL OF EXERCISE LEISURE AND SPORT.
Describe Impact on Other Programs, Policies, or Procedures (limit to 40 words or less)
THE NEW CONCENTRATION WILL BE HOUSED IN THE SPORT ADMINISTRATION MAJOR IN THE SCHOOL OF EXERCISE LEISURE AND SPORT. IT WILL REQUIRE THE COOPERATION OF THE SALEM CAMPUS FOR COURSE OFFERINGS AS WELL AS THE SCHOOL OF BUSINESS AND THE HOSPITALITY PROGRAM.
Units Consulted (See Guidelines for Instructions)
SELS-LEST (RPTM), SELS-PEP, SCHOOL OF BUSINESS, FAMILY AND CONSUMER STUDIES (HOSPITALITY MANAGEMENT), AND THE SALEM BRANCH CAMPUS.

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean _____ 3/30/07

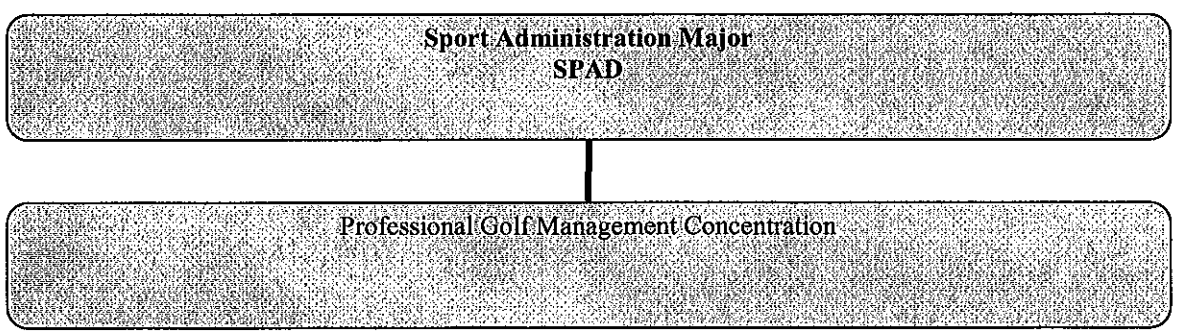
College/School Dean _____ 5/8/07

Provost _____ ___/___/___

TRANSMITTAL MEMO

The title of the new concentration will be "Professional Golf Management". The purpose of this action is to create a new concentration titled "Professional Golf Management" in the Sport Administration major. This action modifies the existing Sport Administration major by creating a new concentration in the Sport Administration called Professional Golf Management. ~~Thus the Sport Administration major will be revised to have two concentrations, Professional Golf Management and Sport Management.~~

As we move into the Responsibility Centered Management Model (RCM), funding will come from EHHS on the basis of discretionary revenue. We are also going to apply for corporate funding but need to have approval through the college and university curriculum committees prior to submitting the proposal for external funding. The Sport Administration faculty in SELS originally prepared the Professional golf Curriculum in conjunction with new Sport Administration Major that became effective in the 2006 catalog year. This process originated and was approved through the college level in the College of Fine and Professional Arts. The Professional Golf Management curriculum was put on hold while entrepreneurial and other funding options were explored. During that time the Sport Administration faculty removed the Professional Golf Management components from the proposal and revised the Sport Administration Proposal to include one major - Sport Administration. When SELS moved from Fine and Professional Arts to the College and Graduate School of Education, Health, and Human Services the Sport Administration faculty submitted to EPC the Sport Administration curriculum. The Professional Golf Management curriculum was not submitted at this time for funding options were now being explored by the College and Graduate School of Education, Health, and Human Services. The Sport Administration curriculum (SPAD) was approved without any of the new Professional Golf Management components. Therefore, the purpose of this proposal is to add the Professional Golf Management concentration to the existing Sport Administration Major.



The rationale for initiating this action is in response to: (a) student and industry demands for greater breadth and depth of academic study of sport management, (b) a more competitive educational market, which has seen significant curricular enhancements; (c) the need for students seeking employment in the field to be better educated regarding

leadership and employment practices within the industry; (d) changes in the standards and guidelines for an accreditation by the National Association for Sport & Physical Education (NASPE), North American Society of Sport Management (NASSM) and (e) the required accreditation standards set-forth by the Professional Golf Association (PGA) of America.

In order to prepare students academically in sport administration substantial modifications to the current curriculum needed to be made. The sport administration curriculum should prepare students to assume leadership roles within the industry. Through innovation, research, knowledge dissemination, and the enhancement of educational and practical opportunities, these changes will afford students the opportunity to reach their full potential as contributing members of society.

DOCUMENTATION TO ESTABLISH A NEW SUBMAJOR

PROPOSAL SUMMARY

A. Title of Proposed Program
Professional Golf Management "PGM" Concentration

B. Subject Specifications
The title of the new sub-major program will be "PGM Concentration" which is an addition to the newly proposed Sport Administration Major in the School of Exercise Leisure, and Sport.

C. Background Information
The history of golf management programs date back to 1975, in Big Rapids, Michigan at Ferris State University. The program was considered to be the first of its kind and incorporated rigor and quality in such areas as curricular standards, credentials of faculty, student quality, literature, and scholarly associations. Today, there are seventeen accredited PGM programs fulfilling the demands of the golf market. These programs help to defined, described, identify and solidify golf management as a field of study.

Nationally and internationally known for its recruitment of an academically talented and culturally diverse student body, Kent State University is well suited to establish and support a PGM program accredited by the PGA. Additionally, the state of Ohio ranks 5th in the nation in number of golf courses available, totaling 622 public and resort golf courses, as well as numerous private clubs. Within a 30-mile radius of the KSU main campus are over 130 golf courses. The University owns and operates its own 18-hole golf course and practice facility and the PGM program will look to secure partnerships with a variety of these facilities to support growth and development of the program.

A long tradition of success in men's and women's NCAA Division I intercollegiate golf, prime location of the university in a golf-rich geographic area, strong golf alumni support as evidenced by the full endowment of the athletic scholarship program in golf, and the high number of KSU graduates currently employed in the golf industry combine to provide a rich environment for a strong PGM Program offering. The program would be interdisciplinary in scope with emphasis in sport management, business, hospitality management, and horticulture.

Other units at Kent, in addition to SELS, that will be instrumental in the development and implementation of the PGM Program are: The College of Business Administration, the program in Hospitality Management in the College of Education Health and Human Service, the Department of Intercollegiate Athletics including the KSU Golf Course, the Regional Campus Horticulture technology program, and the Student Recreation and Wellness Center. Preliminary discussion with academic programs within SELS and athletics has elicited strong support, with involved faculty and staff eager to lead Kent State University into the

forefront in Ohio and the Midwest in furthering the development of future golf professionals.

It is our belief that Kent State University is well suited for the PGM Program. The University provides a holistic environment conducive to the academic and personal growth of each student, strongly supports the recruitment and retention of women and minorities, and has shown support for the PGM initiative and endorsement from all involved administrative, academic, and service units. In a state rich in golfing history and in a geographic area ideal for golf enthusiasts, the Sport Management Faculty at Kent State University are eager to assume a leadership role in preparing future professional golf managers.

The Sport Administration faculty in School of Exercise, Leisure and Sport are committed to providing valued resources necessary to enhance knowledge and practice within the industry. By maintaining high professional standards and utilizing these resources in an efficient and effective manner, Kent State University will add to the quality of education that the PGA of America demands.

PGA of America

The PGA of America is a not-for-profit organization that promotes the game of golf while continuing to enhance the standards of the profession. The Association is comprised of more than 28,000 men and women PGA Professionals who are dedicated to growing participation in the game of golf.

PGA Professionals, who are expert instructors, skilled businesspersons and community leaders, are the backbone of The PGA of America. Through comprehensive study and training in a variety of disciplines, PGA Professionals are uniquely qualified to teach the game and conduct the business of golf. As a result, PGA Professionals enhance the enjoyment and overall experience for the more than 25 million golfers in the United States.

The Association's origins date back to 1916, when a group of New York area golf professionals and prominent amateurs attended a luncheon hosted by department store magnate Rodman Wanamaker to discuss forming a national organization which would promote the game of golf and help elevate the vocation of the golf professional. Among other things, that meeting led to the first PGA Championship, held later that same year. Today the PGA Championship is one of golf's four major championships, and the trophy given to the winner still bears Wanamaker's name.

In addition to the PGA Championship, the Association conducts three other premier events: the Senior PGA Championship, the oldest major championship in senior golf; the biennial Ryder Cup Matches, which pits a team of top American professionals against their European counterparts; and the PGA Grand Slam of Golf, which annually brings together the winners of the game's four major championships.

The PGA also conducts some 40 tournaments for PGA Professionals, as well as the

Buick Scramble, the world's largest golf tournament for amateurs with more than 100,000 participants annually.

The PGA has developed numerous programs to promote the game to people of all ages and skill levels. At the forefront is the "Play Golf America" campaign, which kicked off in 2003 with the goal of attracting new golfers and increasing participation among occasional golfers. The PGA is spearheading this unified effort among golf's leading allied associations.

The PGA of America is supported by 41 PGA Section Offices located throughout the geographic regions of the United States, as well as a staff of more than 175 employees at the national headquarters in Palm Beach Gardens, Fla. Through its grass-roots network of PGA Professionals at the Section level, programs such as Kids on Course, Golf in Schools and First Swing are exposed to more than 500,000 youngsters each year.

As part of its mission to make golf accessible, the Association operates PGA Village in Port St. Lucie, Fla. PGA Village is home to three distinctly different 18-hole courses at PGA Golf Club, and includes the state-of-the-art PGA Learning Center and the PGA Historical Center.

The PGA conducts the golf industry's two major trade shows: the PGA Merchandise Show, held each January in Orlando; and the PGA Fall Expo, held each autumn in the western United States.

To facilitate the training and education of PGA Professionals, The PGA developed the Professional Golf Management (PGM) program, a four-year college curriculum now offered at 16 colleges and universities nationwide.

Since 1916, The PGA of America has established new standards of excellence by expanding educational opportunities, programs and services for its members. At the same time, the Association stands firm and continues to flourish on the principles that were set down by its founders.

PGA Tour

The PGA TOUR is a tax-exempt membership group of professional golfers that plays more than 100 official-money tournaments on three TOURs: the PGA TOUR, Champions Tour and Nationwide Tour. The headquarters are located in Ponte Vedra Beach, FL, southeast of Jacksonville.

Mission

To expand the PGA TOUR domestically and internationally while maintaining our commitment to growth in charity and integrity to the game.

History

Most golf historians would trace the "formal" beginning of the PGA TOUR to late 1968,

when the Tournament Players Division split from the PGA of America to gain more control of their finances and tournament schedule. The Tournament Players Division was renamed the PGA TOUR in 1975. While the two organizations work closely together today, the PGA TOUR and PGA of America are separate entities.

The PGA TOUR's Tournament Players Club Network has maintained a reputation for operating high-quality clubs since its inception 23 years ago. The TPC Network continues to grow, with more than 30 facilities currently open or under construction, including several overseas.

Employees of PGA Tour

PGA TOUR employees come from various backgrounds and experiences. We look for people who believe in and share these core values:

- Honesty, integrity, and sportsmanship
- Commitment to excellence in service to PGA TOUR players and sponsors of the PGA TOUR
- Making a positive contribution to society and charity
- Helping each other achieve our highest potential through open communication, team work, and encouraging the expression of new ideas
- Being innovative and taking a leadership role
- Having an appreciation of and respect for the game
- Broadening the appeal of and access to the game

"The TOUR has the goal of attracting and retaining a highly competent staff in order to provide the highest quality of service to the players. Additionally, the TOUR seeks to provide its employees with a challenging and rewarding employment opportunity. The TOUR depends on the loyalty, teamwork, and energetic dedication of its employees to continue its success story."
Tim Finchem, Commissioner, PGA TOUR

Products

The primary purpose is to provide significant competitive golf and earnings opportunities for past, current and future members of the PGA TOUR, Champions Tour and Nationwide Tour; to protect the integrity of the game; and to help grow the reach of the game in the U.S. and around the world.

More than 125 events were contested on the three Tours in 2002, for approximately $260 million in prize money. In addition to providing competitive opportunities for its membership, TOUR events also generate significant sums of money for charity. TOUR events have raised nearly $800 million for charity since 1938, the first year such records were kept.

The Sport Administration/PGM curriculum would include continual student assessment, with a strong understanding of curriculum standards to provide the knowledge, skills, and values needed to help students feel confident, challenged, and engaged in their learning. The

PGM student will be provided a broad based understanding of golf and be able to develop managerial skills to help them become leaders in the golf industry. The PGM Program at Kent State will embrace this philosophy of education and management and thus give PGM students a unique educational background from which to undertake their responsibilities as golf professionals.

The proposed curriculum (see curriculum sheet below) encompasses several academic needs vital to the PGM student. First and foremost, each PGM student will take 37 credit hours of course work tailored to meet the PGA's standards and body of knowledge.

PGM students will receive a business minor with the opportunity to obtain a double minor in areas such as tourism management, hospitality management, business and marketing. Finally, students will take 33 credit hours of course work in Sport Administration. These three content areas will give students a strong business background in sport and golf management that will prepare PGM graduates for successful careers as PGA professionals.

The SPAD-PGM Curriculum consists of 126 credits in four primary areas plus the 1 credit orientation requirement:

Orientation	1 credit
Liberal Education Requirements	37-38 credits
Business Minor Requirements	18 credits*
Sport Administration Core	33 credits
PGM Emphasis	37 credits
Total	126-127 credits

Six additional credit hours are included in LER's

D. Program Action and Institutional Mission

The implementation of the PGM Program would afford opportunities for growth of resources and enrollment, as well as expand collaborative networks within the industry. The program will enhance the visibility of SELS both internally and externally to the University. The Kent State University curriculum offering in Professional Golf Management will be recognized nationally as a leading program for preparing Class A PGA professionals using latest knowledge and skills to meet and respond to the personal as well as business management requirements of public or private golf facilities. The mission of the PGM program will be to provide a comprehensive, interdisciplinary golf management curriculum.

The overall goal of the program would be to develop graduates with specialized skills, both physical and intellectual, which will allow them to become well-rounded service oriented professionals. More specifically, the PGM program will provide a challenging and comprehensive academic experience, which will prepare students for professional work in the twenty-first century. Skill enhancement in the area of golf operations, development, maintenance, instruction and management will occur and be accessed throughout the PGM program. Skills and competencies specific to student development include proficiencies associated with the rules of golf, tournament operations, golf cart fleet management,

development programs, golf club industry design and repair, career enhancement, teaching, business planning and operations, customer relations, turf grass management, and facility and course design. A degree in professional golf management will afford students to pursue careers in the golf club/resort management, merchandising, event management, facility development, education and with a variety of professional association.

Faculty and staff within the PGM program will recruit a diverse, talented and well-rounded student population. The PGM program will provide for each student a well-defined, comprehensive internship experience that will facilitate exemplary professional capabilities in all facets of golf management. The PGM program will facilitate student accomplishment through continued educational assessment, the Golf Professional Training Program (GPTP) checkpoints and a passing score on the Player Ability Test (PAT). The PGM Program will be a valued asset to the University community, to the Northeast Ohio community, and to the golf community at large.

In addition to this goal, the following items have been identified for implementation in the PGM program:

- Create a PGM advisory committee prior to the implementation of the PGM program that will include constituents both internal and external to the University.
- Cultivate an appreciation for the importance of professionalism and advocacy for the game of golf to ensure the continued growth and development the industry and the game.
- Develop a student's personal proficiency in the sport of golf through instruction, practice, and passage of the player ability test.
- Provide a broad range of observational and participatory internship experiences designed to foster an understanding of the day-to-day working environment in all aspects of the golf management industry.
- Create, maintain, and strengthen relationships with golf industry professionals and partners in related fields, such as hospitality and tourism, throughout the state of Ohio, regionally and nationally, to provide internship and cooperative education experiences.
- Create and model an exemplary recruitment program balanced, at least, to the University 10% enrollment of minorities and women.
- Establish a student-run PGM organization to facilitate student development outside the classroom by conducting fund raising and competitive events, sponsoring and organizing workshops and seminars, scheduling and hosting guest speakers, participating in other campus events, and organizing and planning other social events for members.

The partnering of the Professional Golfers Association of America with Kent State University will provide an affiliation within an extensive Doctoral/research institution that can afford opportunities to enhance and promote professional golf preparation within the industry. Such regional implementation would allow Kent State University to contribute nationally to the education and recruitment of PGA membership.

E. Proposed Implementation Date

As modifications are required for this change, it is anticipated that this program can be implemented for Fall 2008.

F. Department or Unit Responsible

This program will be housed in the College of Education, Health and Human Services within the School of Exercise, Leisure and Sport.

G. Program Description

The following statement will precede the academic program requirements for the Sport ~~Management~~ Administration Major – PGM concentration:

The Sport Administration-PGM Concentration at Kent State University prepares undergraduate students for a variety of positions in the golf industry. The goal of the PGM faculty is to create a collaborative learning environment. Through education, mentoring and practical experiences, students can enter the golf industry with exceptional overall preparation to eventually assume leadership positions in their field.

H. Student Information

Several PGM programs have been contacted e.g. Ferris State, Clemson University, UNLV, Methodist College ..., as well as the PGA of America and over forty local golf coaches and course managers, all of which indicate ample demand for the PGM program in Northeast Ohio. The geographic market for the PGM Program is large, as the potential market includes the entire United States; however the primary market includes the states of Ohio, western New York, western Pennsylvania and West Virginia. The initial target group consists primarily of students ranging in age from 15-18 and the breadth of the market will expand as the program grows and enters maturity. The initial target segments will include junior golfers, those involved in community programs, and high school teams, particularly students in grades 9-12. Upon securing PGA endorsement, Kent State University will be one of the few exclusive PGA accredited PGM program in the region, thus enhancing recruitment.

Recruitment of potential students into the program would occur primarily in the Midwest. Ohio, western Pennsylvania, New York and West Virginia, would serve as a primary target areas. Ohio has a rich golfing history and strong high school golf programs. There are currently 721 boys' and 181 girls' high school golf teams in the state of Ohio. However, both the University and the golf teams at Kent State University recruit nationally, so it would be expected that prospective PGM students would not only come from the Midwest, but also the entire United States. The Kent State University Sport Administration Program would strive to procure enrollment targets set forth as well those established by the PGA of America.

Marketing actions and communication include attending high school and college fairs to circulate program information, identify potential leads, and distribute applications. The Kent State University Sport Administration Program will establish communication links to high school golf coaches to help market the program to potential candidates. In the state of Ohio there are 721 schools with boy's golf teams and 181 schools with girl's golf teams. The Ohio High School Athletic Association can provide convenient mailing labels to all of

the high school programs so that a communication link with those coaches can be established. The hosting of educational clinics targeted to this population may further enhance the recruitment process. Ohio also has a Northern and Southern PGA Section from which PGA mailing lists can be obtained to assist in distributing information and generating leads to local and regional golf professionals. A mailing list will also be retrieved from the LPGA in the Midwest Region to enlist its support of recruiting efforts. A PGM web site will also be developed for Internet inquiries, providing prospective students easy access to program information and the integration of technological programs.

With the recent development of First Tee Programs in Canton and Akron, whose mission is to impact the lives of young people around the world by creating affordable and accessible golf facilities primarily to serve those who have not previously had exposure to the game and its positive values, a special focus will be placed on promoting the PGM program to minorities and women. Kent State University currently has an enrollment of 64% female, 36% male and a diversity of 10%. Kent State University enlists a variety of approaches to recruit minority students to campus. The University efforts will be used in the recruitment of qualified minorities and women into the PGM Program and these will be supplemented by strategies initiated through the Sport Administration/PGM program (i.e., The PGM minority scholarship)

Coordinators of the PGM program will meet with all admissions counselors to introduce the new program and provide them with promotional materials to be used for their visitations to high schools and Career/College Fairs. The Sport Administration faculty who have contributed to the development of this proposal and PGM Coordinator/manager will attend Career Days and College Fairs that the University admission counselors do not attend. Kent State is already involved with a variety of youth initiatives and The Kent State University Center for Sport and Recreation Development has several community programs to meet the needs of a variety of children. With the development of the PGM Program, current PGM students can work with these programs to promote awareness and enhance education benefits of the PGM students.

I. Other Programs within Region

Currently there is one PGA accredited program in the Midwest, Ferris State, which is located approximately 400 miles from the Kent campus. Penn State University is the closest PGM accredited program proximally; it is located approximately 225 miles from the Kent State University campus. The Ohio State University is the currently the only other Ohio seeking potential accreditation.. The implementation of a PGM program at Kent State University will provide regional representation that would further complement PGA incentives. Through collaboration and cooperation, Kent State University would look to foster relationships with existing and new programs to continue to advance the PGM's mission.

J. Program Impact

Facilities. The PGM program would utilize classroom and laboratory space in the School of Exercise, Leisure and Sport as well as facilities available at Kent State University and other local golf courses. In addition, if enrollment merits, it may be necessary to offer additional course sections. The PGA of America provides support for laboratory equipment that may

be utilized in sanctioned PGM programs. Therefore, if warranted these funds and resources would be sought for the program.

Faculty. The Sport Administration program is currently staffed by four full-time tenure track faculty and a variety of part-time faculty, who complement the curriculum. This level of faculty commitment must be maintained at this minimum in order to ensure the success and growth of this major.

Specific to the PGM, additional non-tenure track faculty will be needed to successfully implement the program. There is a need for a PGM program manager, an internship coordinator, and a support staff person.

The PGM program would initially be housed in the M.A.C.C. Annex. The School would initially have sufficient computer, duplicating, audiovisual and communications equipment and services. As program enrollments grow, it may be necessary to increase support to these areas. SPAD faculty will coordinate and administer the program, initially without load release. However, the PGM will require additional staff to provide program and internship supervision. The PGM manager and the Internship Coordinator will require private offices that are equipped with appropriate furniture and computers that are linked to the World Wide Web.

Several programs within the School of Exercise Leisure, including Sport Administration, have had internship programs for a number of years. The Sport Administration program has a major network of quality placements within the sport industry, including golf courses and related sites. The PGM internships are required of all PGM students and are conducted in accordance with the PGA of America guidelines. Students will complete sixteen months of work experience in a supervised setting under the direction of Class A PGA professionals and a PGM faculty member. Students will receive academic credits for the SPAD-PGM internship experiences.

The PGM staff will supervise all PGM practica and internships. These individuals will be responsible for site visits with each intern and communication with the golf professional supervising the student on-site. Weekly reports will be required of each student.

Contact has been made with the Ohio Golf Course Owners Association and with the Northern and Southern Ohio PGA Sections to enlist their support for the PGM Program and their direct involvement in serving as internship sites for the PGM student. A number of golf courses within a 30-mile radius of the University have been contacted to solicit support and determine demand of the proposed PGM program. Contact will be made with all golf courses in the state to raise awareness, support and involvement with the Kent State PGM Program. In addition, the PGM program would solicit external sponsorship support to offset expenses associated with the program. These revenues may be combined with other resources available to the School and College, i.e. entrepreneurial programs, to provide the fiscal resources to develop, operate, and promote the PGM academic program efficiently and effectively. Internal and external advisory committees will be established to aid in the governance of these resources.

Many of the ongoing collaborative networks, both internal and external to the School, would be utilized to enhance faculty status within the program. Local golf pros, coaches and service administrators are supportive of the PGM initiative and are willing to provide additional support for the program. Kent State University is also currently in the process of developing an indoor practice complex as well as redesigning the golf course which may also be available on a limited basis.

Collectively the PGM program will require three positions in addition to the SPAD/PGM coordinators, a Manager, Internship Coordinator, and Secretary. **The coordinator positions will be secured through existing full-time SPAD faculty but funding for the manager, internship coordinator and support staff will be sought through external corporate and private donations to support the program.**

K. Estimated Costs

Funding support for the PGM concentration would come from the solicitation of external funding. Local companies such as Akros and Davey Tree, and national companies such as Titleist, MTD, Textron Golf to name a few may provide support for the program.

Cost will be associated with accreditation by the Education Center of the PGA. Additionally, costs have been identified related to staffing, instruction and lab construction, of which the PGA of America will pay for approximately 50% of the materials, approximately $15,000 to $25,000 dollars.

Catalog copy to be shortened

Catalog Copy
Sport Administration Major
PGM Concentration
2007-08

Sport Administration Major
PGM Concentration

The Professional Golf Management (PGM) concentration at Kent State University prepares undergraduate students for a variety of positions in the golf, entertainment industries. The program prepares undergraduate students to seek positions such as club professional, resort manager, tournament directors, etc. The goal of the PGM faculty is to create a collaborative learning environment. Through education, mentoring and practical experiences, students can enter the golf industry with exceptional overall preparation to eventually assume leadership positions in their field.

Admission

A student seeking admission into the PGM concentration must meet all Kent State University entrance requirements. The PGM admission requirements take into consideration a combination of a student's SAT/ACT scores, and high school GPA. In addition, a student's golf handicap will be taken into consideration. Students must achieve a minimum score of 1000 on the SAT or 21 ACT a high school GPA of 2.75. Admission into the program is competitive and selective to ensure an appropriate student to faculty ratio as well as a quality program. Students will be required to pass the PGA Player Ability Test (PAT) to successfully pass the PGM program. The PGA/PAT handicap, currently at 12, will be the handicap identified for the program. Therefore, it is recommended that all students entering the program consider their current handicap and the potential to pass the required PAT test at the established handicap. Consideration is required by each student to ensure that successful completion of the PAT is obtainable. Failure to pass the PAT will result in the transfer of the student out of the PGM program. Students unable to pass the PAT, with a GPA of 2.5 and higher will be advised to seek a degree in the Sport Management concentration. Those with a GPA less than 2.5 will be asked to seek enrollment in another Kent State University program. Failure to consider the PAT and program transfer requirements could result in students enrolling in course work that will not meet, nor be applied, toward degree requirements.

The Kent State University PGM concentration does accept international students. However, to become a member of The PGA of America, an individual must either be a US citizen or a resident alien. PGA/PGM schools are accredited to produce PGA members.

Retention

To remain active in the PGM concentration, students must maintain a 2.75 GPA. If a student fails to maintain a 2.75 GPA, he/she will be placed on academic probation for a maximum of two academic semesters. During these two semesters, he/she will be required to improve their GPA to the 2.75 standard. If this requirement is not achieved by the end of the two semesters, the student will be dropped from the program. Students with a GPA of less than 2.75, but higher than 2.5, will be advised to seek a degree in the Sport Administration, Program ~~Sport Management concentration.~~ Those with a GPA less than 2.5 will be asked to seek enrollment in another Kent State University program. Failure to meet the GPA standard could result in a loss of credit hours toward the academic degree progress.

Transfer/Change of Major

In order to be considered for the Kent State University Professional Golf Management concentration, transfer students and students who wish to declare the Professional Golf Management concentration as a change of major must be a current Kent State University student or admitted into the University and meet the following requirements:

1. Earned a minimum cumulative grade-point average of 2.75;
2. **Must have acknowledged that the PGM degree standards require a four year progression/commitment to complete the program. Because of the sequencing of early practicum courses, transfer students may be delayed in taking coursework until those early courses are completed.**
3. Must have passed, or must pass, prior to graduation the PGA of America's Playing Ability Test.

At least a 2.75 overall transfer GPA is required for admission to the Sport Administration PGM concentration. Transfer students with less than a 2.75 GPA may seek admission to another Kent State University program. After completing a minimum of 12 hours at Kent State University, with a minimum 2.75 GPA, transfer students are eligible for admission to the Sport Administration PGM concentration however; all students must follow the required sequence of courses within the PGM program.

At Kent State University, the process for evaluation of transfer credit requires that the potential transfer student send the Kent State University Office of Admissions an official copy of their college/university transcript(s). The students will then receive form the Kent State University Office of Admissions and "Evaluation of Transfer Credit" that indicates the coursework that will transfer (and specific KSU course equivalencies in many cases). Although coursework may be listed on the "Evaluation of Transfer Credit," it does not imply that all coursework will be applied toward the Sport Administration – PGM concentration.

PAT Requirements

Students will be required to take the PGA of America's Playing Ability Test at least once each semester, including summer, until the student has passed. If he or she fails to pass the test before the end of their junior year, they will be dismissed from the program and advised to complete the Sport Management concentration in the Sport Administration major. Students that have not completed this requirement by the end of their junior year may appeal to the Coordinator for extra time.

Graduation Requirements

Students graduating from the PGM Program must complete all required courses in the curriculum and achieve a minimum 2.75 cumulative grade point average and a grade point average of 2.75 or higher in the major. To be eligible for graduation from the PGM program, students are required to pass the PGA's Playing Ability Test (PAT), complete GPTP checkpoints for Level I, and Level II, and complete Level III seminars. In addition, all students must fulfill the 16-month internship requirement with a minimum of 4 weeks in food and beverage management. Students who do not pass the PAT will be advised to complete the Sport Administration major with a concentration in Sport Management.

Internship Requirements

The PGM internship is considered to be a full-time work experience that encompasses 40 hours per week at a recognized golf facility under the direction of a Class A PGA Professional. Successful completion of 16 months of internship experience is required of each student seeking a Bachelor of Science with a major in Sport Administration with a concentration in Professional Golf Management.

Enrollments

As part of an enrollment management plan the PGA of America limits the number of enrolled students in an accredited program to 300. Therefore, enrollment will be on a selective basis. Faculty will select the most qualified students to the program based upon high school or transfer GPA, ACT/SAT scores, PAT scores, letters of recommendations, and communication skills assessed through an interview and essay. To be admitted to the program students must display evidence of adequate communication skills and knowledge of the game of golf. Students should contact the PGM program coordinator to inquire about procedures and criteria associated with admission to the program.

Catalog Copy of the Requirement Sheet for the
Sport Administration (SPAD) Major
Professional Golf Management Concentration
(Fall 2007)

Liberal Education Requirements (LER)		37- 38
I.	Composition	6
II.	Math and Critical Reasoning (4)	3- 4
	MATH 11009 or MATH 11010 (4)	
II.	Humanities and Fine Arts	9
	PHIL 21001 (3), ARCH 10001 (3) and choose one (3) from the LER Humanities and Fine Arts	
IV.	Social Sciences (3) (3)	6
	ECON 22060, and either PSYC 11762 or SOC 12050 (3)	
V.	Basic Sciences	7
	PHY 21040 course (3) and lab (1), and choose one (3) from the LER basic Sciences	
VI.	Additional	6
	COMM 15000 and Econ 22061	
VII.	~~University Orientation~~, US ~~10001~~ 10097 First-Year Colloquium	1

VIII. Diversity Requirement
All students must complete a two-course Diversity Requirement as described on page __ of this Catalog. One course must come from the LER requirement (with a global focus); the second course will be PEP 25059, Sport in Society (a domestic focus).

IX. Writing Intensive Requirement
At least one course must be taken from the Writing Intensive courses listed in the catalog; a student must earn a "C" or higher in the Writing Intensive course. SPAD 45030, Sport Enterprise meets this requirement.

Major Requirements

Sport Administration Core Requirements				33
PEP	25059	Sport in Society	3	
RPTM	46080	Legal Issues in Sport and Recreation	3	
SPAD	35021	Governance in Sport	3	
SPAD	35025	Facility Management	3	
45027 SPAD	~~35027~~	Public Relations and Promotion in Sport	3	
SPAD	45024	Sport in Global Perspective	3	
SPAD	45026	Sport and the Media	3	
SPAD	45023	Sport Marketing	3	
SPAD	45022	Event Planning and Production	3	
SPAD	45030	Sport Enterprise	3	
Choose one of the following courses			3	
M&IS	24056	Fundamentals of Business Statistics (3)		
BMRT	21004	Introduction to Business Statistics (3)		
MATH	10041	Elementary Probability & Statistics (3)		

reorder

Golf Management Concentration Requirements

Golf Management Foundation Requirements			37
HM	43030	Food Service Systems Management	3
HORT	26030	Turf Grass Management	3
SPAD	15015	Orientation to PGM	1
SPAD	25015	Introduction to GPTP	2
SPAD	25192	Practicum in Golf Management I	1
SPAD	35015	Golf Management I	2
SPAD	35192	Practicum in Golf Management II	1
SPAD	45015	Golf Management II	2
SPAD	46192	Internship in Golf Management	~~14~~ 16
Choose six (6) hours between			6
PEP	25051	Human Anatomy (3)	~~3~~
PEP	35054	Biomechanics (3)	~~3~~
PEP	45020	Contemporary Athletic Coaching (3)	~~3~~
	or 33036		
HM	~~41093~~	Club Management (3)	~~3~~
RPTM	36060	Commercial Recreation and Tourism (3)	~~3~~
RPTM	46000	Tourism Development & Recreational Travel (3	~~3~~

Business Minor Requirements			18
ACCT	23020	Financial Accounting	3
ACCT	23021	Managerial Accounting	3
FIN	36053	Business Finance	3
M&IS	24053	Computer Applications (3) or CS 10061(3) or MIS 24080(3)	3
M&IS	24163	Principles of Management	3
MKTG	25010	Marketing	3

Choose from the following

** ECON 22060 and 22061 are included within the Liberal Education Requirements.

Additional Notes

1. A minimum of 39 upper division hours is required for graduation.
2. A minimum of 127 semester hours is required. 126
3. Only general electives coursework may be taken on a pass/fail basis.
4. No more than 12 hours of coursework may be taken pass/fail.
5. A minimum of 2.75 overall GPA is required to enter the major/concentration.
6. A minimum of 2.5 GPA is required in the Business minor.
7. The major GPA includes major requirements, movement experiences, and any additional course in SPAD.
8. All students must complete a two-course Diversity Requirement as described on page __ of this Catalog. One course must come from the LER requirement (with a global focus); the second course will be PEP 25059, Sport in Society (a domestic focus).
9. At least one course must be taken from the Writing Intensive course list in the catalog; a student must earn a "C" or higher in the Writing Intensive course. SPAD 45030, Sport Enterprise will meet this requirement.

See VIII & IX

10. Overall GPA of 2.5 or greater is required and 60 or more semester credit hours earned in order to declare the business minor.
~~11~~. A minimum overall GPA of 2.75 is required to graduate.
11.

Requirement Sheet
Sport Administration
Professional Golf Management Concentration
(Fall 2007)

The following is documentation of required courses and course sequencing in the Professional Golf Management (PGM) Concentration.

Summary of Requirements

Liberal Education Requirements	37-38
~~University Orientation~~ First-Year Colloquium	1
Sport Administration Core	33
PGM Foundation	37
Business Minor Requirements	18
Total Semester Hours	127

Liberal Education Requirements (LER)		38
I.	Composition	6
II.	Math and Critical Reasoning MATH 11009 (4) or MATH 11010 (3)	3-4
II.	Humanities and Fine Arts PHIL 21001 (3), ARCH 10001 (3) and choose one (3) from the LER Humanities and Fine Arts	9
IV.	Social Sciences ECON 22060, and either PSYC 11762 or SOC 12050	6
V.	Basic Sciences PHY 21040 course (3) and lab (1), and choose one (3) from the LER basic Sciences	7
VI.	Additional COMM 15000 and Econ 22061	6
VII.	~~University Orientation,~~ US ~~10001~~ 10097 First-Year Colloquium	1

VIII. Diversity Requirement
All students must complete a two-course Diversity Requirement as described on page __ of this Catalog. One course must come from the LER requirement (with a global focus); the second course will be PEP 25059, Sport in Society (a domestic focus).

IX. Writing Intensive Requirement
At least one course must be taken from the Writing Intensive courses listed in the catalog; a student must earn a "C" or higher in the Writing Intensive course. SPAD 45030, Sport Enterprise meets this requirement.

Major Requirements

Sport Administration Core Requirements				33
PEP	25059	Sport in Society	3	
RPTM	46080	Legal Issues in Sport and Recreation	3	
SPAD	35021	Governance in Sport	3	

SPAD	35025	Facility Management	3
SPAD	~~35027~~ 45027	Public Relations and Promotion in Sport	3
SPAD	45024	Sport in Global Perspective	3
SPAD	45026	Sport and the Media	3
SPAD	45023	Sport Marketing	3
SPAD	45022	Event Planning and Production	3
SPAD	45030	Sport Enterprise	3
Choose one of the following courses			3
M&IS	24056	Fundamentals of Business Statistics (3)	
BMRT	21004	Introduction to Business Statistics (3)	
MATH	10041	Elementary Probability & Statistics (3)	

reorder

Golf Management Concentration Requirements

Golf Management Foundation Requirements			37
HM	43030	Food Service Systems Management	3
HORT	26030	Turf Grass Management	3
SPAD	15015	Orientation to PGM	1
SPAD	25015	Introduction to GPTP	2
SPAD	25192	Practicum in Golf Management I	1
SPAD	35015	Golf Management I	2
SPAD	35192	Practicum in Golf Management II	1
SPAD	45015	Golf Management II	2
SPAD	46192	Internship in Golf Management	~~14~~ 16
Choose six (6) hours between			6
PEP	25051	Human Anatomy (3)	~~3~~
PEP	35054	Biomechanics (3)	~~3~~
PEP	45020	Contemporary Athletic Coaching (3)	~~3~~
	or 33036		
HM	~~41093~~	Club Management (3)	~~3~~
RPTM	36060	Commercial Recreation and Tourism (3)	~~3~~
RPTM	46000	Tourism Development & Recreational Travel (3)	~~3~~

Business Minor Requirements			18
ACCT	23020	Financial Accounting	3
ACCT	23021	Managerial Accounting	3
FIN	36053	Business Finance	3
M&IS	24053	Computer Applications (3) or CS 10061 or MIS 24080 (3)	3
M&IS	24163	Principles of Management	3
MKTG	25010	Marketing	3

Choose from the following:

** ECON 22060 and 22061 are included within the Liberal Education Requirements.

Additional Notes

1. A minimum of 39 upper division hours is required for graduation.
2. A minimum of 127 semester hours is required. 126
3. Only general electives coursework may be taken on a pass/fail basis.
4. No more than 12 hours of coursework may be taken pass/fail.
5. A minimum of 2.75 overall GPA is required to enter the major/concentration.
6. A minimum of 2.5 GPA is required in the Business minor.
7. The major GPA includes major requirements, movement experiences, and any additional course in SPAD.

See VIII & IX

8. All students must complete a two-course Diversity Requirement as described on page __ of this Catalog. One course must come from the LER requirement (with a global focus); the second course will be PEP 25059, Sport in Society (a domestic focus).
9. At least one course must be taken from the Writing Intensive course list in the catalog; a student must earn a "C" or higher in the Writing Intensive course. SPAD 45030, Sport Enterprise will meet this requirement.
~~10. Students pursuing the Sport Management concentration in the SPAD major must take ECON 22060 and ECON 22061 to satisfy both LER requirements and Business minor requirements~~
11. Overall GPA of 2.5 or greater is required and 60 or more semester credit hours earned in order to declare the business minor.
12. A minimum overall GPA of 2.75 is required to graduate.

Curriculum Schedule-Revised

Year 1: Fall:

SPAD	15015 Orientation to PGM	1 credit
10097US	~~10001 University Orientation~~ First-Year Colloquium	1 credit
ENG	11011 College Writing I	3 credits
ECON	22060 Microeconomics	3 credits
COMM	15000 Intro to Human Communication	3 credits
BSCI	Student's elective from listed choices	3 credits
TOTAL		14 credits

Year 1: Spring:

SPAD	25015 Introduction to GPTP	2 credits
ENG	21011 College ~~English~~ II Writing	3 credits
ECON	22061 Macroeconomics	3 credits
ARCH	10001 Understanding Architecture	3 credits
PSCH	11762 General Psychology	
	or	
SOC	12050 Intro to Sociology	3 credits
MATH	11009 Modeling Algebra	4 credits
	or	
MATH	11010 Algebra for Calculus	3 credits
TOTAL		17-18 credits

Year 1: Summer:

~~SPAD~~ PGM Practicum I SPAD 25192		1 credit

Year 2: Fall:

ACCT	23020 Financial Accounting	3 credits
M & IS	24163 Principles of Management	3 credits
PHY	21040 Physics in Entertainment & Arts	3 credits
PHY	21040 Lab	1 credit
M&IS	24053 Computer Applications	3 credits
PHIL	21001 Intro to Ethics	3 credits
TOTAL		16 credits

Year 2: Spring:

ACCT	23021 Managerial Accounting	3 credits
MKTG	25010 Marketing	3 credits
PEP	25050 Sport in Society	3 credits
PEP	25051 Human Anatomy	3 credits
	or	
RPTM	36060 Commercial Recreation & Tourism	3 credits
M & IS	24056 Fundamentals of Business Stats	3 credits
or		
BMRT	21004 Introduction to Business Statistics	3 credits
or		
MATH	10041 Elementary Probability & Statistics	3 credits
TOTAL		15 credits

Year 2: Summer:

SPAD	45192	PGM Internship	2 credits
		PGA GPTP Level I Checkpoint	

Year 3: Fall:

SPAD	35021	Governance in Sport	3 credits
SPAD	35192	Practicum PGM II	1 credit
HM	43030	Food Service Systems Mgmt.	3 credits
SPAD	35015	Golf Management I	2 credits
PEP	35054	Biomechanics	3 credits
or			
PEP	45020	Contemporary Athletic Coaching	
or	33036		
HM	~~41093~~	Club Management	
or	46000		
RPTM		Tourism Development & Recreational Travel	
FIN	36053	Business Finance	3 credits
TOTAL			15 credits

Year 3: Spring:

SPAD	35025	Facility Management	3 credits
SPAD	35027	Public Relations & Promo in Sport	3 credits
Elective		SPAD, Bus., Tourism, or Pedagogy	3 credits
SPAD	45026	Sport and the Media	3 credits
HORT	26030	Turf Grass Management	3 credits
TOTAL			15 credits

Year 3: Summer:

SPAD	45192	PGM Internship	2 credits
		PGA GPTP Level II Checkpoint	

Year 4: Fall:

SPAD	45030	Sport Enterprise	3 credits
SPAD	45024	Sport in Global Perspective	3 credits
RPTM	46080	Legal Aspects in Sport & Rec.	3 credits
SPAD	45022	Event Planning and Production	3 credits
SPAD	45023	Sport Marketing	3 credits
SPAD	45015	Golf Management II	2 credits
TOTAL			17 credits

Year 4: Spring:

SPAD	45192	Internship in Golf Mgmt.	12 credits

KENT STATE UNIVERSITY
ATHLETIC ADVANCEMENT

187 MAC Center
P.O. Box 5190
Kent, Ohio 44242-0001

www.kentstatesports.com

April 2, 2004

To Whom It May Concern,

This letter is to state my strong support for the Professional Golf Management Program at Kent State University. Being a Class "A" P.G.A. Golf Professional since 1981, I believe Kent State would be an ideal fit for such a program. The facilities already in place, plus the cooperation between the interacting departments is a great foundation on which to start. I know that Kent State teaming up with the P.G.A. will really promote the game of golf in our area and allow aspiring P.G.A. Professionals to touch their dream.

Thank you,

Mike Morrow

Mike Morrow
P.G.A. Professional

KENT STATE
UNIVERSITY
SALEM

February 26, 2004

Mr. Aaron Mulrooney, Associate Professor
Exercise, Leisure and Sport
Kent State University
Kent, OH

Dear Aaron:

It is with great pleasure that the Kent State Salem Campus enthusiastically endorses the proposal to move forward with the Professional Golf Management concentration within the Sports Management major.

As we have discussed previously, we will be more than happy to offer the Turf Grass Management course either on the Salem or Kent Campus. Furthermore, I believe there are opportunities within our Business Management program.

The Kent Salem Campus looks forward to this cooperative venture.

Sincerely,

Jeffrey L. Nolte
Dean

JLN:dem

2491 State Route 45 South • Salem, Ohio 44460
Phone: 330-332-0361 • Fax: 330-332-9256 • http://www.salem.kent.edu

Subject: Re: Request for permission
To: mlyberge <mlyberge@kent.edu>

Mark:
Our program area of Hospitality Management would gladly work with you in the development of the PGM program.
Our involvement/coursework in food and beverage management, as well as Club Operations, may very well be a required piece of the puzzle. Let's examine those.
I will be here in my office at 3:30 today, and will check Dr. Scheule's schedule to see if she could be here as well.
See you at 3:30 here in Nixson
Rob

At 10:28 AM 03/01/2004 -0500, you wrote:

> Rob
> I tried to touch base with you on Friday...I am just trying to follow up to verify that offering the Food and Beverage course in PGM curriculum does not cause a conflict (as we discussed last Tuesday). The first year the student's would actually be enrolled in the course is 2009, therefore, we have plenty of time to work out logistics. Could you please forward me a brief note acknowledging cooperation with regards to this matter. My fax number is 672-4106 and the phone number is 672-0228 should you need additional information. I will also try to follow up via phone today. Thanks.
> Best regards,
> Mark
>
> Mark R. Lyberger, Ph.D.
> Center for Sport & Recreation Development
> School of Exercise, Leisure & Sport
> Kent State University
> 330-672-0228
> 330-672-4106 (fax)
> mlyberge@kent.edu

Date: Fri, 08 Oct 2004 16:14:02 -0400
From: Jeff Fruit <jfruit@kent.edu>
Subject: New courses
To: "Mark R.Lyberger" <mlyberge@kent.edu>
X-Mailer: Apple Mail (2.618)
X-Virus-Scanned: by amavisd-new at kent.edu
Original-recipient: rfc822;mlyberge@kent.edu
X-OriginalArrivalTime: 08 Oct 2004 20:04:01.0562 (UTC)
FILETIME=[F4594FA0:01C4AD71]

Mark,

We've completed review of courses SPAD 42046 (Sport and the Media) and SPAD 35027 (Public Relations and Sport).

In general, we are highly supportive of the Sport Administration Major and see opportunities for students in our program interested in sports reporting and related fields.

We see no substantial conflict with JMC offerings for either course. However, our Public Relations sequence faculty felt that SPAD 35027 would be more appropriately titled "Publicity and Promotion in Sport." They note that public relations constitutes only six of the 45 scheduled contact hours, and that the recommended text focuses in the areas named in our suggested change of title. We would be most appreciative if you would consider that name change.

Good luck on getting your new major up and running.

jf

Jeff Fruit
Director
School of Journalism and Mass Communication
Kent State University

PH (330) 672-0890
jfruit@kent.edu

Copy to: Lyberger
Oslin
Mitchell
Tootholen
Lyberger
Memo

INTER-DEPARTMENTAL CORRESPONDENCE
THE HONORS COLLEGE
KENT STATE UNIVERSITY
KENT, OHIO

TO: Gayle Ormiston, Associate Provost

FROM: Larry Andrews, Co-Chair, University Requirements Curriculum Committee

SUBJECT: Course Proposal for EPC approval

DATE: September 13, 2004

The University Requirements Curriculum Committee has approved the following courses, effective Fall 2005:

Diversity Course Status

New:
GEOG 17064, Geography of the United States and Canada, 3 cr. hrs. This will be the only domestic diversity course in the department and is a long-standing LER course.

Writing-Intensive Course Status

New:
SPAD 45030, Sport Enterprise, 3 cr. hrs. This new course will provide a Writing-Intensive Course for the new sports administration major and is part of the curriculum proposal for that major and new prefix.

The CCP, BDS, cover memos, Diversity and WIC questionnaires, and catalog pages are attached.

cc: Connie DiMascio, Director, Curriculum Services
Jay Lee, Chair, Geography
Wayne Munson, Director, Exercise, Leisure and Sport
Anne Reid, Assistant Dean, Fine & Professional Arts/Communication & Information
Linda Williams, Associate Dean, Arts and Sciences
Fred Smith, Co-Chair, URCC

INTER-DEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
DEPARTMENT OF MATHEMATICAL SCIENCES

To: Mark R. Lyberger, Center for Sport & Recreation Development
School of Exercise, Leisure, & Sport

From: Donald L. White, Coordinator of Undergraduate Studies
Department of Mathematical Sciences Donald L. White

Date: March 2, 2004

Subject: Mathematics Requirements for Sport Management

Thank you for your memo informing us of your proposal to require MATH 11011, *College Algebra*, or MATH 12001, *Algebra and Trigonometry*, and to include MATH 10041, *Elementary Probability and Statistics*, as an option for students in the Sports Management program.

This proposal will cause no conflict with the Department of Mathematical Sciences, and we do not anticipate that it would cause any staffing problems for us. We welcome the opportunity to serve your students with these courses.

Please do not hesitate to contact me at 2-9034 or *white@math.kent.edu* if you need any further information.

College of Business Administration
Kent State University

Memo

To: Mark Lyberg, SELS
Philip Wang, Coordinator, Leisure Studies, SELS

From: Elizabeth A. Sinclair-Colando, Assistant Dean
College of Business Administration

Date: 3/1/2004

Re: Sport Management and Leisure Studies Curricular Proposals

---

This is to document the College of Business Administration's support of the inclusion of M&IS 24056, Fundamentals of Business Statistics, as a concentration requirement in your proposed Sport Administration Major, provided you also get permission to include the Department of Mathematics' equivalent statistics course, MATH 10041 and the Associate Degree equivalent, BMRT 21004 as possible options from which your students may choose. We ask this since M&IS 24056 is oversubscribed and even 20 more students is a concern unless you give your students other options. You also mentioned that there might be Entrepreneurial dollars to support staffing for this course once per year. We want you to pursue this possible funding source.

We support without any hesitation the inclusion of M&IS 24053, Introduction to Computer Applications, as a concentration requirement in your proposed Recreation and Park Management concentration and Therapeutic Recreation concentration.

Furthermore, we support the inclusion of the Business minor as a requirement for the proposed Sport Administration Major and for the Tourism Management concentration, with the understanding that no more than 20 – 30 more students per year would need the required courses, many of which are already required in your Sport Management major.

If you have any questions, please do not hesitate to contact me at 21286.

College of Business Administration
Undergraduate Programs
107 BSA • P.O. Box 5190 • Kent, Ohio 44242-0001
(330) 672-2872 • Fax: (330) 672-4043 • http://business.kent.edu

ASSOC. PROVOST
FACULTY AFFAIRS
MAY 03 2007

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost

From: Larry Andrews, Dean; Co-chair, URCC

Subject: Information Item for EPC Agenda

Date: April 9, 2007

It seems advisable to introduce as an information item on the EPC agenda the change in administrative "homes" for the University Teaching Council. This council of Faculty Senate is migrating from the Honors College, where it has been housed since its inception in December 1993, to the Faculty Professional Development Center. Administrative oversight thus moves from me as Dean of the Honors College to Mary Lou Holly as Director of the FPDC.

As a member of the ad hoc Faculty Professional Development Study Committee that designed and implemented the UTC, I volunteered to host the Council by serving as the administrative liaison and fiscal officer and providing clerical support. Also an initiative of the Study Committee (which included Prof. Holly), the FPDC was established several years later. As its role in the development of teaching and learning has continually expanded, it now seems wise to relocate the UTC there as a more appropriate home.

This shift does not affect the autonomy of the UTC structure as a faculty Council or its budget, which is established as part of the Collective Bargaining Agreement. The relocation has been approved by the UTC, Provost Gaston, and President Lefton, as well as me and Dr. Holly. The attached white paper provides a rationale for the move as well as a vision of a possible project that the new synergy between UTC and FPDC might make possible.

cc: Margaret Shaw, Chair, UTC
Mary Lou Holly, Director, FPDC
Paul Gaston, Provost

Moving the University Teaching Council from the Honors College to the Faculty Professional Development Center—a Discussion Paper, Draft 4, April 2007

Advantages

- Merger of UTC grant funding of faculty members through a peer council with a more appropriate administrative structure, a center, already dedicated to improvement of teaching— providing opportunity for collaboration and expansion into new programs
- Emancipation from model of UTC conceived as parallel to URC (funding was never similar), or in fact fulfillment of it insofar as RAGS provides a similarly appropriate administrative structure
- Grantsmanship success of FPDC—for learning communities, Teaching Scholars, teaching technology (e.g., OLN Regional Center for Faculty Professional Learning Communities)
- Dedicated staff expertise for UTC web site maintenance (& improvement, if additional help available)
    - Economy of staff support in timely web site maintenance and production & improvement (or simply production) of UTC newsletters
- Continuity of leadership and advocacy for the scholarship of teaching on national and international levels
    - closer alignment to national models of a center for learning & teaching, while leading efforts to consider broader views of faculty development
    - Maintaining identity of UTC as faculty council with bargained budget
- Increased capacity and efficiency for single events and on-going programs
    - Larger spaces (Moulton Ballroom); 'faculty teaching labs'
    - resource library useful for UTC forums and faculty initiatives
    - Cross-promotional opportunity for events, consultations, and forums for teaching success
- Staffing model in place to assume Honors dean's fiscal oversight & reimbursement processing responsibility

Costs

- Shift of identity with Honors College tradition of excellence in teaching & learning
- Need for modest new resources, e.g., for a graduate assistant for help in coordination and communication/ publicity functions, which have been granted for one year

L. Andrews

To: Jerry Feezel, Dean, College of Arts and Sciences
From: Andrew Tonge, Chair, Department of Mathematical Sciences
C: Robert Walker, Chair, Department of Computer Science
Date: May 12, 2007

MOUs for the proposed COURAGE doctoral consortium – EPC information item

I ask you to transmit the attached MOU to EPC as an information item for the May 21, 2007, meeting. It prepares the ground for Kent's involvement in a new model for doctoral education. I believe it will bring significant academic and financial advantages both to the University and to developing countries. It is an opportunity to create not just a pinnacle, but a mountain range of academic excellence, while generating additional revenue for the University. However, urgent action is necessary, or this opportunity will be lost.

The model is a simple but powerful idea that is being developed at Kent by Kazim Khan (Math), Javed Khan (CS), and Hassan Peyravi (CS). Federal funding is being requested or planned by Kazim, Javed, and Hassan. They have submitted an NSF PIRE pre-proposal, will submit a Fulbright proposal, and also intend to seek funding from the State Department and USAID. It is important to emphasize, however, that, in the short term, the implementation of this model will not require any financial resources from Kent, but will instead generate considerable revenue and advance us academically.

In a traditional marketplace, people physically exchange goods and services, either for money or for other goods and services. Nowadays, much marketplace activity is carried out virtually; the MSFE program is a result of this trend. Incidentally, the MSFE program, a collaboration between Math, Finance, and Economics, was put together by Kazim Khan from Math and Larry Hexter from Finance.

The idea of my colleagues is to create an international, intellectual marketplace at the doctoral level. They have recognized that many developing countries have an urgent need to develop doctoral programs in their universities, and that these countries are willing to commit substantial financial resources for this purpose, but lack the intellectual resources to achieve their goals without external help. Conversely, American universities like Kent have excellent intellectual resources in their doctoral programs, but suffer from inadequate financial resources and so struggle to support viable numbers of students. If appropriate connections can be made, this situation provides a clear trading opportunity. Naturally, this is only one of many possible trading scenarios, but it is a principal focus for now.

The basic proposal is to create a consortium of American universities (at the moment, Kent and Georgia Tech) and universities from developing countries, including Bangladesh, Malaysia, Romania, Pakistan, Turkey, and Ukraine, that can trade with each other in an intellectual marketplace. Arrangements would need to be formalized through Memoranda of Understanding similar to the one we have with the Turkish police, or the arrangement between Gazi University of Turkey and our Nursing program.

Time is of the essence. Foreign universities are actively negotiating such links with western countries. Their needs are severe, and those needs will last for the next ten years at the very least, if not longer.

For example, Turkey has committed to fully funding 1,000 students as they obtain PhDs outside Turkey in the next 10 years.

What Kent brings to the table is the ability to educate doctoral students. The foreign universities are willing to send their best students and to pay for this service. The payments by the foreign universities would cover full 12 month stipends for the students at the level we pay our GAs, together with tuition.

Trading in an intellectual marketplace has the potential to meet the needs of all parties. The bottom line, as in the case of traditional marketplaces, is that no side is under any obligation. Interactions take place only if both parties find them in their interest.

Recognizing that we are competing with big name universities in the US and the EU, and that we cannot offer "brand name" as an incentive, David Creamer has generously authorized a financial incentive by waiving the out-of –state tuition supplement for consortium students.

These no-added-cost students will still generate considerable revenue. If my arithmetic is correct, at current in-state rates each student would pay $9,666 annually in tuition - based on 9 credits in each of Fall andSpring, and 6 credits in Summer. If the program is not established, these students will not come to Kent, and so will generate ZERO revenue.

Kent would provide DL or foreign-site courses to screen the pool of potential students and to select from those who are both academically very well-prepared and highly talented. The units involved initially would be Mathematical Sciences, Computer Science, and the Center for International and Intercultural Education. If the program is successful, I anticipate that it would quickly expand to include other units.

From the Math perspective, pre-screened students would be assigned a doctoral advisor and then come to Kent to take Qualifying Examinations at the earliest possible opportunity - ideally after one semester of acclimatization, during which they would be taking graduate courses. Pre-screening will be rigorous, and the expectation will be that these students will pass the Qualifying Examinations at a high level on their first attempt. Once the Qualifying Examinations are passed, the students will immediately begin doctoral work by taking courses and seminars and starting to engage in research.

We expect that these students will be able to complete their doctorate in an average of 3 years, with 4 years as a maximum duration.

Alternative implementations are likely in other departments, depending on the structure of their doctoral programs and the nature of work in the discipline. The proposed platform places no restrictions on variations in implementation.

For the developing countries, the proposed arrangement will provide a steady stream of Ph.D.s to begin to build graduate program infrastructure in their own universities as they pursue their economic development.

For Kent, there are many advantages to the proposed arrangement. In Math, we have considerable capacity in our graduate courses. No new sections will be needed. In fact, the supply of new students

would substantially improve the viability of our existing program by increasing section enrollments. The anticipated quality of these students would facilitate higher expectations in the graduate classroom and the research environment. Almost all of our recently (but not freshly) hired faculty have external funding, but their research programs are hampered by a dearth of graduate students. (Academic year RA funding is somewhat unusual in most areas of mathematics.) The proposed arrangement would change that perspective overnight.

The additional students would not create additional costs, other than costs incurred by the allocation of space. They would bring revenue through tuition. Peter Tandy suggests that funding for these students, all of which will be provided by their home countries, should be routed through RAGS, so that it qualifies as a research expenditure. In this way, the new funding-based state subsidy model would actually work in our favor.

The impact of this proposal could be huge. We will be working with very large foreign universities. For example, one of Kazim Khan's contact universities serves over 700,000 students annually.

Ultimately, when larger numbers of departments are incorporated into the consortium, it would seem that the University would be able to benefit from a diverse cadre of at least 100 fully self-supported doctoral students of high quality. That figure is probably conservative, since Math alone could probably attract and accommodate 20 or more students within a short time. Tuition generated by 100 students would amount to almost $1,000,000.

It is important to understand that implementation of this proposal will not only generate revenue (financially AND academically) for the University, but will also result in no additional expenses for the University in the short term, provided that physical space can be identified. As the program expands, secretarial support will likely be necessary, but the cost of this will be negligible when compared with the income generated. It would be very desirable to set up a website, but that is essentially no-cost. Enhancements in technology infrastructure would be very beneficial for the development of this program, but should not be tied to this program. Existing resources are sufficient to develop this program.

In time, the intellectual marketplace could extend to permit trading at the faculty level, or in other ways. One attraction of the model is its extreme flexibility and its insensitivity to the participation of any one individual trading partner.

The proposed marketplace model allows us to engage more easily in "active recruitment," a direction taken by many universities with strong graduate programs in science and engineering, to combat the monotonic decrease in quantity and quality of international applicants, especially Asian applicants, since 9/11. See, for example, http://www.msnbc.msn.com/id/14034413/. EU universities have made serious inroads, and competition among American universities is becoming more intense.

Consortium activities will fuel enrollment, strengthen our doctoral programs, generate income for the University, and provide much-needed support for developing countries.

CONSORTIUM OF UNIVERSITIES FOR RESEARCH AND GRADUATE EDUCATION (COURAGE)

Memorandum of Understanding

Lead Institution: Kent State University

Founding Institutions: Allama Iqbal Open University, Pakistan, BRAC University, Bangladesh, GC University, Pakistan, International Islamic University, Islamabad, Pakistan, International Islamic University of Malaysia, Malaysia , Ibaraki University, Japan , Izmir University of Economics, Turkey, Lahore University of Management Sciences, Pakistan ,TOBB Economics and Technology University, Turkey. , University of Ankara, Turkey , University of Bucharest, Romania, Universiti Kebangsaan Malaysia, Malaysia, and Georgia Institute of Technology, USA

This understanding is made between Kent State University, herein known as the lead institution and the founding affiliate institutions that will comprise the **Consortium of Universities for Research and Graduate Education** (COURAGE).

The purpose of this understanding is to establish the required components (i) so that an initial set of students can begin their doctoral work under a provisional COURAGE arrangement within conventional bi-lateral exchange provisions among the member institutions and (ii) at the same time member institutions can begin developing the detailed arrangement for the consortium that will meet the intended vision and objectives stated as below for fostering collaborative graduate education and research.

1 Vision

The future vitality of the science and technological prowess of any country crucially depends upon its ability to intellectually prepare its young generation to take on the looming challenge of globalization. The next generation of scholars must be aware of the international context of their scholarship. The doctoral program is the most comprehensive component of the classical education system, preparing the best and most promising future scientists, engineers, scholars, and technology leaders of society. However, there is a great variation between the preparedness of the institutions, though we believe each can help other. Hence we propose to establish a consortium model for collaborative direction of doctoral students, aimed at fostering long-term interaction between scholars. This consortium will foster peer-to-peer support between institutions to build up this program leveraged by communication technology. We will explore all forms of pertinent creative collaboration such as building up supervisory strength, sharing of research facilities, access to graduate courses, and training research faculty with the above objectives. The members can also further undertake additional programs by mutual arrangement to meet their specific institutional goals.

2 Objective

The objective of this MoU is to establish an international Consortium of Universities for Research and Graduate Education (COURAGE), initially consisting of the founding member universities listed above and led by Kent State University. The consortium will enable participating institutions to conduct collaborative research, jointly supervised doctoral research and education leveraged by emerging information and communication technology (ICT), including the use of emerging high-speed research and education networks (RENs).

The consortium will create the infrastructure for following component activities for its member institutions to help their pursuit of the above goals.

3 Components

3.1 Joint Doctoral Education, Supervision and Research

Admission Process: Qualified degree students will be admitted for doctoral education and research between member institutions on a case by case basis. The consortium institutions will take the necessary steps in order to: (i) arrange inter-institutional bridging by overlapping preparatory stages; (ii) support collaborative and substantive co-supervision; and, (iii) ensure high quality.

Supervision Committee: A dissertation supervisory committee will be assigned after the qualifying review. Primary supervisor's institutions will be the degree granting (host) institution, but each committee will also have one or more co-supervisor(s) from the respective home and/or foreign (foreign) institution(s). Foreign students may undertake various combinations of coursework and research work both at their degree host institution and at the foreign institution(s), according to the need of their research topics.

Standards and Rules: Elements in the degree process (qualifying examination content, field research, proposal defense, candidacy, dissertation defense, etc.) will be structured as per the exiting rules and standards of the degree host institution. Each student must qualify and pass all exams at the level of the degree granting institutions' current degree standards.

Rights and Responsibilities: The supervisor should be both a scholar and an active researcher, as well as a full-time faculty member of the host university. The supervisor is responsible for mentoring the student's academic progress, the quality of work, and will help the student in the pursuit of scholarship by means of offering continuous advice and constructive criticism.

The co-supervisors role is also similar in nature to that of the supervisor but may be complementary to a particular sub-area of the scope of the research. The foreign co-supervisor of the COURAGE student will also play a substantive role to enhance the level in the field and integrate a global, country-specific, or alternative perspective.

The host institution should provide the necessary infrastructure to conduct the doctoral research and facilitate the collaborative environment. The home institutions of the supervisors' and co-supervisors should provide usual and customary remunerations (such as monetary compensation or fractional release time during active supervision) for the efforts to ensure quality supervision and substantial collaboration.

Funding: The partial/full financial support for each doctoral student is expected to be borne by the respective home institution, the higher education entity, by grants, or by self-funding of the

students concerned. Tuition and fees should not exceed above and beyond the usual and customary rates of the degree granting institution. COURAGE will encourage members to offer further reduction of fees to each other when appropriate. Those students coming under this agreement from outside the United States and studying at Kent State University will benefit by a waiver of the out-of-state surcharge and pay in-state tuition for the semester(s) in which they are enrolled.

3.2 Joint Graduate Courses, Workshop and Seminars

Member institutions may develop and offer joint graduate and research preparatory courses, workshops or seminars remotely or through faculty exchanges in multiple institutions as appropriate. The courses may be cross-listed. The students of such courses may hold guest student status in the visiting/offering faculty's home university.

3.3 Post-Doctoral and Faculty Research Exchanges

COURAGE research faculty, doctoral students and post doctoral scholars may visit each other. Such visits should be encouraged and facilitated as a routine component between the member institutions. Funding such opportunities will be determined on a case-by-case basis.

3.4 Joint Grant Activity

Faculty of the member institutions are encouraged to submit research grants to attract extramural funding from national and international funding agencies using the combined strength derived from this consortium.

3.5 Access to Research Laboratory and Facilities

Member institutions will make their research facilities and various online resources accessible (at least at the level of visiting scientists) to faculty and doctoral students when possible.

3.6 Facilitation of Inter-Country and Inter-Institutional Research Projects

COURAGE will facilitate research which is broad, global, multi-national, and multi-ethnic in scope. Member institutions may extend as much logistics support as feasible to facilitate research activities (such as data collection, student-help, data analysis, etc.). It will also encourage the flow of benefits of the research into the countries and communities represented by its members.

4 Technology Integration

The member institutions will facilitate the integration of the supporting Information and Communication Technology (ICT) infrastructure for the program. This includes provisioning Advanced Research and Education Networks (APAN, SINET, MyREN, PERN) and the support for advanced collaborative applications (such as Internet2 Commons, Access Grid, Shibboleth, etc.) developed by the research and education networking (REN) community to keep the members of each dissertation team connected in a virtual space for the duration of a program.

5 Organization

Consortium members will work towards making the COURAGE program independent within a short period of time by developing the details and arrangements that will meet the intended vision and goals stated as above. The intent is to build an open management based educational

consortium such as OhioLINK or OLN. During the first three (3) years Kent State University will take the leading role in the organization and implementation of the consortium as the lead institution. The provisional period may be extended one time for an additional two (2) years. New members can be included at any time.

6 Coordination

Each member institution will designate an office and officials, namely an executive director (ED) (chief-executive of the member institution or a designated representative), academic program directors (AD) (for each participating departments), and a technology director (TD) from within its current full-time administrators, faculty, and/or staff. The consortium can add additional contact persons as the need arises. The lead institution (KSU) will be in-charge of the overall co-ordination of the consortium.

7 Modification and Termination

Any of the founding members can terminate their membership to this consortium with the provision that the ongoing doctoral student or research activity currently underway is allowed to carry its natural completion with minimum disruption. Members can expand their mutual activities to foster their institutional mission and goals.

IN WITNESS WHEREOF, the parties hereto have offered their signatures:

KSU – Kent State University
As represented by:

_____	_____
Provost Kent State University	Date
_____	_____
Dept. Chair	Date
_____	_____
	Date

IN WITNESS WHEREOF, the parties hereto have offered their signatures:

Allama Iqbal Open University, Pakistan
As represented by:

_____ _____

Mahmood Butt Date
Vice Chancellor

_____ _____

Date

_____ _____

Date

IN WITNESS WHEREOF, the parties hereto have offered their signatures:

BRAC University, Bangladesh
As represented by:

_____ _____
Date

Vice Chancellor

_____ _____
Date

_____ _____
Date

IN WITNESS WHEREOF, the parties hereto have offered their signatures:

GC University, Pakistan
As represented by:

_____ _____
Date

Vice Chancellor

_____ _____
Date

_____ _____
Date

IN WITNESS WHEREOF, the parties hereto have offered their signatures:

International Islamic University of Islamabad, Pakistan
As represented by:

_____ _____
Date
Vice Chancellor

_____ _____
Date

_____ _____
Date

IN WITNESS WHEREOF, the parties hereto have offered their signatures:

International Islamic University of Malaysia
As represented by:

_____ _____
Date

Vice Chancellor

_____ _____
Date

_____ _____
Date

IN WITNESS WHEREOF, the parties hereto have offered their signatures:

Ibaraki University, Japan
As represented by:

_____ _____
Date

Vice Chancellor

_____ _____
Date

_____ _____
Date

IN WITNESS WHEREOF, the parties hereto have offered their signatures:

Izmir University of Economics, Turkey
As represented by:

_____ _____
Date

Vice Chancellor

_____ _____
Date

_____ _____
Date

IN WITNESS WHEREOF, the parties hereto have offered their signatures:

Lahore University of Management Sciences, Pakistan
As represented by:

_____ _____
Date

Vice Chancellor

_____ _____
Date

_____ _____
Date

IN WITNESS WHEREOF, the parties hereto have offered their signatures:

TOBB Economics and Technology University, Turkey.
As represented by:

_____ _____
Date

Vice Chancellor

_____ _____
Date

_____ _____
Date

IN WITNESS WHEREOF, the parties hereto have offered their signatures:

University of Ankara, Turkey
As represented by:

_____ _____
Date

Vice Chancellor

_____ _____
Date

_____ _____
Date

IN WITNESS WHEREOF, the parties hereto have offered their signatures:

University of Bucharest, Romania
As represented by:

_____ _____
Date

Vice Chancellor

_____ _____
Date

_____ _____
Date

IN WITNESS WHEREOF, the parties hereto have offered their signatures:

Universiti Kebangsaan Malaysia, Malaysia
As represented by:

_____ _____
Date
Vice Chancellor

_____ _____
Date

_____ _____
Date

IN WITNESS WHEREOF, the parties hereto have offered their signatures:

Georgia Institute of Technology, USA
As represented by:

_____ _____
Date

Provost

_____ _____
Date

_____ _____
Date

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost

From: Larry Andrews, Dean; Co-chair, URCC

Subject: Course Proposal for EPC Action

Date: April 20, 2007

The University Requirements Curriculum Committee has approved the following LER course, effective Fall 2008:

NUTR 23511, Science of Human Nutrition, 3 cr. hrs., LER status, Basic Sciences. The title and course description have been changed from their current version to reflect a more scientific and less "how-to" orientation. The committee's lingering question is the likelihood of state Transfer Module for the course.

Relevant cover memos, CCP, BDS, and catalog page are attached.

Cc: Therese Tillett, Curriculum Services
Mary Dellman-Jenkins, Director, Family and Consumer Studies
Joanne Arhar, Associate Dean, Education, Health and Human Services
URCC

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: _____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2008F
DATE OF PREPARATION: 3/13/2007

Purpose of Proposal: Revise Course
Subject Area: NUTR
Course Number: 23511
Course Title: ~~SCIENCE OF HUMAN NUTRITION~~ Nutrition Related to Health
Minimum Credit: 3 Maximum Credit: 3

Selected items are new

○ Subject Area		○	Activity Type
○ Crs Number		○	Cross-Listed/Slash
◉ Title		○	Grade Rule
◉ Title Abbreviatio		○	Credit By Exam
○ Prerequisite	If applicable	○	Course Fee
○ Credit Hours	If applicable	◉	LER Status (G)
◉ Description	If applicable	○	WIC (W)
○ CIP/HEGIS	If applicable	○	Diversity

Describe Impact on Other Programs, Policies or Procedures: NONE

Units Consulted (See guidelines for Instructions): NONE

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean: Mary Dellmann-Jenkins 4/20/07

College/School Dean: Joanne Arhar 4/20/07

Vice Provost for Regional Campuses: _____ / / _____

Provost: _____ / / _____

Please print before leaving page

Main Menu

Basic Data Sheet - Page 1

Preparation Date 3/13/2007 2:34:16 PM **Requested Effective Year** 2008F

Course Title SCIENCE OF HUMAN NUTRITION

Subject Area NUTR **Course Numbe** 23511 **Course Fee**

Slash Course **Applicable combinations are 4/5; 4/5/7; 6/**

Course Title Abbrev SCIENCE OF HUMAN NUTRITION **Cross-listed with**

KSU Type LBS - LER Basic Sciences

Credit Connector F **Minimum Credit** 3 **Maximum Credit** 3

Credit By Exam CBE-N **Activity Type** LEC

Grade Rule U5 B- Standard letter

Following three fields completed by the Provost's Office

OBR Program Code 61

OBR Course Level 07

CIP Code 190504

Prerequisite (limit text to two lines) NONE

Catalog Description (limit text to five lines) ~~Science of Human Nutrition (3).~~ Basic concepts and principles in the science of human nutrition, energy balance and weight control, individual nutrient needs, diet selection, nutrition related metabolism and physiological functions, nutritional diseases and current human nutrition controversies.

For course revision, enter previous course title, number and credit.

Previous Course Title Nutrition Related to Health

Previous Subject Area and Course Number **Prev Min Hrs** **Prev Max Hrs**

Writing Expectations Dietary Assessment Report, Health Risk Assessment

Next Page

Basic Data Sheet - Page 2

Subject Area NUTR **Course Number** 23511

Instructor(s) Contributing to preparation Karen Lowry Gordon

Instructor(s) Expected to teach this course Staff

Content Outline

Total Hours 45

Introduction/Nutritiona. Science Concepts 03
Utilization of Food/Digestion & Absorption 02
Recommended Nutrition Intake/Dietary Guidelines 03
Carbohydrate Metabolism & Health Effects 03
Protein Metabolism 04
Lipid Metabolism 03
Diet and Cardiovascular Disease 02
Energy Metabolism & Weight Control 04
Vitamins/Phytochemical 04
Nutrition and Cancer 01
Minerals 04
Nutritional Requirements & Concerns:
- Pregnancy 02
- Children and Infants 02
- Adolescents 02
- Adults 02
- Aging 02
- Nutrition and Exercise 02

Textbooks(s) used in this course NUTRITION NOW by Judith E. Brown, 4th ed., Wadsworth/Thompson Learning Publishing

H. Dellmann-Jenkins 4/20/07

Chair, Director, School Dean or Campus Dean

Main Menu

Proposal Summary
Curricular Proposal for New LER Course Designation

Subject Specification: Establish NUTR 23511, Science of Human Nutrition, as a Basic Science Liberal Education Course.

Rationale for Proposed Change:
As Outlined in the attached LER Course Proposal Questionnaire, the content NUTR 23511, Science of Human Nutrition, satisfies all LER Criteria. Specifically, the proposed course: (a) is interdisciplinary in nature; (b) addresses ethical views and moral dilemmas central to the subject field; (c) encompasses alternative perspectives employed by scholars in the field; (d) is representative of a field which has attained maturity and substance with a critical mass of its own scholarly literature, methodology, and conceptual framework; and (e) does not duplicate other LER offerings. In addition, the course clearly meets the criteria to be considered a Natural Science course as part of the Ohio Transfer Module. It is an introductory course that utilizes the scientific method (i.e., experimental inquiry in the sciences) to study the field of nutrition science. It demonstrates how the line of inquiry (i.e. research) leads nutrition scientists to formulate dietary guidelines and nutrient and health recommendations (i.e. principles) that explain the role of diet in growth, development, health and disease (i.e. explanations of diverse phenomena). All KSU undergraduate students would benefit from taking NUTR 23511 since this course would enhance both academic and personal development, as documented in the questionnaire.

Rationale for this proposed change is reinforced by the fact that other universities in Ohio already have equivalent classes as part of their General Education requirements. These universities include Ohio State University: Biological Science course Human Nutrition 210, Science of Human Nutrition; Bowling Green State University: Natural Sciences course F&N 207, Intro to Human Nutrition; Ohio University: Applied Science course HCFN 128 Intro to Nutrition; and University of Cincinnati: Natural Science course NUTR 240, Personal Nutrition.

In addition, there is a precedent for including this course as a natural science/ basic science option as part of the transfer module. The equivalent course based on the Ohio Course Equivalency Guide at Ohio University (HCFN 128) has already been approved by the Articulation and Transfer Council Committee and thus is listed as fulfilling Ohio University's transfer module requirement for a natural science course. Since NUTR 23511 Science of Human Nutrition is listed as the equivalent course on CAS, it is likely that it will also be approved by the OBR Articulation and Transfer Committee as part of KSU's Transfer Module as a basic/natural science course.

Effects on Other Units or Programs: These changes will strengthen other programs since their undergraduate students will have an expanded listing of Basic Science LER classes from which to choose.

Effect on Current Offerings and Staffing: NUTR 23511, Science of Human Nutrition, is currently offered both fall and spring semesters with maximum enrollment set at 105 students. If extra sections are needed, they will be offered during fall, spring, and/or summer terms. No new staffing will be required as it is anticipated that the current four full-time Nutrition faculty will continue to teach the course.

Alternatives and Consequences: The alternative would be to continue offering NUTR 23511, Science of Human Nutrition, only as an elective to non-Nutrition majors. As a result, this would deter students who are working towards completion of their degree requirements in other majors from enrolling in a course promoting knowledge of nutrition science and skills that foster a healthy lifestyle.

Timetable: The proposal was approved by the FCS curriculum committee on November 30, 2006 and the FCS FAC on December 1, 2006. Upon approval by the College Curriculum Committee, the University Requirements Curriculum Committee (URCC), and the Educational Policies Council the proposal would be effective fall 2008.

.LER Course Proposal Questionnaire

Date: March 25, 2007
Dept./School: Nutrition/Family & Consumer Studies
Course Title: Science of Human Nutrition
Credit Hours: 3
Prerequisite: None

Course Number: NUTR 23511

LER Category: Basic Sciences

1. Explain how the course emphasizes:
(a) Concepts central to subject area

This course introduces students to the interdisciplinary science of nutrition. The principles of human nutrition and how they relate to the health of individuals are addressed while emphasizing the interactions between nutrients and physiological processes in the human biological system. Lectures and assigned readings provide updated information from various scientific disciplines including biology, anatomy, physiology, microbiology, chemistry, and biochemistry as they relate to human nutrition.

The study of nutrition encompasses several disciplines, including numerous basic sciences (e.g., anatomy, physiology, microbiology, chemistry, biochemistry) to aid in the understanding of the relationship between food, nutrients, health, and disease prevention and treatment. Nutrition is the science of foods, nutrients, and other food substances and of their actions within the body including ingestion, digestion, absorption, transport, metabolism, and excretion. Thus, this course clearly meets the criteria to be considered a Natural Science course as part of the Ohio Transfer Module. It is an introductory course that utilizes the scientific method (i.e., experimental inquiry in the sciences) to study the field of nutritional science. It demonstrates how the line of inquiry (i.e. research) leads nutrition scientists to formulate dietary guidelines as well as nutrient and health recommendations (i.e. principles) that explain the role of diet in growth, development, health, and disease (i.e. explanations of diverse phenomena).

Review of the current LER course listing indicates no classes emphasize nutrition information from a multidisciplinary perspective. Therefore, this course would be a valuable LER offering available to KSU students.

Lectures and readings are primarily obtained from nutrition research in the fields of anatomy, physiology, microbiology, chemistry, and biochemistry. Therefore, this course would be categorized best as a Basic Science LER.

(b) Ethical views and moral dilemmas central to the subject area

Lecture topics such as nutritional needs and disease, obesity, food security, and hunger are areas that create opportunities to discuss ethical views and moral dilemmas in the area of nutrition. For example, when discussing obesity, numerous questions arise: whose responsibility is it to help prevent the onset of obesity (i.e., healthcare, individuals, government)? what is the role of genetics/physiology vs. environment in the onset of obesity? what aspects of the environment lead to obesity and should those areas be responsible for nutrition education (i.e., fast foods, TV

and sedentary behavior)? Thus, diversity is a major theme throughout course lecture and text readings.

The proposed course also promotes students' acquisition of six *LER learning goals* through various means including classroom discussions and activities and written assignments. The LER goals include:

1. Students acquiring critical thinking and problem solving skills
2. Students engaging in independent thinking, developing their own voice and vision, and becoming informed citizens
3. Improving students' awareness of ethical implications of their own and others' actions
4. Broadening students' imagination and developing their creativity
5. Improve students' understanding of issues and behaviors concerning inclusion, community and tolerance
6. Students applying principals of effective written and oral communication

For example, LER goals 1, 2, 3, and 5 will be accomplished through lectures, classroom discussions and activities, and text readings addressing ethical and moral issues within the field such as obesity, food security, and hunger.

Written assignments also assist students in achieving LER learning goals 1 and 5. Example assignments include completing a Dietary Analysis Assignment, Cardiovascular Disease Risk Assessment, and Osteoporosis Risk Check List. During lectures throughout the semester, students compare the results of their Dietary Analysis Assignment (their dietary intake) with recommended nutrition guidelines with the emphasis on nutrient function. Students participate in small group discussions and examine how they can reduce their risk of both osteoporosis and cardiovascular disease as well as how physiologically and nutritionally these diseases manifest themselves. Their recommendations are then presented to all class members. These written assignments also help demonstrate that the course fulfills the requirements to be designated a Natural Science course in the Ohio Transfer Module as the assignments help the students develop an understanding of how scientific principles are built, how they are used in the modern world and their impact of science on society as well as develop an understanding of structured thinking involving induction and deduction. For example, the students use the nutrition science principles that they are taught in class and apply them to their own life as well as their family to develop recommendations how to improve health.

Students' acquisition of LER learning goal 4 is promoted through classroom discussions and activities designed to increase students' understanding that the factors influencing food selection are diverse depending on their family background, ethnicity, religion, and gender.

(c) Important alternative perspectives employed by scholars in the field

The course includes discussions on the science based research in alternative/complementary nutrition (i.e., herbal supplements, organic foods, etc.), use of nutritional supplements, weight loss programs, bariatric surgery, sports nutrition, and fad diets. This includes discussions on the biologic and metabolic role of these foods and diets in the body as well as the current status of

research, how scholars evaluate their effectiveness, and conflicting scientific opinion as to whether the various dietary practices should be recommended to different population groups.

(d) Contributions of subject area to understanding of diversity issues (race, nationality, gender, social class)

The course covers nutrition across the lifespan and addresses issues of aging and physiological development as well as the role of chronic disease based on age, gender, ethnic background, and socioeconomic status. There is also discussion of changing nutrient needs across the lifespan and specific nutrients of concern at each stage of the life cycle. In addition, the course includes discussion of the effect of ethnic background, family culture, gender, religion, and socioeconomic status on food preferences and dietary intake.

2. If this course is being proposed for Category I or II, indicate the essential skills which the course is intended to teach, sharpen, or strengthen. (If the proposed course is intended for other categories, skip this section.

Not applicable – Propose Category V. Basic Sciences

3. State how the course is representative of a field which has attained maturity and substance with critical mass of its own scholarly literature, methodology, community of specialists, and conceptual framework.

Nutrition is a mature field with a critical mass as evidenced by the existence of several professional organizations (the American Society for Nutrition and the American Dietetic Association), professional journals, and federal boards/committees. The American Society for Nutrition (3,500+ members) is the premier research society dedicated to improving the quality of life through the science of nutrition. The American Society for Nutrition is a member of Federation of American Societies for Experimental Biology.

The maturity of the field of nutrition is further demonstrated by the existence of the American Dietetic Association (ADA), the leading national professional and scholarly organization in this field. Dietitians have been recognized as the food and nutrition experts since 1917 when pioneers in the field of dietetics held their first meeting as the American Dietetic Association (ADA) and founded the profession of dietetics. The ADA sets rigorous evidence-based standards of the nutritional sciences for educational outcomes. Education standards are required for all undergraduate dietetic programs and provide the foundation for the body of specialized knowledge and skills of nutritional science necessary for dietitians to practice in the profession of dietetics. These standards, first published in 1927, continue to be reviewed and revised as the nutritional research evolves. They have been modified eight times since 1927.

The Food and Nutrition Board (FNB) is a unit of the Institute of Medicine (IOM), part of the National Academy of Sciences (NAS). The NAS is a private, nonprofit corporation created by an Act of Congress, with a charter signed in 1863 by President Abraham Lincoln. The National Academies perform an unparalleled public service by bringing together committees of experts in all areas of scientific and technological endeavor. These experts serve *pro bono* to address

critical national issues and give advice to the federal government and the public. The IOM, chartered under the NAS in 1970, acts as an adviser to the federal government on issues of medical care, research, and education. The IOM secures the services of eminent members of appropriate professions to examine policy matters pertaining to the public's health and occasionally undertakes studies on its own initiative. The FNB is a multidisciplinary group of biomedical scientists with expertise in various aspects of nutrition, food science, biochemistry, medicine, public health, epidemiology, food toxicology, and food safety. Since its inception, the Board has used science to make recommendations to improve food quality and safety, thereby promoting public health and preventing diet-related diseases. The FNB has been responsible for establishing the Reference Dietary Intakes for Americans. Federal committees have been responsible for the release of the Dietary Guidelines for Americans and the MyPyramid.gov website with the revised Food Pyramids recommendations.

Professional refereed journals in the field of nutrition include The Journal of Nutrition, The American Journal of Clinical Nutrition, Journal of the American Dietetic Association and Journal of Nutrition Education & Behavior as well as numerous international nutrition journals.

4. Are adequate resources available for this course (faculty, classroom space, equipment, library holdings)?

The School of Family and Consumer Studies has adequate resources to teach the course as an LER. Within the nutrition and dietetics program, there are currently four tenure-track faculty members with a fifth position being filled during the 2006-2007 academic year. In addition, there is one NTT faculty line and two to three graduate assistants assigned to the program area. The school houses a large lecture room, 104 Nixson Hall, that seats over 100 students and is equipped with ceiling-mounted projector, computer for power point lectures, internet, DVD, and VCR. The program also runs the Nutrition Outreach Program which provides laboratory opportunities for students enrolled in the course as well as a variety of educational materials that are used during the class lectures.

Library holdings within nutrition are extensive as well.

5. How will teaching and learning be evaluated? How will the effectiveness of the course be assessed?

Teaching will be evaluated through peer evaluations and through student evaluations each semester. Learning will be evaluated through writing assignments, examinations, dietary analysis assignments, and classroom discussions. In addition, as discussed in our response to question #1, class discussions and activities address six *LER* learning goals.

6. Has this course been offered previously?

Yes, the course has been offered for at least the last twenty-three years, on a semester basis (this is as far back we could trace the course on SIS). There is currently one section offered every Fall and Spring semester but additional sections could be offered if enrollment required it.

THE KENT STATE UNIVERSITY

NUTR 23511
SCIENCE OF HUMAN NUTRITION
SPRING, 2007

Instructor: Angie E. Ha, Ph.D.
Meeting time: MWF 9:55-10:45 AM
Office: 130 Nixon Hall
Office Hours: MWF 9:00 am -9:50 am, M 11:50 am -1:50 pm and W 11:50 am -12:20 pm or by appointment
Phone: 330-672-2701/ 330-653-8547 (home) /614-397-4097(cell)
Email: eha@kent.edu

Teaching Assistants: Meredith Strombsborg, mstromsb@kent.edu and Steve Bui, sbui@kent.edu

Course Description: This course will address the principles of human nutrition and how they relate to health of individuals emphasizing the interactions between nutrients and physiological process in human biological system.

Text: Nutrition Now by J.E. Brown, 4th Edition, Wadsworth/Thompson Learning Publishing, 2004, Diet Analysis CD version 8.0

Course Objectives:

At the conclusion of this course students should be able to:

1. Discuss the process of digestion, absorption, and excretion in order to describe nutrient availability and physiological function.
2. Understand the basic principles of the scientific method and how it relates to nutritional research.
3. Discuss nutritional concepts as they relate to nutritional health and disease as well as general nutritional recommendations.
4. Describe the role of carbohydrate, fat, and protein as energy yielding nutrients including the role chemically and physiologically in the body.
5. Discuss the theories related to body weight, obesity, and weight control as well as describe the various treatment modalities utilized to treat weight issues.
6. Understand the nutritional needs as they relate to the lifecycle.
7. Discuss the coordination of nutrition and exercise as well as understand the macro- and micronutritional needs of the athlete.

Course Grading System: Performance will be evaluated with examinations, and an assignment. The distribution of points is as follows:

3 exams	300 points (100 points each)
1 Assignment (2 parts)	200 points
Final examination	100 points
Total points	600 points

Grading Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% or below

Make-Up Policy: There is no make-up for exams; only exceptions are in case of a documented emergency.

Course Participation and Attendance Policy

Students are expected to show up for classes and participate in class discussions as appropriate. Attendance will be taken periodically throughout the semester by completing class activities. Each activity will add extra points toward the final grade in the course as extra credit. ***No other extra credits will be allowed during the semester.***

Lecture may cover the materials which are not in the textbook, so it is difficult to make up for missed classes. If you must miss class, it is your responsibility to get the notes from a fellow student.

TENTATIVE COURSE SCHEDULE

DATE	TOPIC	ADVANCE READING
January 17	Introduction, assignment instruction	
January 19	Utilization of Food	Unit 7
January 22	Utilization of Food	

The utilization of food discusses the basic science of digestion, absorption, and excretion of foodstuffs. The anatomy of the gastrointestinal tract is discussed as well as the physiology involved in the digestion and absorption process. This includes information pertaining to the digestive enzymes found throughout the gastrointestinal tract as well as accessory digestive organs. The regulation of digestion and absorption (i.e., gastrointestinal hormones (i.e., cholecystokinin, etc.) and nerve pathways are discussed.

January 24	Nutrition Concepts ***Part 1: Dietary Intake Record Due***	Unit 1
January 26	Nutrition Concepts ***Dietary Analysis Instruction***	Unit 1

A discussion of the scientific method as well as the importance of research and research questions and hypotheses are discussed and used to explain the formation of the dietary reference intakes. During this lecture it is emphasized on the importance of research to help dispel the misinformation surrounding nutrition. The chemical and biological aspects of nutrition are also discussed

January 29	Nutrition Health	Unit 2

This lecture focuses on the relationship of nutrition to disease and research that describes this relationship. The physiology of disease and how nutritional status impacts physiological changes are addressed.

January 31	Nutrition Labels	Unit 4
February 2	Nutrition, Attitudes and Behaviors	Unit 5
February 5	Food Guideline, Food Pyramid	Unit 6

February 7 Food Guideline, Food Pyramid

In this set of lectures, a discussion of the current nutrition recommendations is completed. An important component of this set of lectures is the understanding of the etiology of these recommendations and how they relate to nutrition research literature findings.

February 9 Carbohydrate Unit 12

Part 1: Dietary Analysis Due

February 12 Carbohydrate

These lectures focus on classifying the carbohydrate both simple and complex (including structure). The digestion, absorption, and circulation of carbohydrates including the glycemic response, hormonal regulation of blood glucose and energy storage as well the scientific basis behind carbohydrate requirements and recommendation are addressed

February 14 Diabetes

The etiology of the disease, organs involved, classification of disease and the treatment with an emphasis on nutritional intervention for the disease are included in this lecture.

February 16 Exam 1

February 19 Protein Unit 15

February 21 Protein

This lecture discusses the components of the amino acid and how amino acids act as the building blocks of protein. A discussion of protein synthesis, protein structure is also included. Protein digestion, absorption and circulation with an emphasis on important enzymes are also discussed. The physiology of fluid balance, protein turnover and nitrogen balance are included in this lecture. This lecture concludes with a discussion of dietary protein recommendations based on current research literature discussion.

February 23 Protein and Vegetarian Diet Unit 15/16

February 26 Fats and Cholesterol in Health Unit 18

February 28 Fats and Cholesterol in Health

The lecture begins with a discussion of the structure and classifications of fatty acids, and how fatty acids are named. The chemical structure and function of triglycerides is also discussed. The physiology of digestion, absorption and transport of lipids is also included. The dietary recommendation are discussed briefly here, but are discussed in more detail in the nutrition and cardiovascular disease lectures because of their linkage.

March 2 Nutrition and Cardiovascular Disease Unit 19

March 5 Nutrition and Cardiovascular Disease

A focus on the etiology of cardiovascular disease and the impact diet has on the physiology of the cardiovascular system is addressed including discussion on the different lipid carriers and the function of liver in the process. During this lecture, the nutritional recommendations on how dietary changes can impact cardiovascular disease progression is discussed.

March 7 Calorie Unit 8

This lecture focuses on what is a calorie and how it is measured with an emphasis on how we determine the number of calories necessary for caloric balance as well as the specific components of energy expenditure.

March 9 Body Weight Unit 9

The definition of energy balance as well as the physiology of food intake (i.e., hypothalamus, differences between appetite, satiation, and satiety) are discussed. The factors that effect BMR are addressed as well as how we measure to determine healthy body weight including the physiology of fat distribution.

March 12	Exam 2	
March 14	Weight Control	Unit 10
March 16	Weight Control	
March 19	Weight Control	

Fat cell development as well as fat cell metabolism is discussed. Research surrounding the theory of set point is also discussed. An in-depth discussion of the causes of obesity including genetics and the different factors associated with genetics and obesity (i.e., leptin, ghrelin, PYY, etc.). The impact of environment on obesity is also discussed. Treatments of obesity including surgery, pharmaceuticals, as well as other weight loss strategies are included in this lecture.

March 21	Vitamins	Unit 20
March 23	Vitamins	
April 2	Vitamins/ Phytochemicals	Unit 20 & 21

All of the vitamins are discussed individually including physiological function within the body as well as the impact of deficiencies and toxicities.

April 4	Nutrition and Cancer	Unit 22

The cause of cancer (including the stages of cancer), treatment, screening of cancer as well as the impact of nutrition on cancer including phytochemicals are discussed.

April 6	Supplement Issue	Unit 24
April 9	Supplement Issue	

Nutritional research surrounding the use of supplements including uses and efficacy are discussed.

April 11	Exam 3	
April 13	Minerals	Unit 23
April 16	Minerals	
April 18	Minerals	

The chemical structure, bioavailability, regulation, physiological function within the body as well as the dietary sources and the impact of deficiencies and toxicities.

Assignment Part 2 Due

April 20	Nutrition in Pregnancy	Unit 28
April 23	Nutrition in Lactation and infancy	
April 25	Children Nutrition	Unit 29
April 27	Nutrition in Adulthood	Unit 30
April 30	Nutrition in Adulthood	

This set of lectures discusses life cycle nutrition and the nutritional requirements at each stage of the life cycle.

May 2	Fitness	Unit 27
May 4	Fitness/Final Review	

These lectures discuss impact of nutrition on exercise and the important combination of nutrition and exercise.

FINAL EXAM 10:15-12:30 May 9 (Wednesday)

CELEBRATE CENTENNIAL
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Regional Campuses

Interdepartmental Correspondence

TO: Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum

FROM: Shirley J. Barton, Executive Dean, Regional Campuses S.B.

DATE: May 14, 2007

SUBJECT: **PDP FOR BACHELOR OF APPLIED HORTICULTURE AT SALEM CAMPUS**

Dean Jeffrey Nolte at the Salem Campus has requested that a Program Development Plan for a Bachelor of Applied Horticulture be sent to the Ohio Board of Regents for their review. Attached is a copy of the Plan which I am submitting to the Educational Policies Council as an information item.

Enclosure: PDP

cc: Dr. Jeffrey Nolte, Dean, Salem Campus
Dr. James Blank, Director, Biological Sciences
Dr. Jerry Feezel, Interim Dean, Arts and Sciences

Program Development Plan
for a Bachelor of Applied Horticulture
at Kent State University, Salem Campus

1. *Designation and Purpose*

A. **Designation.** The Kent State University Salem Regional Campus would like to propose a new 2+2 Bachelor of Applied Horticulture degree, which would articulate with the current Associate of Applied Science in Horticulture Technology. This degree would not duplicate the efforts of any other program within Kent State University. It would be supported by the budget of the Salem Campus with no cost to the department of Biological Sciences.

B. **Rationale.** As the state of Ohio seeks to educate more students in knowledge-based technologies in order to meet workforce needs and keep the state's economy on track, the role of horticulture products and services becomes more important. Nationally, Ohio is one of the leading six states in the production of green industry goods and services.

In order to continue generating revenues at the current level or above, the green industry requires a workforce with knowledge-based skills, which can best be provided through the higher-learning opportunities that regional campuses can provide. Many non-traditional students are recognizing the opportunities within horticulture and are looking for a way to expand their marketability into higher, non-entry-level jobs, and their efforts are supported by the industry. This conclusion was confirmed by our assessment survey, which was sent out in July 2006 to one hundred eleven (111) active green industry professionals in landscape design, landscape construction, turf, retail sales, plant propagation ,arboriculture, landscape management, city municipalities and nursery production areas. Over 92% of the 28 immediate respondents indicated that they feel having both two-year and four-year degree options available would be helpful in meeting industry goals in the future. A similar percentage of responses confirm that there is a direct relationship between academic accomplishment (including college credit classes) and an employee's job position, pay wage, and job satisfaction. Currently, approximately 63% of respondents have an associate's degree, and many have pursued more advanced education. (See Appendix A for survey data.)

Such an expansion would not only help meet local industry needs, but also make a strong connection to workforce development programming. Columbiana County is primarily rural with an active green industry presence. The Salem Campus is within easy driving distance of the urban areas of Akron, Canton, and Youngstown, which are all above-average markets for horticulture services. At the same time, the number of residents currently holding bachelor's degrees in Columbiana County is well below the average for the state of Ohio and the nation. Thus the availability of the Bachelor of Applied Horticulture degree in this region would serve the needs of both the existing business community and the population at large, which would benefit from increased access to higher education in a field with employment opportunities.

C. Purpose. Northeastern Ohio, including the area bordering Lake Erie, has a large community of horticulture-related services that require a technology-based skilled labor force. Lorain County alone produces over $62 million in sales of nursery-related products and ranks second in the state for horticulture crops. In order to retain and expand those products and services within our community and the state overall, the horticulture industry will need workers who have been given advanced learning opportunities beyond what is required for entry-level positions.

While the current two-year degree is able to train students to fill some types of above-entry-level positions using a hands-on and basic sciences approach, the four-year degree will expand the student's potential by emphasizing technical application and theory. Additional science-based classes in urban forestry, landscape construction, landscape design, sports turf, and other specific areas will expand the student's expertise in a given concentration. These will link closely to related fields in natural resource development, environmental technologies, and plant production not currently available to the students in our present program or any other in the region. Expanded internship offerings and specific targeted practicum areas for student exploration will also be promoted. The new four-year degree would also increase the number of students (especially regionally-based clientele) able to apply for jobs requiring a bachelor's degree. This would be especially true for non-traditional students who may already have an associate degree but need evidence of a more comprehensive and theory-based education to make them competitive in their search for new and better positions. Because the green industry is so diverse and overlaps with a myriad of career path choices, it is essential that students have a broad and diverse education within and beyond the basic fundamentals of the subject.

Expanding the availability of distance learning classes and horticulture workshops would help drive the marketability of the major as well. In this sense, the new degree would align well with workforce development, since some courses developed for the degree could be offered on a credit/non-credit basis in a way that could serve to keep the local workforce current with new trends in the field and new developments in technology. A major goal of the program would be to monitor and stay ahead of the job market's expectations both within and outside the United States.

The economic importance of expanded opportunities for education in areas related to the green industry is great. Horticulture throughout the United States represents over 45 billion dollars worth of sales within the greenhouse propagation and nursery production areas, and to a larger degree, within the landscape and maintenance industry overall (ANLA "Professional Landscape, Lawn & Tree Services," www.Anal.org/industry/index). Cash receipts for greenhouse and nursery-related sales have climbed steadily over recent years. Information taken from the "Cents" conference held in Columbus, Ohio, at the Ohio Nursery and Landscape Association on January 23, 2007, states that the ***green industry for Ohio has generated over 4.13 billion dollars***, up from last year's numbers. Educational opportunities for sustaining this trend rely heavily on maintaining and expanding associate and bachelor degrees in specific career paths, a conclusion that is supported by information from "Jobs in Horticulture" at http://hortjobs/com, as well as by the listings of minimum educational requirements found in the Ohio Nursery and Landscape Association's job listings website.[1] The United States Department of Agriculture indicates that the nursery and greenhouse industry comprises the fastest segment of growth within agriculture (USDA data, www.ers.usda.gov/publications/flo/).

D. Mission. The Kent State University Regional Campuses are well situated in Northeast Ohio to serve their communities as a link to higher education and a source of training for a professional workforce. In particular, an important part of the mission of the Regional Campuses is to provide continuing education for non-traditional students who need an affordable source of education that

[1] Recent typical examples on www.landscapejobs.com include a position at Hermes Landscape Company for a landscape designer and another at Land-Tech Enterprises Inc for a landscape division manager, both of which require a bachelor's degree in horticulture. Information taken from www.asla.org, a prominent green industry job search location, has listings for a park planner in Dayton Ohio or a landscape designer in Columbus, Ohio, again requiring a bachelor's degree in horticulture or a closely related field.

is close to home and that will allow them to enroll on either a full- or part-time basis. Since horticulture is already well-established in Northeast Ohio as a field of business offering employment and entrepreneurial opportunities, and since horticulture is best taught in an environment that allows for hands-on experience and continuing study, the development of a bachelor's degree in this discipline is an excellent fit for the Regional Campus mission.

The Salem Campus provides a unique resource for students already holding associate degrees and for students coming from horticulture programs already established at county career centers. The campus can provide continuing education among non-traditional students and, at the same time, offer new courses at a location near the horticultural firms that can provide internships and that will eventually employ graduates. The four-year horticulture program, with its expanded curriculum, will help launch employment opportunities that far exceed current options available in Northeast Ohio within any two-year program.

2. ***Curriculum Description:***

The proposed curricula concentration areas would be aligned with industry needs. Non-traditional students with college credits will find the completion of a baccalaureate degree to have great economic advantages. Our experience in advising indicates that many non-traditional students come into the horticulture program with core class requirements already met.

The courses in the major of the proposed curriculum would expand upon the associate degree's three concentration areas: urban forestry, landscape design and construction, and turf management. Prerequisite classes that establish basic knowledge in plant identification, botany, and construction can be expanded into landscape architecture, urban ecology, various niches in landscape design, entomology, plant pathology, marketing, and more. In these areas, additional horticulture courses would be created at the upper-division (30000 and 40000) level to be taught at the Salem Campus. These courses would be supported with an internship program that is augmented by hours of fieldwork and on-site instruction. This hands-on experience will forge links between academic and the private/public sectors represented within the horticulture community.

Opportunities for currently employed horticulture workers to move into management positions in either the public or private sector also require additional expertise in related business management skills. Current freshmen and sophomore levels of instruction in business technology supply the basic knowledge on which upper-division courses can expand, creating leaders who can fulfill essential support roles within the green industry.

The additional requirements in supporting areas would focus on classes already offered at Kent and, in some cases, on the Regional Campuses, increasing students' background and expertise in such areas as Geology, Geography, Biology, Economics, and Business. In some cases these courses can be offered using existing distance learning options.

3. ***Administrative/ College***

The Bachelor of Applied Horticulture will, like the Associate degree, be administered through the Regional Campuses Academic Affairs Office and will remain within the Department of Biological Sciences. The approach is supported by the department chair and gives added value to the degree. The degree will require only that third-year and fourth-year courses be added to an already existing two-year program, expanding the two-year option to allow students to continue seamlessly to the completion of a bachelor's degree on the Salem Campus.

4. ***Evidence of Need***

The CHEE report indicates that the number of Ohioans holding bachelor's degrees falls well short of the national average, and this report clearly suggests that future economic growth for the state of Ohio requires a renewed commitment and investments towards bachelor's-level education. The Horticulture Advisory Board for the Salem Campus also recognizes the importance of higher learning and supports increased horticulture class offerings. Additionally, information from the Davey Tree Company presentation during the meeting of the Mahoning Valley Lawn and Landscape Association (MVLNA) at Fellowship Riverside Gardens on 8 March 2006 promoted the expansion of educational opportunities within horticulture, and specifically within arboriculture.

Currently, Ohio has only two existing Bachelor of Horticulture degree programs. These are located in the south central and far southwestern regions of the state, making the programs essentially inaccessible for students who live in the Kent State University service area, may be place-bound, or may wish to pursue the internship and employment opportunities unique to Northeast Ohio. Furthermore, many students enrolling at Regional Campuses are non-traditional and already have some undergraduate credits that meet core requirements from a previous two-year degree. The opportunity to obtain a four-year degree would be more economically beneficial to such students than the pursuit of an additional associate degree, which is currently the only option

The option of pursuing either a two- or a four-year degree is also beneficial to the quality and marketability of the program overall. According to observations made at the ALCA round-table discussions held in Columbus Ohio in 2004, most two-year horticulture programs have no more than 25 to 40 students enrolled. With program expansion to meet two different audiences, Kent State University will be able to offer a broader spectrum of classes, which will in turn be likely to lead to an increase in traditional student enrollments. Finally, with the deep budget cuts and operating problems experienced by Ohio State University Extension Service programming, especially within their commercial and home horticulture educational arenas, expansion of the Kent State program would serve to fill the gap in providing additional horticulture education for the public in conjunction with workforce development and continuing education opportunities.

5. ***Enrollment Potential***

In undertaking the expansion of a two-year degree into a four-year degree, that is, a 2+2 approach, we believe that we will be able to retain a high percentage of associate degree students. The Salem Campus, for example, currently has four students waiting for the Bachelor in Applied Horticulture option, as well as at least three others showing a high level of interest. More important, however, we would hope to attract students whose long-term goal has, from the beginning, been to achieve a four-year degree and who may have been discouraged by the fact that bachelor's-level opportunities have not been available in hands-on fields such as horticulture. Recent census data for the twelve counties served by Kent State University and its Regional Campuses indicate that there are over 500,000 adults who are over 25 years old and have some college credits but no degree. This would account for over 20% of the area's population. This suggests that the region would benefit from more diversity in career education and greater flexibility in meeting the need to upgrade our existing workforce.

With Regional Campuses located strategically within the northeastern sector of the state, many students discouraged by the high tuition costs, fuel/transportation issues, and limited housing associated with other horticulture programs could reasonably hope to pursue a degree. Students interested in a hands-on degree might be drawn, for example, from Cuyahoga Community

College and Stark State College of Technology. The potential alignment of articulation agreements between Kent State University, local career and technical education institutions, and high school horticulture programs also may give this particular degree a high likelihood of success in attracting a new audience of students who would not otherwise pursue a college degree.

6. ***Special Enrollment Efforts***

It is clear that enrollments are in part affected by when classes are offered, so in keeping with our analysis of the potential audience for our program, we are expanding our night class offerings and making more classes available at alternative sites to fit the work schedules of students. For the first time this year, three of the lower division courses are being offered on a distance learning modality, and we are exploring the introduction of several web-based courses. By limiting in-class attendance to two or three days a week, we hope to make it easier for students to plan internships and take advantage of work opportunities while they are completing their degrees.

7. ***Faculty***

Class sizes in most courses related to the major currently show adequate capacity to absorb additional students. For the majors courses themselves, current full-time staffing at the Salem Campus includes a program director with landscape architecture expertise, a horticulturist, a botanist, and a technologist. As enrollments increase, additional adjunct faculty will be required. Faculty needs for new courses in the major can initially be met through distance learning. Future expansion of the program and the resulting required staffing would most likely lead to the hiring of one or two additional full-time horticulture faculty supplemented by adjunct faculty.

8. ***Projected Costs and Income***

The projected costs for developing and implementing the Bachelor of Applied Horticulture will be minimal since the current facilities and most of the support staff are already in place at the Salem Campus. The campus has a greenhouse and a well-developed arboretum on its 96-acre site, which includes a 25-acre mixed hardwood forest, a hosta garden, and a small lake; in addition the program has a dedicated classroom, a tool storage building, and a 30 x 60-foot metal building that doubles as a grounds maintenance facility. Additionally, the Draime Legacy Gardens partnership (a self-sustaining educational field site including a ten-acre botanical garden located in Trumbull County) provides staff and expertise that we have not yet fully tapped at this point. Projected tuition income from upper-division courses will defray the cost of adjunct faculty.

Projected additional income from upper-division student enrollments are calculated on the assumption that the program would attract 10 new full time students the first year with an additional 10 for the following two years. These numbers are considered to be conservative, and an added emphasis on recruiting should allow this goal to be reached without difficulty. Specific revenue generated from upper-division student enrollments reflect an overall instructional revenue of $157,779.00 with an SSI revenue of $116,327.00, totaling $274,106.00 for the initial two years of the program (based on instructional rates from 2007). A summary of the projected revenues is attached. New equipment for the program would initially be limited to the purchase of drafting tables and supplies totaling $7500.00. In the second year we would expect to add drafting software in conjunction with our existing campus computer lab and blueprint machine, costing an estimated $5000.00. A proposed annual budget of $5000.00 for subsequent years would be anticipated.

Conclusion

The proposed degree expands upon an already successful associate degree program that meets the needs of many of our regional campus constituents. However, with educational costs climbing and transportation becoming a priority issue, area students need to have higher learning options closer to home. The current program is well poised for expansion, having recently undergone revision to add seven new class offerings for Fall 2007, aligning the curriculum with the latest developments in the field.

The horticulture industry in Ohio is one of the strongest in the nation and offers clear growth potential. The proposed degree offers access, diversity of skills, and marketability for the student, as well as an improved pool of qualified employees for an important sector of Ohio's economy, thus fulfilling several important elements of the mission of higher education in Northeast Ohio.

APPENDIX A

KENT STATE
UNIVERSITY
SALEM

July 24, 2006

Dr. Donna Ramsey
Assistant Dean
Geauga Campus

Dear Donna:

As the academic world strives to align subject matter with industry needs we are compelled to get as much input from you in order to stay focused. As such, we at Kent State University are looking to expand our very successful two-year Horticulture Technology program to a four-year, bachelor in Horticulture Technology program.

I would appreciate your taking the time to answer the below questions and return this survey in the enclosed envelope.

Needs Survey

07-24-06

Please circle which expresses your opinion best:

1. Do you feel that higher learning education after a high school is beneficial for personal growth and helps prepare an individual for better career options? Yes/No

2. Do you feel that a two-year degree in horticulture is sufficient in fulfilling the best potential long term career goals an individual may require within the horticulture field? Yes/No

3. Do you feel that having a two-year degree in horticulture as well as a four-year degree option would potentially be helpful in meeting your goals in the future? Yes/No

4. Would you consider a four-year degree in horticulture if it was offered at Kent State University and/or within a regional campus near you? Yes/No

5. Have you attended college classes and/or have a two-year degree presently? Yes/No

6. Do you feel that the northeastern area of Ohio should have available to its community a four-year bachelor in Horticulture Technology program offering from Kent State University? Yes/No

7. Did you know that Kent State University has a two-year, associate in applied science degree in Horticulture Technology available both at the Geauga and Salem campuses? Yes/No

2491 State Route 45 South • Salem, Ohio 44460
Phone: 330-332-0361 • Fax: 330-332-9256 • http://www.salem.kent.edu

KENT STATE.
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SALEM

1. Do you feel the green industry is requiring more often that an employee have an associate degree and in many cases a bachelor degree or higher in their related field in order to apply for upper-level management positions? Yes/No

2. Did you know that the state of Ohio is within the top six horticulture industry producers within the United States? Yes/No

3. Do you feel that there is a direct relationship between your job position, pay wage, and job satisfaction in regards to your academic accomplishments both from seminars you have taken and/or college credit classes? Yes/No

Thank you for your time.

Sincerely,

Stanley M Jones

Stanley M. Jones
Academic Program Director-Horticulture Technology
Kent State University, Salem and Geauga Campuses

SMJ:bh

Enclosure

2491 State Route 45 South • Salem, Ohio 44460
Phone: 330-332-0361 • Fax: 330-332-9256 • http://www.salem.kent.edu

	YES	NO
1. Do you feel that higher learning education after a high school is beneficial for personal growth and helps prepare an individual for better career options?		
2. Do you feel that a two-year degree in horticulture is sufficient in fulfilling the best potential long term career goals an individual may require within the horticulture field?		
3. Do you feel that having a two-year degree in horticulture as well as a four-year degree option would potentially be helpful in meeting your goals in the future?		
4. Would you consider a four-year degree in horticulture if it was offered at Kent State University and/or within a regional campus near you?		
5. Have you attended college classes and/or have a two year degree presently?		
6. Do you feel that the Northeastern are of Ohio should have available to its community a four-year bachelor in Horticulture Technology program offering from Kent State University?		
7. Did you know that Kent State University has a two-year, associate in applied science degree in Horticulture Technology available both at the Geauga and Salem campuses?		
8. Do you feel the green industry is requiring more often that an employee have an associate degree and in many cases a bachelor degree or higher in their related field in order to apply for upper-level management positions?		
9. Did you know that the state of Ohio is within the top six horticulture industry producers within the United States?		
10. Do you feel there is a direct relationship between your job position, pay wage, and job satisfaction in regards to your academic accomplishments both from seminars you have taken and/or college credit classes?		

28 RESPONSES	YES	NO
1. Do you feel that higher learning education after a high school is beneficial for personal growth and helps prepare an individual for better career options?	27	1
2. Do you feel that a two-year degree in horticulture is sufficient in fulfilling the best potential long term career goals an individual may require within the horticulture field?	8 * n/a 3	16 *n/a 3
3. Do you feel that having a two-year degree in horticulture as well as a four-year degree option would potentially be helpful in meeting your goals in the future?	26	2
4. Would you consider a four-year degree in horticulture if it was offered at Kent State University and/or within a regional campus near you?	17	11 * n/a 1
5. Have you attended college classes and/or have a two year degree presently?	17 (many indicated they have a higher degree)	10
6. Do you feel that the Northeastern are of Ohio should have available to its community a four-year bachelor in Horticulture Technology program offering from Kent State University?	26	2
7. Did you know that Kent State University has a two-year, associate in applied science degree in Horticulture Technology available both at the Geauga and Salem campuses?	20	8
8. Do you feel the green industry is requiring more often that an employee have an associate degree and in many cases a bachelor degree or higher in their related field in order to apply for upper-level management positions?	25	3
9. Did you know that the state of Ohio is within the top six horticulture industry producers within the United States?	26	2
10. Do you feel there is a direct relationship between your job position, pay wage, and job satisfaction in regards to your academic accomplishments both from seminars you have taken and/or college credit classes?	26	2

Kent State University
Salem Campus
Horticulture Bachelor Program
Revenue Estimate - Summary
Proposed for Fall 2007

Revenue	FY08	FY09	FY10	FY11	Total
Instructional Revenue (1)	52,593	105,186	-	-	157,779
SSI Revenue (2)	-	19,059	58,163	39,105	116,327
Grand Total	52,593	124,245	58,163	39,105	274,106

Notes and Assumptions:
The estimate is based on the enrollment of 10 students per semester for the initial two years of the program (effective Fall 2007).
1) Instructional fee rates were based on Spring 2007 rates (rates effective Fall 2007 are not available).
2) State Share of Instruction (SSI) rates are based on FY 2007 amounts provided by OBR (FY 2008 rates are not available). The SSI revenue calculation is based on a two year average of FTE with a one year lag time multiplied by the SSI rate. Due to the one year lag, the estimated SSI revenue is deferred to FY09 and is calculated through FY11.

3/29/2007
C:\Documents and Settings\dallens1\Local Settings\Temporary Internet Files\OLK6B\[Revenue-4year.xls]Summary of Revenue

KENT STATE
UNIVERSITY

TO: Dr. Shirley Barton, Executive Dean, Regional Campuses

FROM: Jeff Nolte, Dean, Salem Campus Jeff Nolte

DATE: May 7, 2007

SUBJECT: Horticulture Degree

I am writing this memo in full support of the 4-year horticulture degree as proposed by Stan Jones from the Salem Campus. Mr. Jones has worked with the industry, Biology Department and the Hort faculty to develop a strong proposal which will prepare our students for the field of horticulture.

The Salem Campus has the resources, expertise and desire to move forward in the curriculum process. Thank you for your consideration of this request.

KENT STATE
UNIVERSITY

May 7, 2007

Dr. Jeff Nolte
Dean, Regional Campuses
Kent State University Salem Campus
2491 State Road 45 South
Salem, Ohio 44460

Dear Dr. Nolte:

I am writing to indicate my and the Department of Biological Sciences support of the proposed 4-year bachelor degree in Horticulture Technology. I believe this program has great opportunity to establish Kent as a center for Horticulture Technology in the State. It is consistent with both the missions of the Regional Campuses and the Department of Biological Sciences.

If I can provide any additional assistance in getting this proposal approved, please let me know.

Sincerely,

Dr. James L. Blank
Professor and Chair

Department of Biological Sciences
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-3613 • Fax: 330-672-3713 • http://www.kent.edu/biology

SALEM CAMPUS FACULTY COUNCIL
March 7, 2007
COUNCIL MEETING

MEMBERS PRESENT: T. Soper, B. Logan, C. Carlson, P. Manchester, D. Gallo, B. Rigney, S. Wamsley, E.Villella, D. Larwin, M. Freer, B. Remedio, O. Carew, K. Johnson, C. Brady, C. Volpe, C. Paulenich, D. Dees, T. Tu

GUESTS: K. Figg, L. Kunkel, S. Jones

ITEM 1 – APPROVAL OF JANUARY 8, 2007 MINUTES

A motion to approve the minutes of January 8, 2007 was carried with one correction under Other Business. Dr. Figg stated faculty *had asked to teach* 2 to 3 courses in intersession, rather than *can teach* as stated in the minutes.

The minutes stand approved as corrected.

ITEM 2 – UPDATES: Deb Gallo – Math Modules

Deb Gallo distributed a handout with a flowchart and schedule explaining the changes to take place beginning the fall 2007 semester for the Math modules (see attachment).

- Formerly Developmental Mathematics (MATH 10004) and Introduction to College Mathematics (MATH 10005) will be replaced with Fundamental Math, I through VI.
- 7 credit hours are now only 4
- College Algebra will stay on the schedule through next year
- Waiting on departments to decide which courses they want to offer for their programs
- Students must receive a C grade (70%) to advance to the next module or they will be de-registered.

ITEM 3 – APPROVAL OF CRITERIA FOR USE IN 3rd YEAR REVIEW OF NTT FACULTY

Tish distributed the NTT Faculty Performance Review and Appointment Guidelines (established in 1998) for review and approval.

Items 5 and 6 were amended as follows:

- Item 5: *"Include SSI summary sheets for all classes taught during the period under review"*
- Item 6: Add as amendment - *"Peer review of teaching and learning by TT Faculty in the discipline when possible"*

The motion to approve the criteria with the changes above was made by R. Remedio and seconded by K. Johnson.

ITEM 4 – PROPOSED 4-YEAR DEGREE IN APPLIED HORTICULTURE

A motion was made by C. Paulenich and seconded by R. Remedio for approval to prepare a proposal to submit to the Board of Regents for a 4-year Bachelor's Degree in Applied Horticulture. Motion carried.

ITEM 5 – ITAP PROGRAM

The decision to vote on whether to inactivate the ITAP program or hire more staffing was tabled until more information can be gathered:

- Number of majors over the last five years
- Number of enrollment in courses
- Anthony Underwood's assessment
- Needs assessment submitted previously to Dr. Barton

ITEM 6 – PLAGIARISM/CHEATING POLICY

The Stark Campus plagiarism model handouts were distributed. E. Villella will verify the question and answer regarding does every instance of plagiarism need to be reported to Judicial Affairs.

Other Business:

New Faculty Council officers will need to be elected for next year. The Chair and Vice-Chair will need to be tenured. A secretary should be from within the full-time faculty. Tish will send an email.

The meeting was adjourned at 1:45 p.m.