



Educational Policies Council
2007-2008 Membership

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VOTING MEMBERS (yellow name cards) continued

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OFFICE OF ACADEMIC AFFAIRS

TO: Educational Policies Council

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

SUBJECT: Agenda for Monday, August 20, 2007
Kent Student Center, Room 310 A-B, 3:20 p.m.

DATE: August 13, 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 Academic Affairs 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 Academic Affairs by Friday, August 17, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of May 21, 2007.
Attachment 1

University Requirements and Curriculum Committee

2. Revision of the LER Policy Statements I-II and Course Proposal Questionnaire.
Effective Fall 2007 **URCC Co-Chair Sara J. Newman**
Attachment 2: Memo | Part I: Criteria Governing Inclusion of Courses | Part II: Philosophical Basis | Course Proposal Questionnaire
3. Establishment of writing-intensive course status for ENTR 47065 New Venture Creation.
Effective Fall 2008 **URCC Co-Chair Sara J. Newman**
Attachment 3
4. Revision of SOC 12050 Introduction to Sociology, a Liberal Education Requirements (LER–Social Sciences) course. Revision is elimination of credit by examination.
Effective Fall 2008 **URCC Co-Chair Sara J. Newman**
Attachment 4

College of Business Administration and Graduate School of Management

Department of Marketing

5. Establishment of the Entrepreneurship [ENTR] major within the Bachelor of Business Administration [BBA] degree program. Proposal also includes establishment of a pre-major code PENT and course subject ENTR, revision of BUS 20456 to ENTR 27456 and establishment of 12 ENTR courses.
Effective Fall 2008 **Dean George Stevens**
Attachment 5: Proposal | Catalog Copy and Requirement Sheet | Letters of Support | Supporting Documents | ENTR Courses

INFORMATION ITEMS

Academic Affairs

1. Revision of the *Curriculum Guidelines* for 2007-08, to replace the 2000 edition.
Effective Fall 2007
Attachment 6: Memo | Guidelines 2007-08 Draft (142 pages)

INFORMATION ITEMS *continued***Honors College**

2. Administrative oversight restructuring of the University Teaching Council, from the Honors College to the Faculty Professional Development Center.
Effective July 1, 2007
Attachment 7

Regional Campuses

3. Establishment of validation agreement between Kent State University's Trumbull campus and Trumbull Career and Technical Center's Tech Prep Program.
Effective Fall 2008
Attachment 8: Proposal Summary and Agreement | Minutes | Application | Course Mapping

LESSER ACTION ITEMS**College of the Arts***School of Theatre and Dance*

1. Revision of the Musical Theatre [MUT] concentration of the Theatre Studies [THEA] major within the Bachelor of Fine Arts [BFA] degree program. Revisions include inactivation of options Dance [MUTD], Music [MUTM] and Theatre [MUTT]; removal of requirements THEA 11303 and 22192; addition of requirements THEA 31303, 31034 and 42192; and replacement of requirement of 18 credit hours in one area with requirement of 15 credit hours in three areas. Total credit hours to program completion are unchanged at 130.
Effective Fall 2008

College of Business Administration and Graduate School of Management*Department of Accounting*

2. Revision of requirement for admission into the Accounting [ACCT] major within the Bachelor of Business Administration [BBA] degree program. Revision is increasing GPA requirement—from 2.50 to 2.70—in ACCT 23020 and 23021.
Effective Fall 2008

Department of Marketing

3. Revision of the Entrepreneurship [ENTR] minor. Revisions are replacing BUS 20195, 20456, 30195, 40192, 40195 and MKTG 45001 with new courses ENTR 27456, 27466, 37195, 47091, 47192, 47195. Total credit hours to program completion are unchanged at 25.
Effective Fall 2008

College of Communication and Information*School of Communication Studies*

4. Revision of the Communication Studies [COMM] major within the Bachelor of Arts [BA] degree program. Revision is including COMM 45095 and 46092 on a list of courses that students may take a maximum 6 credit hours toward the upper-division elective requirement. Total credit hours to program completion are unchanged at 121.
Effective Fall 2008

School of Visual Communication and Design

5. Establishment of course subject SVCD to differentiate summer design studio courses from traditional VCD listings.
Effective Fall 2008

LESSER ACTION ITEMS *continued***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 of the Intervention Specialist [INSP] major within the Master of Education [MED] degree program. Revision is removing requirement SPED 53319. Total credit hours to program completion decrease, from 92-101 to 89-98.

Effective Fall 2008*Department of Teaching, Leadership and Curriculum Studies*

7. Revision of the Secondary Education [SEED] major within the Master of Arts in Teaching [MAT] degree program. Revision is replacing ITEC 67412 with SEED 62191. Total credit hours to program completion are unchanged at 44-45.

Effective Fall 2008*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

Special Course Fees Effective Fall 2007

TECH	15741	Private Pilot Flight (3).....	\$2166.67/cr.hr.....	Fee
TECH	25743	Commercial Pilot Flight I (2).....	\$3500.00/cr.hr.....	Fee
TECH	35645	Instrument Pilot Flight (2).....	\$3750.00/cr.hr.....	Fee
TECH	35647	Commercial Pilot Flight II (2).....	\$2750.00/cr.hr.....	Fee
TECH	35747	Commercial Pilot Flight III (2).....	\$2825.00/cr.hr.....	Fee
TECH	45649	Flight Instructor/Airplanes (2).....	\$2750.00/cr.hr.....	Fee
TECH	45651	Flight Instructor-Instruments (2).....	\$1500.00/cr.hr.....	Fee
TECH	45653	Multi-Engine Pilot Flight (1).....	\$4000.00/cr.hr.....	Fee
TECH	45655	Advanced Multi-Engine Pilot Flight (1).....	\$2700.00/cr.hr.....	Fee
TECH	45657	Multi-Engine Instructor (1).....	\$3000.00/cr.hr.....	Fee
TECH	45711	Turbine Engine Theory and Operation Laboratory (1).....	\$200.00/cr.hr.....	Fee
TECH	45721	Crew Resource Management Laboratory (1)	\$50.00/cr.hr.....	Fee

Course Prerequisites Effective Spring 2008

*BSCI 40515 *Current:* BSCI 20140 and course in zoology of major animal group.
Revised: BSCI 20560 or BSCI 40556.

*BSCI 50515 *Current:* Course in zoology of a major animal group and BSCI 40430. Graduate standing.
Revised: BSCI 20560 or BSCI 40556; and graduate standing.

Course Prerequisites Effective Spring 2008 continued

- CHEM 10050 *Current:* High school algebra or equivalent.
Revised: ACT math score of 16 or MATH 10005 or MATH 10034 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.
- CHEM 10054 *Current:* High school algebra or equivalent.
Revised: ACT math score of 16 or MATH 10005 or MATH 10034 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.
- 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) or early childhood education technology (ECET) major.
- 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 or early childhood education technology (ECET) major.
- 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 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 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.
- ITAP 16620 *Current:* Ability to keyboard 30+ words per minute for 3 minutes with 3 or fewer errors, or permission.
Revised: ITAP 16680.
- 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) or early childhood education technology (ECET) major.

Course Prerequisites Effective Spring 2008 *continued*

- *LIS 60670 *Current:* LIS 60001 and LIS 60002 and LIS 60600 and LIS 60604 and special approval and graduate standing.
Revised: LIS 60001 and LIS 60002 and LIS 60003 and LIS 60600 and LIS 60610 and special approval and graduate standing.
- 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 19001 *Current:* Three years of high school math or equivalent.
Revised: Special approval.
- MUS 11111 *Current:* Placement test.
Revised: Music Theory Placement Test, score of 01.
- MUS 11121 *Current:* Placement test.
Revised: Music Theory Placement Test score of 02.
- *MUS 11122 *Current:* MUS 11121 with a grade of C (2.0) or better.
Revised: MUS 11121 with a grade of C- (1.7) or better.
- *MUS 17112 *Current:* MUS 17111 with a grade of C (2.0) or better.
Revised: MUS 17111 with a grade of C- (1.7) or better.
- *MUS 18612 *Current:* Music major and MUS 18611 with a grade of C (2.0) or better.
Revised: Music major and MUS 18611 with a grade of C- (1.7) or better.
- *MUS 21121 *Current:* MUS 11122 with a grade of C (2.0) or better.
Revised: MUS 11222 with a grade of C- (2.0) or better.
- *MUS 21122 *Current:* MUS 21121 with a grade of C (2.0) or better.
Revised: MUS 21121 with a grade of C- (1.7) or better.
- *MUS 31121 *Current:* MUS 21122 with a grade of C (2.0) or better and MUS 32212 with a grade of C (2.0) or better.
Revised: MUS 21122 with a grade of C- (1.7) or better and MUS 32212 with a grade of C- (1.7) or better.
- *MUS 32211 *Current:* MUS 12211 and MUS 21121 and MUS 21122 with a grade of C (2.0) or better; and junior standing.
Revised: MUS 12211 and MUS 21121; and MUS 21122 with a grade of C- (1.7) or better; and junior standing.
- *MUS 32212 *Current:* MUS 12211 and MUS 21121 and MUS 21122; and MUS 32211 with a grade of C (2.0) or better and junior standing.
Revised: MUS 12211 and MUS 21121 and MUS 21122; and MUS 32211 with a grade of C- (1.7) or better and junior standing.
- MUS 47311 *Current:* Music majors-minors or permission.
Revised: None.

*Special approval removed from the following courses:

MUS 36111	MUS 36511	MUS 36612	MUS 46111	MUS 46511	MUS 46611	MUS 46912
MUS 36311	MUS 36512	MUS 36613	MUS 46311	MUS 46512	MUS 46612	
MUS 36411	MUS 36513	MUS 36614	MUS 46411	MUS 46512	MUS 46613	
MUS 36412	MUS 36514	MUS 36615	MUS 46412	MUS 46513	MUS 46614	
MUS 36413	MUS 36515	MUS 36711	MUS 46413	MUS 46514	MUS 46615	
MUS 36414	MUS 36611	MUS 36912	MUS 46414	MUS 46515	MUS 46711	

Course Prerequisites Effective Spring 2008 *continued*

- NURS 20030 *Current:* NURS 20020.
Revised: NURS 20020 with a grade of C (2.0) or better.
- NURS 21096 *Current:* NURS 20040 and special approval.
Revised: Sophomore standing and special approval.
- NURS 30000 *Current:* NURS 20000, 20030, 20950; BSCI 30030, 30050 and CHEM 20284.
Revised: NURS 20000 and NURS 20030 and NURS 20950 all with a grade of C (2.0) or better; and BSCI 30030 and CHEM 20284.
- NURS 30010 *Current:* NURS 20000, 20030, 20950; BSCI 30030, 30050 and CHEM 20284.
Revised: NURS 20000 and NURS 20030 and NURS 20950 all with a grade of C (2.0) or better; and BSCI 30030 and CHEM 20284.
- NURS 30020 *Current:* NURS 20000, 20030; BSCI 30030, 30050; and CHEM 20284.
Revised: NURS 20000 and NURS 20030 both with a grade of C (2.0) or better; and BSCI 30030 and CHEM 20284.
- NURS 30030 *Current:* NURS 20000, 20030, 20950; BSCI 30030, 30050; and CHEM 20284
Revised: NURS 20000 and NURS 20030 and NURS 20950 all with a grade of C (2.0) or better; and BSCI 30030 and CHEM 20284.
- NURS 30040 *Current:* NURS 20000, 20030, 20950; BSCI 30030, 30050; and CHEM 20284.
Revised: NURS 20000 and NURS 20030 and NURS 20950 all with a grade of C (2.0) or better; and BSCI 30030 and CHEM 20284.
- NURS 30050 *Current:* NURS 20020.
Revised: NURS 20020 with a grade of C (2.0) or better.
- NURS 30060 *Current:* NURS 20020; BSCI 30030; and CHEM 20284.
Revised: NURS 20020 with a grade of C (2.0) or better; and BSCI 30030 and CHEM 20284.
- NURS 40000 *Current:* NURS 30000, 30010, 30030, 30060, 30040 and 30050.
Revised: NURS 30000 and NURS 30010 and NURS 30030 and NURS 30040 and NURS 30050 and NURS 30060, all with a grade of C (2.0) or better.
- NURS 40010 *Current:* NURS 30000, 30010, 30030, 30040, 30050 and 30060.
Revised: NURS 30000 and NURS 30010 and NURS 30030 and NURS 30040 and NURS 30050 and NURS 30060, all with a grade of C (2.0) or better.
- NURS 40020 *Current:* NURS 30000, 30010, 30020, 30030, 30040, 30050 and 30060.
Revised: NURS 30000 and NURS 30010 and NURS 30020 and NURS 30030 and NURS 30040 and NURS 30050 and NURS 30060, all with a grade of C (2.0) or better.
- NURS 40030 *Current:* NURS 30000, 30010, 30020, 30030, 30040, 30050 and 30060.
Revised: NURS 30000 and NURS 30010 and NURS 30020 and NURS 30030 and NURS 30040 and NURS 30050 and NURS 30060, all with a grade of C (2.0) or better.
- NURS 40040 *Current:* NURS 30000, 30010, 30020, 30030, 30040, 30050 and 30060.
Revised: NURS 30000 and NURS 30010 and NURS 30020 and NURS 30030 and NURS 30040 and NURS 30050 and NURS 30060, all with a grade of C (2.0) or better.
- NURS 40050 *Current:* NURS 30000, 30010, 30020, 30030, 30040, 30050 and 30060.
Revised: NURS 30000 and NURS 30010 and NURS 30020 and NURS 30030 and NURS 30040 and NURS 30050 and NURS 30060, all with a grade of C (2.0) or better.

Course Prerequisites Effective Spring 2008 *continued*

NUTR	33512	<i>Current:</i> CHEM 10060, 10061 and 20481. CHEM 10050 and 10052 accepted for non-nutrition majors. <i>Revised:</i> CHEM 10060 and CHEM 10061 and CHEM 20481; or CHEM 10050 and CHEM 10052; or CHEM 10054.
THEA	21892	<i>Current:</i> Sophomore standing or permission. <i>Revised:</i> Sophomore standing and special approval.
THEA	22092	<i>Current:</i> Freshman/sophomores only. <i>Revised:</i> Freshmen or sophomores only and special approval.
THEA	31522	<i>Current:</i> THEA 11622 or permission. <i>Revised:</i> THEA 11522 and special approval.
US	10003	<i>Current:</i> Assessment testing or permission. <i>Revised:</i> Compass reading score of 0-55.
US	10006	<i>Current:</i> Concurrent registration in selected LER or permission. <i>Revised:</i> Concurrent registration in PSYC 11762 or SOC 12050 or HIST 12070 or PHY 11030 and special approval.

Course Changes Effective Fall 2008

ATTR	45040	Pathology and Pharmacology for Allied Health Care Providers (2) to: (3)	CS
BUS	20456	Introduction to Entrepreneurship (3) to:	
ENTR	27456	.....	NPX
COMM	45091	Seminar in Communication Studies (1-4)	New
COMM	45095	Special Topics: Communication Studies (1-6).....	G
COMM	45902	Communication and Influence (3).....	D
ENTR	27065	Entrepreneurial Experience I (3).....	New
ENTR	27075	Entrepreneurial Experience II (2).....	New
ENTR	27466	Speaker Series in Entrepreneurship (1)	New
ENTR	37045	Sales in the Entrepreneurial Venture (3)	New
ENTR	37065	Entrepreneurial Finance (3)	New
ENTR	37075	Entrepreneurial Marketing (3)	New
ENTR	37192	Practicum in Entrepreneurship (1-3).....	New
ENTR	37195	Special Topics in Entrepreneurship I (3).....	New
ENTR	47065	New Venture Creation (3)	New
ENTR	47091	Seminar in Entrepreneurship (3).....	New
ENTR	47195	Special Topics in Entrepreneurship II (3).....	New
ENTR	47292	Entrepreneurial Internship (1-3)	New
HIED	66673	Research in International and Comparative Higher Education Administration (3) to: Research in Administration of International Higher Education	Ta
HIED	66674	International and Comparative Higher Education Administration (3) to: Administration of International Higher Education.....	Ta
HIED	76673	Research in International and Comparative Higher Education Administration (3) to: Research in Administration of International Higher Education	Ta

Course Changes Effective Fall 2008 *continued*

HIED	76674	International and Comparative Higher Education Administration (3) to: Administration of International Higher Education.....	Ta
RPTM	26001	Introduction to Community Inclusion of Individuals with Disabilities (3)	New
RPTM	46001	Principles and Methods of Community Inclusion (3).....	New
SPED	53319	Instructional Approaches and Placements for Deaf and Hard of Hearing (3)	Inact
SVCD	45011	Summer Design Studio (1 or 4)	New
SVCD	55011	Summer Design Studio (1 or 4)	New
SVCD	65011	Summer Design Studio (1 or 4)	New
THEA	21303	Acting Process (3).....	Ps
THEA	21095	Special Topics in Theatre (1-3).....	New

Correction to May 21, 2007, EPC Agenda

PEP	45070	Electrocardiography for the Exercise Physiologist (3)	New
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Course subject is PEP, not ELS as stated on agenda.

Course list prepared by Lisa N.H. Delaney, Academic Program Coordinator, Curriculum Services



Educational Policies Council Minutes **Monday, May 21, 2007**

Members Present:

Provost

Gayle L. Ormiston [representing Paul L. Gaston]

Deans

Larry R. Andrews, Timothy J. Chandler, Aminur R. (Raj) Chowdhury, David A. England, Jerry D. Feezel, LuEtt J. Hanson [representing James L. Gaudino], Gary M. Padak, Jay (Mark) Pike [representing Mark W. Weber], Denise A. Seachrist, Elizabeth A. Sinclair-Colando [representing George E. Stevens], Yvonne M. Smith [representing Laura Cox Dzurec]

Faculty Senate-Appointed Representatives

Cheryl A. Casper, Bruce J. Gunning, Thomas Janson, Declan F. Keane, Erica B. Lilly, Vilma Seeberg

College Curriculum Committee Representatives

Wendy C. Kasten [representing Alexa L. Sandmann], Jacqueline Rowser, Stephen M. Zapytowski

Also in attendance: Joanne Arhar, Stephane E. Booth, Natalie L. Caine-Bish, Laura L. Davis, Lisa N.H. Delaney, Mary M. Dellman-Jenkins, Kristen Figg, Ellen L. Glickman, Evelyn S. Goldsmith, Karen Lowry Gordon, Roger B. Gregory, Mary Ann Haley, Stanley M. Jones, Mohammad Kazim Khan, Mark R. Lyberger, Nancy E. Mitchell, Aaron L. Mulrooney, Wayne W. Munson, Kimberly S. Peer, Paul Sampson, Therese E. Tillett, Andrew M. Tonge, Becky L. Totts

Associate Provost Gayle L. Ormiston called to order the Educational Policies Council at 3:20 p.m., on Monday, May 21, 2007, in Room 310 of the Kent Student Center. He announced that **Information Item 1** had been withdrawn, and that select course prerequisites, listed on agenda addendum I and distributed to the members, had been deferred until issues with Regional Campuses are resolved.

Action Item 1: Approval of minutes of April 30, 2007.

Senator Bruce J. Gunning, assistant professor in the College of Technology, moved for approval, and Dean Jerry D. Feezel of the College of Arts and Sciences, seconded. Three changes were incorporated: correction of Daniele Finotello's name, correction of title—"URCC co-chair"—for Sara J. Newman (page 2, paragraph 5, line 4) and revision of LuEtt J. Hanson's attendance at last meeting as a representative for Dean James L. Gaudino. The minutes were approved as amended.

Action Item 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.

Dean David A. England of the College and Graduate School of Education, Health and Human Services said this proposed program has an identifiable market, academic integrity and is offered at respected universities; "almost a natural for Kent State, given where we are geographically." He made a motion for approval, which was seconded by Professor Stephen M. Zapytowski of the School of Theatre and Dance.

A question was asked about fiscal implications, and Dean England replied that the program will be subsidized for two years by available funds in the college. Also, the college is working with Kent State's Development Office to identify private donors. He expects a positive revenue return in a couple of years. In answer to another question, about the impact of the PGA on the program and its curriculum, Wayne W. Munson, director of the School of Exercise, Leisure and Sport, said the PGA endorses a strong model, giving universities more control over the curriculum.

The motion was brought to a vote and passed unanimously.

Action Item 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.

Dean Larry R. Andrews, chair of the University Requirements Curriculum Committee, explained that the committee found the course to be a good addition to the Basic Sciences category because of its usefulness in general education, while also covering science and scientific method. He moved for approval, seconded by Dean Aminur R. (Raj) Chowdhury of the College of Technology.

There was discussion about how a nutrition course fits the definition of basic sciences, and whether it encroached upon other science courses, specifically chemistry. It was determined that, since this course has been active for more than 23 years and it was not brought to the EPC as a new or substantially revised course, encroachment was not an issue. There was more discussion about the challenges to be innovative with the Liberal Education Requirements while working within state guidelines to be transferable. Dean Andrews pointed out that in the end, the state response to this course may be to recommend it be put in another category.

The motion was brought to a vote and passed.

Information Item 2: Establishment of the Consortium of Universities for Research and Graduate Education (COURAGE).

Dean Feezel described the initiative as a cooperative agreement with 12 universities, national and international, for doctoral students to study mathematics and computer science at Kent State with the financial support of their universities.

Questions from EPC members centered upon the need for such an agreement; why the regular channels to get doctoral students wouldn't be just as effective. Mohammad Kazim Khan, professor in the Department of Mathematical Science, explained that this program is a way to gain good students without competing with other universities. Andrew M. Tonge, chair of the department, said that his area is hurting from a shortage of graduate assistantships, and this agreement is one method to expand Kent State's doctoral student pool upon which research funding rests. Assistant Dean Mary Ann Haley of the College of Arts and Sciences added that the initiative establishes relationships with these universities and makes Kent State active; rather than passive, in getting doctoral students to apply; with the proposed consortium, universities or governments will be paying to send students here.

Information Item 3: Program Development Plan for preliminary establishment of the Bachelor of Applied Horticulture degree program, to be offered on the Salem Campus.

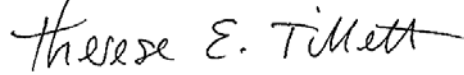
Denise A. Seachrist, dean of academic and student services on the Regional Campuses, said that the green industry is the fastest growing, and the Regional Campuses associate's degree program in horticulture is thriving. With the introduction of the proposed baccalaureate, Kent State will have a seamless 2+2 program. The Salem campus is ideal with its greenhouse, nature trails and the nearby Draime Estate Legacy Garden.

Dean Feezel commended the proposal—he said he was speaking for himself and for James L. Blank, chair of the Department of Biological Sciences, who couldn't be at the meeting today—and added that the college and department were solidly behind the program. He illustrated the circumstances as an example of a campus well situated for a particular program that is not competitive with a Kent campus program.

In response to a question about whether the bachelor's program would be offered at the Geauga campus, which also offers the associate's degree in horticulture technology, Stanley M. Jones, academic program director at the Salem Campus said that the program would be offered at Salem initially.

With the discussion concluded, Dean England made a motion to adjourn. Associate Provost Ormiston adjourned the meeting at 4:25 p.m.

Respectfully submitted,

A handwritten signature in black ink that reads "Therese E. Tillett". The signature is written in a cursive, flowing style.

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: May 22, 2007

The University Requirements Curriculum Committee has approved the following curricular actions, effective Fall 2008:

Liberal Education Requirements

SOC 12050, Introduction to Sociology, current LER course. Elimination of credit by exam: new rule is N—Credit by Exam Not Approved. This gateway prerequisite for all other sociology courses requires a full semester experience in the class for success in subsequent courses.

Revised LER Policy Statements I-II (Philosophical Basis, Criteria Governing Inclusion of Courses) and Course Proposal Questionnaire. Revisions to these documents “catch up” to changes in Catalog copy that became effective in Fall 2003. The major difference in all three documents is the revised description of learning goals, but the Course Proposal Questionnaire now contains an added item (#7) that asks departments to argue for the course in the context of the existing LER structure, showing how it fulfills a general-education need. The URCC thinks that these documents should be updated now and that the pending 2007-2008 LER review is not likely to change them.

Writing-Intensive Course Requirement

ENTR 47065, New Venture Creation, 3 cr. hrs., new course, WIC status. This new course will serve as the Writing-Intensive Course for students in the proposed new entrepreneurship major. It more than fulfills the new expectations for WIC courses recently approved by EPC and Faculty Senate.

Relevant cover memos, CCP, BDS, and catalog pages are attached. For the LER documents I have attached both copies showing where revisions are proposed, and clean copies of current and proposed versions.

Cc: Therese Tillett, Curriculum Services
 Richard Serpe, Chair, Sociology
 Richard Kolbe, Chair, Marketing
 Mary Ann Haley, Associate Dean, Arts and Sciences
 Liz Sinclair-Colando, Assistant Dean, Business
 URCC

LER Policy Statement, Part I: Philosophical Basis for the Liberal Education Requirements

The Liberal Education Requirements

OBJECTIVES

The Liberal Education Requirements (LER) are at the core of the university's mission to prepare students to live in today's complex, global society. They broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers. Through this learning experience, students develop the intellectual flexibility they need to adapt to an ever-changing world. LER courses enable students, students to

- Acquire critical thinking and problem solving skills
- Apply principles of effective written and oral communication,
- Broaden their imagination and develop their creativity
- Cultivate their natural curiosity and begin a lifelong pursuit of knowledge
- Develop competencies and values vital to responsible uses of information and technology
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- Improve their understanding of issues and behaviors concerning inclusion, community and tolerance
- Increase their awareness of ethical implications of their own and others' actions
- Integrate their major studies into the broader context of a liberal education
- Strengthen quantitative reasoning skills
- Understand basic concepts of the academic disciplines

Although not every LER course will address all these goals, learning within the LER as a whole enables students to acquire the tools for living rich and meaningful lives in our diverse society.

March 14, 1984

April 9, 1984 (revised by L.E.R.C.C.)

May 4, 1984 (approved by L.E.R.C.C.)

July 17, 1984 (revised and approved by L.E.R.C.C.)

July 31, 1984 (approved by the E.P.C. pending amendment)

August 31, 1984 (amended and approved by L.E.R.C.C.)

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February 22, 1999 (amended and approved by EPC)

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The general areas of academic inquiry within the LER encompass the essence of a liberal arts education and serve as a foundation for the further acquisition of knowledge. LER coursework encourages

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Deleted: In the most basic sense, then, learning within the LER enables students to acquire the tools for living rich and meaningful lives in a diverse society. The LER can be thought of as a *guided pathway around the planet*. Rather than viewing them as a set of obligations, students should approach the Liberal Education Requirements as an opportunity which they may never again encounter once they graduate.

[Current:]

LER Policy Statement, Part I: Philosophical Basis for the Liberal Education Requirements

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[Proposed:]

LER Policy Statement, Part I: Philosophical Basis for the Liberal Education Requirements

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Although not every LER course will address all these goals, learning within the LER as a whole enables students to acquire the tools for living rich and meaningful lives in our diverse society.

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August 30, 1993 (approved by Faculty Senate)

February 22, 1999 (amended and approved by EPC)

March 15, 1999 (amended and approved by Faculty Senate)

May 18, 2007 (amended and approved by URCC)

**LER Policy Statement, Part II:
Criteria Governing Inclusion of Courses in the Liberal Education Requirements**

To be included in the list of courses which satisfy the 36-37-hour University Liberal Education Requirements, a course must

1. be at the 10000 or 20000 level;
2. provide essential skills in English composition, mathematics, or logic; lie within the broad, general categories of the Humanities and Fine Arts, the Social Sciences, and the Basic Sciences; or provide an innovative interdisciplinary treatment addressing one or more of these general categories;
3. be grounded in and representative of a field which has attained maturity and substance with a “critical mass” of its own scholarly literature, methodology, and community of specialists;
4. have the faculty and other resources necessary to meet the enrollment demands of LER courses;
5. address concepts central to the subject area as well as relevant LER learning goals;
 - Acquire critical thinking and problem solving skills
 - Apply principles of effective written and oral communication
 - Broaden their imagination and develop their creativity
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 - Integrate their major studies into the broader context of a liberal education
6. have substantial course content which is not duplicated in other LER course offerings; and
7. be offered at least once before it is considered for LER inclusion.

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(including such factors as race, nationality, gender, and social class);¶

[Current:]

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5. emphasize concepts central to the subject area, while also teaching
 - (a) ethical views and moral dilemmas pertinent to the subject area,
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LER Course Proposal Questionnaire

Date _____

Dept./School _____ Course Number _____

Course Title _____

Credit Hours _____ LER Category _____

Prerequisite _____

1. Explain how the course addresses (a) concepts central to the subject area and (b) the specific LER learning goals listed in the Catalog:
 - Acquire critical thinking and problem solving skills
 - Apply principles of effective written and oral communication
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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.)
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.
4. Are adequate resources available for this course (faculty, classroom space, equipment, library holdings)? Explain.
5. How will teaching and learning be evaluated? How will the effectiveness of the course be assessed? Please attach a sample syllabus.
6. Has this course been offered previously?
7. Given the available LER course options, why is it important that this course be added as an option for students in fulfilling their LER?

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Prerequisite _____

1. Explain how the courses emphasizes
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HONORS COLLEGE
Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost
 From: Larry Andrews, Dean; Co-chair, URCC *fa*
 Subject: Course Proposals for EPC Action
 Date: May 22, 2007

The University Requirements Curriculum Committee has approved the following curricular actions, effective Fall 2008:

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Cc: Therese Tillett, Curriculum Services
 Richard Serpe, Chair, Sociology
 Richard Kolbe, Chair, Marketing
 Mary Ann Haley, Associate Dean, Arts and Sciences
 Liz Sinclair-Colando, Assistant Dean, Business
 URCC

College of Business Administration
Kent State University

Memo

To: Larry Andrews, Co-Chair, URCC

Sarah Newman, Co-Chair, URCC

From: Elizabeth A. Sinclair, Assistant Dean

College of Business Administration

CC: George Stevens, Don Williams, Rick Kolbe, Gayle Ormiston

Date: May 4, 2007

Re: Writing Intensive Requirement for new Entrepreneurship Major

Enclosed please find a proposal to establish the writing intensive requirement for a new major (Entrepreneurship) that is being proposed by the College of Business Administration. The new major and this WIC have been approved by the College's Undergraduate Curriculum Committee.

If you haven't any questions, please contact me at 21286.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Apr-20**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MKTG**
 College **BU - Business Administration**
 Proposal **Establish Course**
 Course Subject **ENTR** Course Number **47065**
 Course Title **NEW VENTURE CREATION**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input checked="" type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

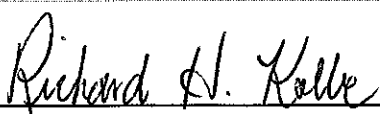
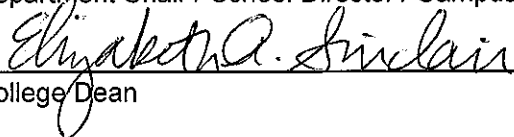
Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

NO SIGNIFICANT EFFECT ON OTHER PROGRAMS AS THIS COURSE IS IDIOCYNCRATIC TO THE DISCIPLINE OF ENTREPRENEURSHIP

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

COLLEGE OF BUSINESS DEPARTMENTS, COLLEGE OF TECHNOLOGY, FASHION MERCHANDISING & DESIGN, REGIONAL CAMPUSES.

REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director / Campus Dean	<u>04 / 23 / 07</u>
 _____ College Dean	<u>5 / 4 / 07</u>
_____ Executive Dean of Regional Campuses	<u> / / </u>
_____ Provost	<u> / / </u>

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **18-Apr-07** Requested Effective Term **Fall 2008**
 Course Subject **ENTR** Course Number **47065**
 Course Title **NEW VENTURE CREATION**
 Title Abbreviation **New Venture Creation**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) ~~None~~ **WIC Writing-intensive course**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **ENTR 37075, ENTR 37065**

Test Score(s) **and**

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

Checking "yes" means students must seek approval from department to register.

Restrict Registration **ENTR MAJOR**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **30**

OBR Subsidy Code **07**

OBR Course Level **3**

CIP Code **520701**

Catalog Description

STUDENTS THE PROCESS OF FORMULATING, PLANNING, AND IMPLEMENTING A NEW VENTURE. APPLY THE SKILLS LEARNED IN THE FUNCTIONAL AREAS TOWARD THE GOAL OF STARTING A BUSINESS. EXPOSURE TO DETAILED DESCRIPTIONS OF 'HOW TO' EMBARK ON A NEW VENTURE IN A LOGICAL MANNER.

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
6.00	THE ENTREPRENEURIAL PERSPECTIVE
18.00	CREATING AND STARTING THE VENTURE
6.00	FINANCING THE NEW VENTURE
15.00	MANAGING, GROWING, AND ENDING THE NEW VENTURE

45.00 Total Contact Hours

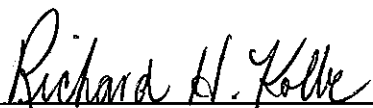
Textbook(s) Used in this Course **ENTREPRENEURSHIP, 7TH EDITION, HISRIC, PETERS, & SHEPHERD**

Writing Expectations **SIGNIFICANT AMOUNT OF WRITING IS EXPECTED, INCLUDING PREPARATION OF THE KEY SECTIONS OF THE BUSINESS PLAN (EXECUTIVE SUMMARY, INDUSTRY ANALYSIS, MARKET ANALYSIS, COMPETITIVE ANALYSIS, MARKETING PLAN, OPERATING PLAN, FINANCIAL PLAN)**

Instructor(s) Expected To Teach **TENURE TRACK ENTREPRENEURSHIP FACULTY**

Instructor(s) Contributing to Content **ANOKHIM, MESSING**

REQUIRED ENDORSEMENT



 Department Chair / School Director / Campus Dean

4/18/07

Writing-Intensive Course Information Form

Dept Abbreviation: ENTR

Course Number: ENTR47065

- 1. List the writing assignments for this course. Please describe the extent and character of each.**

A comprehensive business plan will be 70% of the course grade. A typical plan is 30-50 pages in length and consists of approximately 10 sections. A business plan is developed with significant research and analysis. Some of the key sections include a market analysis & plan, an operational plan, a financial plan and a concise and compelling executive summary. The students will be expected to follow a structured guideline for the business plan, just as they would if it were being presented for funding purposes. It is a common practice for a business to complete a business plan to attain funding for their venture

- 2. In what ways does this course include opportunities for guided revision before grading occurs?**

The market analysis & plan will be completed early in the semester. It is the foundation before analyzing and developing the subsequent sections. The students will have the opportunity to turn it in for review and critique. The faculty member will provide written and potentially oral guidance on the necessary revisions before they proceed with the other sections of the business plan. This first draft will not be graded. There will also be structured guidance on the completion of the executive summary at the end of the semester.

- 3. In what ways does the grade in this course reflect the student's writing performance?**

The business plan is 70% of the total course grade. The key area of focus will be on the student's ability to effectively convey their knowledge on the subject. It is important that they can draw conclusions from their data and analysis and provide compelling written evidence for their recommendations. Below are some of the points that are evaluated in writing performance:

- Content is comprehensive/accurate/persuasive
- Writing successfully integrates and synthesizes data in support of arguments presented.
- Central theme/purpose is immediately clear

In addition to these critical aspects of writing a business plan, the following "mechanics" will also be addressed, as would be appropriate for a funding plan

being presented to a bank or funding agency:

- Properly cites ideas and information from other sources
- Paper is laid out effectively (uses heading and other reader-friendly tools)
- Paper shows attention to detail
- Rules of grammar, usage, punctuation are followed consistently
- Spelling is correct
- Sentences are complete, clear, and concise
- Sentences are well-constructed with consistently strong, varied structure
- Transitions between sentences/paragraphs/sections help maintain the flow of thought
- Words used are precise and unambiguous
- Structure is clear, logical, and easy to follow
- The tone is appropriate to the audience, content, and assignment
- Citations/reference page follow guidelines

4. How frequently will this writing-intensive course be offered?

This course will be offered during spring semester each year.

5. What is the expected class size?

The class size is expected to be 25 students.

Writing-Intensive Course Requirement

91

WRITING-INTENSIVE COURSE REQUIREMENT

The purpose of the writing-intensive course requirement is to assist undergraduates in becoming effective writers within their majors. This graduation requirement became effective for all undergraduate students who enrolled as new freshmen in fall semester 1992 or later; all students with an effective *Catalog* year of 1994 or later must fulfill this requirement. At least one upper-division course designated from the following list must be completed with minimum C (2.0) grade. While the intent is that the requirement be fulfilled within the major, students may use a writing-intensive course in another discipline to fulfill the requirement if permitted by the department/school of their major.

The following are the approved writing-intensive courses.

Accounting (ACCT)	
43010 Principles of Auditing and Control	.3
Adolescent/Adult Education (ADED)	
32142 Principles of Teaching Adolescents	.3
American Sign Language (ASL)	
49309 Introduction to Deaf Studies	.3
Anthropology (ANTH)	
38480 Archaeological Analysis	.3
48214 Politics of Culture	.3
48630 Human Behavioral Ecology and Evolution	.3
Architecture (ARCH)	
30001 Site Design	.1
40001 Sustainable Design	.1
Art Crafts (ARTC)	
45008 Professional Practices	.3
45099 Senior Project: Crafts	.4
Art Education (ARTE)	
41003 Art Education: Field Experience	.3
Art Fine Arts (ARTF)	
44099 Senior Project: Fine Arts	.3
Art History (ARTH)	
42000 Research and Writing in Art History	.2
Biological Sciences (BSCI)	
40600 Writing in the Biological Sciences	.1
Career Technical Teacher Education (CTTE)	
46001 Organization of Career and Technical Education	.3
Center for Applied Conflict Management (CACM)	
41010 Reconciliation Versus Revenge: Transitional Justice	.3
49091 Seminar in Conflict Management	.3
Chemistry (CHEM)	
30102 Quantitative Analysis Laboratory	.1
30104 Instrumental Analysis Laboratory	.2
40251 Advanced Biology Chemistry Laboratory	.2
Classics (CLAS)	
41503 Greek Literature in Translation	.3
Communication Studies (COMM)	
35864 Organizational Communication	.3
36001 Public Communication in Society	.3
40001 Advanced Interpersonal Communication	.3
45154 Rhetorical Criticism	.3
45957 Language and Meaning	.3
Computer Science (CS)	
33006 Social and Ethical Issues in Computing	.3
Dance Education (DAN)	
47163 Dance History II	.3
Early Childhood (ECED)	
40126 Developmental Reading and Writing: Early Years	.3
Economics (ECON)	
42075 International Economic Relations	.3
42191 Senior Seminar in Economics	.3
English (ENG)	
30001 English Studies	.3
31006 World Englishes	.3
41001 Sociolinguistics in Schooling	.3
49091 Senior Seminar	.3
Fashion Design and Merchandising (FD&M)	
30083 Professional Seminar	.3
45035 Historic Textiles	.3
Finance (FIN)	
46059 Financial Policy	.3
French (FR)	
33335 Introduction to the French Theatre	.3
33336 Introduction to French Poetry	.3
33337 Introduction to the French Novel	.3
43230 Advanced Translation Practice: French	.3
Geography (GEOG)	
40191 Seminar in Geography	.3
Geology (GEOL)	
34061 Invertebrate Paleontology	.4
German (GER)	
41216 Contemporary German Culture	.3
41230 Advanced Translation Practice: German	.3
41330 20th-Century German Authors	.3
41365 Classical German Literature	.3
Gerontology (GERO)	
44030 Adult Development and Aging	.3
Health Education (HED)	
32542 Methods and Applications of Health Education	.5
History (HIST)	
32050 The Historian's Craft	.3
42297 Colloquium: China and Japan	.3
42397 Colloquium: Women in Europe from Antiquity to Renaissance	.3
42497 Colloquium: Women in Modern Europe	.3

Entrepreneurship (ENTR)
47065, New Venture Creation ... 3

HONORS COLLEGE
Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost

From: Larry Andrews, Dean; Co-chair, URCC *fa*

Subject: Course Proposals for EPC Action

Date: May 22, 2007

The University Requirements Curriculum Committee has approved the following curricular actions, effective Fall 2008:

Liberal Education Requirements

SOC 12050, Introduction to Sociology, current LER course. Elimination of credit by exam: new rule is N—Credit by Exam Not Approved. This gateway prerequisite for all other sociology courses requires a full semester experience in the class for success in subsequent courses.

Revised LER Policy Statements I-II (Philosophical Basis, Criteria Governing Inclusion of Courses) and Course Proposal Questionnaire. Revisions to these documents “catch up” to changes in Catalog copy that became effective in Fall 2003. The major difference in all three documents is the revised description of learning goals, but the Course Proposal Questionnaire now contains an added item (#7) that asks departments to argue for the course in the context of the existing LER structure, showing how it fulfills a general-education need. The URCC thinks that these documents should be updated now and that the pending 2007-2008 LER review is not likely to change them.

Writing-Intensive Course Requirement

ENTR 47065, New Venture Creation, 3 cr. hrs., new course, WIC status. This new course will serve as the Writing-Intensive Course for students in the proposed new entrepreneurship major. It more than fulfills the new expectations for WIC courses recently approved by EPC and Faculty Senate.

Relevant cover memos, CCP, BDS, and catalog pages are attached. For the LER documents I have attached both copies showing where revisions are proposed, and clean copies of current and proposed versions.

Cc: Therese Tillett, Curriculum Services
 Richard Serpe, Chair, Sociology
 Richard Kolbe, Chair, Marketing
 Mary Ann Haley, Associate Dean, Arts and Sciences
 Liz Sinclair-Colando, Assistant Dean, Business
 URCC



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

Date: April 26, 2007

Subject: LER Status Requests

Mary Ann Haley

The following curricular changes were approved at the April 26, 2007 meeting of the College of Arts and Sciences Curriculum Committee:

A. DEPARTMENT OF SOCIOLOGY

1. Revise SOC 12050, Introduction to Sociology [03-03]
Credit by Exam: N – Credit by Exam Not Approved

Date: March 30, 2007

From: Elaine J. Hall, Undergraduate Coordinator, Sociology *Elaine J. Hall*
 To: Mary Ann Haley, Interim Associate Dean A&S Curriculum

RE: CURRICULAR CHANGES IN SOCIOLOGY

I. Eliminate the following 50K courses:

SOC 52093 Workshop in Sociology
 SOC 52095 Special Topics in Sociology
 SOC 52224 Interpreting Social Data
 SOC 52400 Self and Identity
 SOC 52575 Family Patterns: World Perspectives
 SOC 53200 Social Structure and Individual Lives

Rationale: When we began our evaluation of the 50K courses (which currently exist in Sociology for ALL 40K courses), we tabulated enrollments to establish the number of Sociology and non-Sociology students who took these courses over the preceding 10 years (1996 - 2005). Five of these courses were offered only once during this 10-year period, and only one student enrolled. The sixth course was offered three times during the 10 years, and a total of five students enrolled. And unlike other 50K courses in Sociology, none of these courses were service courses for other departments and/or programs. As shown in the table, more appropriate graduate level courses exist for each of these courses:

<i>Course to be Eliminated</i>	<i>60/70K Catalog Course</i>
SOC 52093 Workshop in Sociology	6/72093 Workshop in Sociology
SOC 52095 Special Topics in Sociology	6/72895 Special Topics in Sociology
SOC 52224 Interpreting Social Data	8 Methods/analysis courses
SOC 52400 Self and Identity	4 Social Psychology courses
SOC 52575 Family Patterns: World Perspectives	6/72543 Family Analysis
SOC 53200 Social Structure and Individual Lives	6/72433 Personality and Social Systems

Approved by the Graduate Education Committee (10-6-05), the Curriculum and Undergraduate Studies Committee (10-28-05), and the department (10-28-05).

SOC 816

➔ **2. Remove the Credit By Exam (CBE) option from the following courses:**

SOC 12050 Introduction to Sociology
 SOC 32400 Individual and Society
 SOC 32762 Deviant Behavior

Rationale: SOC 12050 is the *only* prerequisite (other than junior status) for all upper division courses in Sociology, and the majority of students who take our upper-division courses are not majoring or minoring in Sociology. Students who CBE out of SOC 12050 are unlikely to be prepared for these courses because the primary objective of the Introduction course (i.e., to enable students to examine society from a sociological perspective) can best be achieved in an interactive classroom. Few students are exposed to the sociological perspective before entering college, and the sociological emphasis on both external social factors and race/ethnicity, gender, and social class diversity is atypical in a society that values individualism as part of the American Creed. Furthermore, Sociology does not have any facilities by which to create and supervise examinations meant to cover an entire course. Therefore, CBE requests by students translate into additional tasks for a few faculty beyond their contractual workload agreements. Approved by CUSC (3-16-07) and authorized by department chair.

3. Create a new course: SOC 42562 Sociology of Mental Illness

Rationale: The Sociology of Mental Illness would be the second undergraduate course (along with SOC 42563 Health and Health Care) in the area of medical sociology, one of the research specialities of the TT faculty. The need for the course has been established by the enrollments in the Special Topics version of the proposed course: ST: Sociology of Mental Health and Disorders had 27-28 students enrolled each of the Spring semesters (05, 06, 07) it was offered. In addition to one faculty [i.e, recently tenured and promoted Dr. Kristin Marcussen] whose speciality is mental health, most of the current and newly-hired faculty who specialize in medical sociology conduct research in the area of mental health and can teach this course.

Few courses exist at Kent State on the important topics of mental health and/or mental illness. Of five potential programs [Counseling and Human Development, Health Education, Human Development and Family Studies, Integrated Health Studies, and Psychology], only the latter offers a course on a closely related topic. PSYC 40111 Abnormal Psychology is described in the 06-07 catalog as addressing the "diagnostic characteristics, causes and treatment of behavior disorders." We are awaiting a response from Psychology re: potential encroachment which, based on our numerous cross-disciplinary working relationships with this department, we expect will support our proposal for this new course. As is evident in the Content Outline, SOC 42562 would offer a distinctive sociological perspective of mental health and illness which is compared with and contrasted to the medical and psychological approaches to mental illness.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **28-Mar-07**

Curriculum Bulletin _____

Effective Date _____

Approved by EPC _____

Department **SOC**
 College **AS - Arts and Sciences**
 Proposal **Revise Course**
 Course Subject **SOC** Course Number **12050**
 Course Title **Introduction to Sociology**
 Minimum Credits **03** Maximum Credits **03**

Selected Items are new	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input checked="" type="checkbox"/> Other Remove Credit by Exam Option

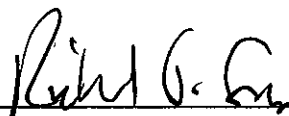
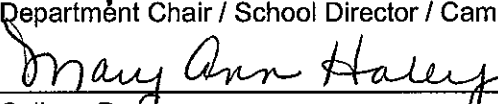
Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

None

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

URCC - for LER status

REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director / Campus Dean	_____ <i>4/2/07</i>
 _____ College Dean	_____ <i>4/27/07</i>
_____ Executive Dean of Regional Campuses	_____ <i>/ /</i>
_____ Provost	_____ <i>/ /</i>

SOC 94

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **1-May-07** Requested Effective Term
 Course Subject **SOC** Course Number **12050**
 Course Title **Introduction to Sociology**
 Title Abbreviation **Introduction To Sociology**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03** ☒ to ☐ or Maximum Hours **03**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture** *LSS - LER / Social Sciences*
 Course Attribute(s) ~~LHUM - LER / Humanities~~ **DIVD - Diversity/Domestic**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **None**

Test Score(s) **None**

Corequisite(s) **None**

Registration is by permission only ☐ Yes ☒ No

Restrict Registration **No**

(e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **36**

OBR Subsidy Code **01**

OBR Course Level **1**

CIP Code **451101**

Catalog Description **Scientific approach to understanding social interaction, institutions and organization. This course may be used to satisfy the LERs and the Diversity Requirements.**

Previous Title

Previous Subject

Previous Number

SOC-95

Content Outline (include contact hours for each section)

Contact Hours	Outline
2.00	1. Introduction: The Sociological Imagination; field of Sociology.
2.00	2. Sociological Concepts, Perspectives, and Theories: Functionalism, conflict, interactionism, exchange, and feminist theories.
2.00	3. Research Methods and Techniques: Studying Diverse Populations at home and abroad.
3.00	4. Culture: Core, subcultures, global; values, norms, beliefs, symbols, technology, cultural relativism, ethnocentrism
3.00	5. Statuses, Roles, Groups, Networks: Common Elements & Cross-Cultural Diversity
3.00	6. Formal Social Organization: Voluntary Organizations, Total Institutions, Bureaucratic Organizations. American vs. Japanese Work Organizations.
3.00	7. Social Stratification and Mobility. Cross-cultural Stratification Systems. Stratification and Mobility in the United States.
3.00	8. Structured Inequality: Wealth, Gender, Race/Ethnicity. Majority and Minority Groups; Prejudice and Discrimination.
3.00	9. Socialization: Nature/Nurture, Gender Identity, the Social Self, Culture and Personality
2.00	10. Demographic, Ecological, and Spatial Processes: Global Demographics, Global Urbanization, U.S. Urbanization.
2.00	11. Conformity, Deviance, and Social Control.
2.00	12. Collective Behavior, Social Movements, and Change
12.00	13. The Social Institutions: Domestic and Cross-Cultural Perspectives. Family, Religion, Education < Work/Play, Health, Government.
3.00	Examinations

45.00 Total Contact Hours

Textbook(s) Used in this Course

Ernest K. Alik, SOCIOLOGY, Minneapolis/St. Paul: West, 1995.
William Golding, LORD OF THE FLIES, NY: Putnam, 1954.
George Ritzer, THE MCDONALDIZATION OF SOCIETY, Thousand Oaks, CA: Pine Forge Press, 1996.

Writing Expectations

Two to four short writing assignments or one longer assignment

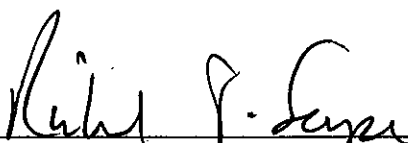
Instructor(s) Expected To Teach

All tenured faculty; Ph.D., Teaching Assistants

Instructor(s) Contributing to Content

Elaine Hall

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

4/2/07

SOC 96



KENT STATE

UNIVERSITY

To: College of Business, Undergraduate Curriculum Committee

From: Richard Kolbe, Chair, Department of Marketing *Richard H. Kolbe*

Subject: New Curriculum for the undergraduate major in Entrepreneurship

Date: April 23, 2007

The Department of Marketing wishes to recommend the following curriculum for the undergraduate major in Entrepreneurship. This package includes the following sections:

1. Proposals for the creation of the major, major course designation (ENTR), and pre-major code. A proposal for creation of courses that will constitute the inventory for this major:

- ENTR 27456, Intro to Entrepreneurship
- ENTR 27466, Speakers Series in Entrepreneurship
- ENTR 27065, Entrepreneurial Experience I
- ENTR 27075, Entrepreneurial Experience II
- ENTR 37045, Sales in the Entrepreneurial Venture
- ENTR 37065, Entrepreneurial Finance
- ENTR 37075, Entrepreneurial Marketing
- ENTR 37192, Practicum
- ENTR 37195, Special Topics I
- ENTR 47065, New Venture Creation
- ENTR 47091, Seminar in Entrepreneurship
- ENTR 47195, Special Topics II
- ENTR 47292, Entrepreneurial Internship

2. Admission Process for the Entrepreneurship Major
3. Revisions to the Entrepreneurship Minor *> EPC lesser action*
4. Catalog Pages
5. Entrepreneurship Major Requirements Sheet
6. Entrepreneurship Major Program Planning Sheets
7. Assessment Plan for Entrepreneurship Major
8. Internal and External Letters of Support for the Entrepreneurship Major

Department of Marketing
College of Business Administration

P.O. Box 5190 • Kent, Ohio 44242-0001
 330-672-2170 • Fax: 330-672-5006 • <http://business.kent.edu>

CCP

Major in Entrepreneurship

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **16-Apr-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MKTG**
 College **BU - Business Administration**
 Degree **BBA - Bachelor of Business Administration**
 Program Name **ENTREPRENEURSHIP** Program Code **ENTR**
 Concentration(s) _____ Concentration(s) Code(s) _____
 Proposal **Establish Program**

Description of proposal:

Establish the BBA in Entrepreneurship majorDoes 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. NO SIGNIFICANT EFFECT ON OTHER PROGRAMS AS THIS PROGRAM IS UNIQUE TO THE COLLEGE OF BUSINESS AND WILL MORE LIKELY SUPPORT OTHER PROGRAMS THAN COMPETE WITH THEM.

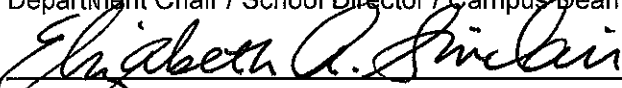
Units consulted (other departments, programs or campuses affected by this proposal):

COLLEGE OF BUSINESS DEPARTMENTS, COLLEGE OF TECHNOLOGY, FASHION MERCHANDISING & DESIGN, REGIONAL CAMPUSES.

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

4/23/07


 College Dean

5/4/07

 Executive Dean of Regional Campuses

 / /

 Provost

 / /

New Curriculum Proposal
Bachelor of Business Administration in Entrepreneurship
College of Business Administration
Kent State University

The College of Business Administration submits this proposal for a new Bachelor of Business Administration major in Entrepreneurship. This new and interdisciplinary program will fully prepare undergraduate students by providing the necessary 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 (please see table below). These programs range from offering one or two courses to a major in entrepreneurship; however, only the University of Dayton and University of Cincinnati offer a major in entrepreneurship. KSU has an opportunity to differentiate itself from the other entrepreneurship programs in the state by offering the proposed inter-disciplinary program.

University	E-Ship Center	Undergraduate 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 Reserve	Yes	Minor/Sequence	Yes	No
Cincinnati	Yes	Major/Concentration	Yes	Yes
Cleveland State	No	1-2 courses only	No	Yes
Dayton	Yes	Major and minor	Several	Yes
John Carroll	Yes	Concentration	Yes	Yes
Kent State	Yes	Existing Minor Proposed Major	Yes	Yes
Miami	Yes	Minor	Yes	Yes
Ohio State	Yes	Minor	Yes	Yes
Ohio University	No	Sales program	Yes	No
Youngstown	Yes	Certificate	No	No

Entrepreneurship has taken a central role within the College of Business. The College of Business Administration, through the guidance and support of its Business Advisory Council, identified entrepreneurship as a Center of Excellence. A comprehensive entrepreneurship program, including a well-designed and implemented undergraduate curriculum, is paramount to the success of the College's mission.

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. Entrepreneurship is a platform from which the College can launch its efforts to become integrated with the regional business community. We will help create the much needed business growth in Northeast Ohio by being the leading public university in entrepreneurial education, counseling, and innovation. We will be recognized by various stakeholders for our interdisciplinary activities, sustained collaborative relationships with other organizations, and entrepreneurial research. These activities 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 been developed through extensive conversations with faculty in the College of Business, College of Technology, School of Fashion Design and Merchandising, and Liquid Crystal Institute. Further, we consulted with members of our business advisory committee and the National Consortium of Entrepreneurship Centers including their 2006 compendium of entrepreneurship centers. Consequently, this program has a balance of academic rigor and business relevancy that will be beneficial in preparing graduates of this program for the business world.

The entrepreneurship curriculum is designed to provide students with the academic background and tools to succeed in large 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 only limited resources), while creating value. 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 25 credit hours in the major, of which 9 hours are lower division credits. One hundred and twenty-one credit hours will be needed to complete the degree. The coursework will begin with an introductory entrepreneurship class and speakers series (taken at the freshman level), lead into two semester-long experience courses (taken during the sophomore year) that will involve starting and exiting from a micro-business of the student's creation, followed by upper division coursework in sales in the

entrepreneurial venture, entrepreneurial finance, entrepreneurial marketing, an elective course, and a capstone experiential course in new venture creation.

The entrepreneurship curriculum will be evaluated and accredited by AACSB, the same accrediting body applicable to the College of Business Administration. There is no separate accreditation for entrepreneurship programs.

Prospective Enrollment

Over a four year 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 projection is based on enrollments obtained by similar programs at other universities across the country.

Internal Analysis and Support

The entrepreneurship major will 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 one full-time tenure-track position dedicated to entrepreneurship. Closely associated with the BBA in Entrepreneurship is the University-approved Center for Entrepreneurship and Business Innovation. Key to this association is the Center's experiential learning lab (wherein students will work with entrepreneurs on real business projects), entrepreneurship speaker series, and living/learning community for students interested in entrepreneurship. The living/learning community starts with freshmen and provides increasing levels of entrepreneurial exposure and experiences across all the students' years at Kent State.

The Marketing Department will house the Entrepreneurship major. There is a strong synergy between marketing and entrepreneurship. Marketing is a "driver" for entrepreneurial success and needs to be emphasized in an entrepreneurship curriculum. Housing the major in the marketing department will help to achieve this point of emphasis in the proposed curriculum. Further, the hands-on learning and managerial orientation of the marketing major has a consequential relationship and overlap with the Entrepreneurship curriculum as entrepreneurship is perhaps the most hands-on and managerially-oriented of all the business disciplines. The beneficiaries of this synergy will be Entrepreneurship majors who need and will value the hands-on, managerial approach to learning.

At some point in the future, there may be a need for entrepreneurship to become a separate department should students be attracted to the degree program in the numbers we anticipate. Nevertheless, the administration of the degree program by the Department of Marketing will not diminish the fact that the major will be an integral part of the Center for Entrepreneurship and Business Innovation and the Entrepreneurial Lab. The Department of Marketing will work closely with the Center to assure a high quality experience for students and an effective use of resources.

Student Recruitment to the Major

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 here to study. Sound recruiting and retention strategies are paramount. We need to offer programs, such as entrepreneurship, that will attract students to Kent State and help us be more competitive as we deal with a smaller population base.

We will recruit new students from several different sources. A primary source will be students in Ohio DECA (a marketing and distributive education program for high school students). We have built a collaborative program with DECA by helping their students prepare for competitions, supporting developmental programs for DECA leaders across the state, and participating in state-level events. This program is a draw for top marketing and entrepreneurship students in high schools. We are part of a national database (through the high school DECCA program) marketed to students interested in entrepreneurship, which should also drive enrollment growth. We plan to advertise our living/learning community and curriculum to area high school students and advisors. Lastly, we will recruit KSU students taking the Introduction to Entrepreneurship course.

Budget

Entrepreneurship courses will be taught by faculty whose lines have been funded by the University. Currently, we have one full-time NTT faculty position and will have one full-time TT position, which is expected to be filled in 2008. Funds will also be needed to support part-time faculty to cover all areas of this major and the College may need to hire additional faculty to handle the demand for the core business courses that support the program. As the program grows, we expect that it will draw additional students to Kent State University, resulting in additional revenues.

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 exists and the college has specialized knowledge, which entrepreneurship fits." We are confident that the Entrepreneurship major has the potential to grow to even larger numbers than predicted. When 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 (based on 2007 salary levels). 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.

Alternatives and Consequences

Entrepreneurship is an area of interest and focus for several schools and colleges on our campus. It is one of the College of Business' three Centers of Excellence. It is also an important component in the School of Fashion Design & Merchandising and the College of Technology. The faculty team that has been working on the entrepreneurship program includes representatives from the College of Business, College of Technology, School of Fashion Design & Merchandising, and the Liquid Crystal Institute. Entrepreneurship and innovation are important to all of these programs. There are no alternatives that offer a comprehensive entrepreneurship component that match the proposed program.

The consequences of not having a major in entrepreneurship include:

- ◆ Losing a valuable customer (student) base to other schools that do offer entrepreneurship as a major in their curriculum --- please note that we would be the first university in Northeast Ohio with a major in entrepreneurship.
- ◆ Not serving this part of the region, particularly with its strong need for entrepreneurship and innovation, would be detrimental to the revival of Northeast Ohio.

Timetable and Actions Required

We are seeking approval for the major in entrepreneurship in a time frame that will allow us to offer the program to students beginning Fall 2008.

Admissions Process

Admissions Process

Admission into the Entrepreneurship major will be a multi-step process. When students apply to Kent State University, they can apply to be pre-Entrepreneurship (PENT) majors. The PENT students taking the Introduction to Entrepreneurship (ENTR 27456) course will then be able to apply for the first courses in the major (Entrepreneurial Experience I and II) during their freshman year. Up to 50 students will be accepted per year into the Entrepreneurial Experience I and II courses (ENTR 27065 and 27075) using the criteria of a GPA of at least a 2.50 and a minimum of a “C” in the Introduction to Entrepreneurship course. In addition, these students will complete a short personal essay and an application in order to obtain admission to these courses.

Lastly, students will apply for admission to the Entrepreneurship major before the end of the Entrepreneurial Experience II course (taken during their sophomore year). Approximately 30 students will be accepted into the major each year. The criteria for acceptance will include:

- ◆ Positive record of class participation and activity in the entrepreneurship courses
- ◆ Successful outcomes from the Entrepreneurial Experience courses
- ◆ Personal essay on “How I will benefit from an entrepreneurship major.”
- ◆ A personal interview

The graduation requirement will be minimum cumulative and major GPAs of 2.50.

Class size of about 30 students is important to the pedagogy of the curriculum. The experiential nature of the program necessitates an above average workload within each class. Many of these courses will involve significant interaction between the faculty members and the students. The students will work in groups and complete multiple assignments. Essentially, with our existing resources, we will need to limit our majors so that we will effectively educate them.

Catalog Pages

Entrepreneurship Major

Bachelor of Business Administration

Entrepreneurship Major CATALOG COPY

The Entrepreneurship major at Kent State University fully prepares 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. The focus will be on recognizing market and business opportunities, learning when to seize them or take action, with limited resources, while creating value. Students majoring in entrepreneurship will engage in several hands-on experiential learning opportunities, in addition to courses in the traditional classroom. Regardless of a student's career path, entrepreneurial-relevant skills will help him/her be successful in new, emerging or existing ventures. Organizations of all sizes and stages of development value innovation and an entrepreneurial mindset.

PRE-MAJOR PROGRAM

(See Pages 204-205 for more details)

I.	General College or University Requirements.....	1
II.	Liberal Education Requirements.....	36-37
III.	Business.....	24

ADVANCED BUSINESS PROGRAM

Minimum 39 semester hours at the upper division level (30000-40000) normally are required for graduation with the Bachelor of Business Administration degree.

IV.	General Business Requirements.....	12
	ENG 30063 Business and Professional Writing.....	3
	FIN 36053 Business Finance.....	3
	M&IS 34060 Operations Management.....	3
	44285 Integrated Business Policy and Strategy.....	3
V.	Mathematics	
	Choose from the following.....	3-5
	MATH 11012 Intuitive Calculus (3)	
	MATH 12002 Analytic Geometry and Calculus I (5)	
VI.	Electives (at least 11 hours must be at the upper division level).....	19-21
	Students may take or use any course at any level as long as the minimum 39-hour requirement for upper-division is satisfied for graduation with a BBA.	

Exceptions: Maximum 3 credit hours of physical education activity (PEB) courses and maximum 3 credit hours for courses in applied music and music ensembles (MUS courses with a second digit of 5, 6, or 7) combined may be counted toward the 121-total-hour or 39-upper-division-hour graduation requirement. Non-business courses may be selected, provided there is a minimum 6 credit hours in

each of two different disciplines/departments. A minor (business or non-business) is encouraged. There is no limit on other music coursework. Any other exceptions must be approved by the assistant dean.

Note: Credit for ENG 11001 or MATH 10034, 10035, and 10036 may apply only toward lower-division non-business electives.

VII. Major Requirements

ENTR *27456 Introduction to Entrepreneurship	3
*27466 Speakers Series.....	1
***27065 Entrepreneurial Experience I.....	3
***27075 Entrepreneurial Experience II	2
*37045 Sales in the Entrepreneurial Venture.....	3
*37065 Entrepreneurial Finance.....	3
**37075 Entrepreneurial Marketing.....	3
37192 Practicum.....	1
*47065 New Venture Creation– writing intensive course.....	3
TOTAL Major Requirements.....	22

VIII. Major Electives.....3

Choose one from the following:

COMM 25863 Business & Professional Communications
 ENTR 37195 or 47195 Special Topics In Entrepreneurship
 ENTR 47292 Entrepreneurship Internship
 FDM 35280 Fashion Entrepreneurship
 MIS 34185 Individual & Group Behavior in Organizations
 PSYC 31773 Industrial Psychology
 TECH 43060 Management of Technology Innovation

TOTAL Major Requirements and Electives.....25

TOTAL Degree Requirements.....121

* Course available spring semester only

** Course available fall semester only

*** Course is part of a two-semester series and must be taken consecutively
 (27065 in fall and 27075 in spring)

The following policies are in effect for entrepreneurship majors:

- Students can apply for the entrepreneurship major during spring semester with an official start during the following fall
- Admission of approximately 30 students into the entrepreneurship major each year with a minimum of a 2.5 GPA and a minimum of a "C" in the following courses: ENTR27456, ENTR27065 and ENTR27075
- The criteria for acceptance into the major will include a positive record of class participation and activity in the entrepreneurship courses,

successful outcomes from the Entrepreneurial Experience courses, a personal essay and potentially a personal interview

- The graduation requirement will be a minimum of 2.50 for the major and cumulative

Entrepreneurship Major Requirement Sheet

2008-2009 Catalog Year ENTREPRENEURSHIP ADVANCED BUSINESS REQUIREMENTS (60 OF 121 Hrs)

Student Name _____ Student Number _____ Revised 7/06/07

A minimum of 39 semester hours at the upper division level (30-40000) is required for graduation with the BBA degree. A minimum 2.50 cumulative GPA is required to declare this major and to graduate with this major. A minimum grade of "C" is required in ENG 11011, ENG 21011, COMM 15000, and MATH 11010 to declare this major. A minimum grade of "C" and a minimum 2.50 average in ENTR 27456 are required to declare major and to progress into junior level ENTR courses, a minimum "C" is required in ENTR 27065 and 27075 in addition to other admission requirements. See an advisor for more details.

*NOTE: a "C-" does not meet minimum grade of "C" requirement.

General Business Requirements (9 hours total)

Term/Yr	Course Number	Course Title	Grade	Points
	FIN 36053	Business Finance	3 hrs x	=
	M&IS 34060	Operations Management	3 hrs x	=
	M&IS 44285	Integrated Bus Policy/Strat	3 hrs x	=

▼ Restricted to Graduating Seniors

▲ Outcomes Assessment test required for graduation

General Non-Business Requirements (6-8 hours total)

ENG 30063	Business and Professional Writing	3 hrs x	=
MATH 11012	Intuitive Calculus	3 hrs x	=
OR	MATH 12002	Analytic Geom & Calc I (5 hrs)	

General Electives (19-21 hours total)

At least 11 hours must be at the 30-40000 level to satisfy the 39 hour upper division requirement is met. Electives may be selected from business or non-business coursework. LER courses, advanced mathematics, and foreign language courses are strongly encouraged. Restrictions include: no more than 3 hours PEB; no more than 3 hours Applied/Ensemble Music; and no more than 6 hours Workshop (S/U, non-repeatable).

	3 hrs x	=
	3 hrs x	=
	3 hrs x	=
	3 hrs x	=
	3 hrs x	=
	3 hrs x	=
	3 hrs x	=

For Office Use Only

Hours	Points	GPA	Date	Advisor
Hours	Points	GPA	Date	Advisor
Hours	Points	GPA	Date	Advisor

MAJOR REQUIREMENTS/ELECTIVES (25 hours total)

MAJOR REQUIREMENTS (22 hours)

Term/Yr	Course Number	Course Title	Grade	Points
	ENTR 27456	Intro to Entrepreneurship	3 hrs x	=
	ENTR 27466	Speaker Series	1 hrs x	=
	ENTR 27065	Entrepreneurial Experience I	3 hrs x	=
	ENTR 27074	Entrepreneurial Experience II	2 hrs x	=
	ENTR 37045	Sales in the Entr'l Venture	3 hrs x	=
	ENTR 37065	Entrepreneurial Finance	3 hrs x	=
	ENTR 37075	Entrepreneurial Marketing	3 hrs x	=
	ENTR 37192	Practicum	1 hrs x	=
	ENTR 47065	New Venture Creation	3 hrs x	=

MAJOR ELECTIVES (3 hours--See list below for selection)

COMM 25863	Business & Prof. Communications	3 hrs x	=
ENTR 37195 or 47195	Special Topics	3 hrs x	=
ENTR 47292	Entrepreneurship Internship	3 hrs x	=
FDM 35280	Fashion Entrepreneurship	3 hrs x	=
MIS 34185	Individual & Group Behavior	3 hrs x	=
PSYC 31773	Industrial Psychology	3 hrs x	=
TECH 43060	Management of Technology	3 hrs x	=

My signature below represents my acceptance of responsibility for these requirements:

Date: _____

Major GPA Information: To graduate, a minimum major GPA of 2.50 is required. The Major GPA includes Major Requirements + Major Electives.

To calculate Major GPA: Points earned divided by sum of completed hours.

(ALL ATTEMPTS APPLIED TO MAJOR)

Entrepreneurship Major

Program Planning Sheets

SAMPLE SCHEDULE

	Fall Semester			Spring Semester		
Yr			Credit Hours			Credit Hours
1	University Orientation	US10001	1	Intro to E-Ship	ENTR27456	3
	Exploring Business	BUS10123	3	Intuitive Calc. OR	MATH11012	3
	College Writing I	ENG11011	3	Geometry	MATH12002	5
	Math	MATH11010	3	Intro to Comp Apps	MIS24053	3
	Intro Human Comm.	COMM15000	3	Gen. Psychology OR	PSYC11762	3
	Humanities	LER	3	Conflict Mgmt	CACM11001	3
			<u>16</u>	Princ. of Mgmt	MIS24163	3
				Speakers Series	ENTR27466	1
						<u>16</u>
Yr			Credit Hours			Credit Hours
2	Entr Experience I	ENTR27065	3	Entr Experience II	ENTR27075	2
	Micro Econ.	ECON22060	3	Macro Econ.	ECON22061	3
	Bus Stats	MIS24056	3	Managerial Acct.	ACCT23021	3
	Finl Acct	ACCT23020	3	Marketing	MKTG25010	3
	College Writing II	ENG21011	3	Humanities	LER	3
			<u>15</u>			<u>14</u>
Yr			Credit Hours			Credit Hours
3	Business Finance	FIN36053	3	Major Elective		3
	Bus and Prof Writ.	ENG30063	3	Entr Finance	ENTR37065	3
	Entr Marketing	ENTR37075	3	Science LER		3
	General Elective		3	Sales in Entr Venture	ENTR37045	3
	Science LER w/Lab		4	Upper Division Elective		3
			<u>15</u>			<u>15</u>
Yr			Credit Hours			Credit Hours
4	Fine Arts LER		3	Integrated Policy & Strat.	MIS 44285	3
	Oper. Mgmt.	MIS34060	3	Legal Environment	FIN26074	3
	General Elective		3	General Elective		3
	Upper Division Elective		3	Upper Division Elective		3
	Upper Division Elective		3	New Venture Creation	ENTR47065	3
	Practicum	ENTR37192	1			<u>15</u>
			<u>15</u>			

Entrepreneurship Major Letters of Support



College of Technology

To: Julie Messing, Director, Center for Entrepreneurship and Business Innovation

From: Dr. A. R. (Raj) Chowdhury, Dean College of Technology

Subject: Support for Undergraduate Major in Entrepreneurship


Date: April 19, 2007

The College of Technology feels there is a strong synergy for the education of students at the intersection of entrepreneurship and technology. This is particularly important for the Northeast Ohio region that has a legacy in this area. We have supported the establishment of the Center for Entrepreneurship and Business Innovation with its minor in entrepreneurship and business innovation through our previous endorsement and supported it with the offering of Dr. Coates's course Management of Technology Innovation, Tech43060, as an elective for business and technology students. We are pleased to heartily endorse now the establishment of an undergraduate major in entrepreneurship.

We want to congratulate you, Julie, on the work you are doing. We at the College of Technology look forward working with the College of Business and the Center for Entrepreneurship and Business Innovation to educate our future entrepreneurs and technologists in the Northeast Ohio region. If there is anything we can do to further the success of this vital program, please do not hesitate to call me.

Best wishes,

Sincerely,



Dr. A. R. (Raj) Chowdhury
Dean College of Technology



April 18, 2007

Dear Ms. Messing,

Congratulations on your efforts in the Entrepreneurship Center, especially with regard to the recently approved Tenure-Track line and major in entrepreneurship.

I am in receipt of, and have reviewed the proposed curriculum for an undergraduate major in entrepreneurship. It is my opinion that the proposal is strong and very well thought out. This is credit to you and your team for a job well done. I believe the courses in the major are timely and would make our graduates competitive in this dynamic and highly sought after program.

It is my pleasure to inform you that the Management & Information Systems department endorses your efforts with this major and will support you in any way we can. As you know, we have a cadre of faculty members with both teaching and research interests in entrepreneurship who are available to lend a helping hand whenever you need it.

Please feel free to contact me or any of the M&IS faculty members any time we can be of help. You can be rest assured that the M&IS faculty and the entire College of Business faculty are behind your efforts and will do whatever we can to bolster your continued success.

If I can be of further assistance please do not hesitate to let me know.


Sincerely,

A handwritten signature in black ink, appearing to read "O. Felix Offodile", written over a horizontal line.

O. Felix Offodile, Ph.D.
Professor & Chair, M&IS Department



TO: Julie Messing, Director, Center for Entrepreneurship and Business
Innovation

FROM: Richard Kolbe, Chair 

SUBJ: Undergraduate Entrepreneurship Major

DATE: April 18, 2007

On behalf of the Department of Marketing, I offer our full support for the establishment of an undergraduate major in entrepreneurship. This major is an integral part of the business plan for the Center for Entrepreneurship and Business Innovation. The program will be highly sought by students and will become a major program in the College of Business. Therefore, we see great merit in the establishment of this major.

The Department of Marketing is pleased to have been chosen to handle the administration of the Entrepreneurship major and house the Tenure-Track and NTT faculty members. In fact, we are very excited about this possibility. In addition, we have enjoyed being a part of the planning process by which courses and course sequences were established for this major. We anticipate that this major will continue the fruitful relationship between the entrepreneurial initiative and the Department of Marketing.

In conclusion, the Department of Marketing perceives the major in entrepreneurship to be a significant and important addition to the BBA curriculum in the College. We will do our utmost to foster the development and growth of this program in the future.

Department of Marketing
Dr. Richard H. Kolbe, Chair
College of Business Administration
Kent, Ohio 44242-0001
(330) 672-1257; e-mail: rkolbe@kent.edu



April 23, 2007

Richard Kolbe
Marketing Department
College of Business and Graduate School of Management
Kent State University
Kent, OH 44242

Dear Richard Kolbe:

As the department Chair in Finance I do believe that the Entrepreneurship major can be an important program for the College. Dave Dumpe, a faculty member in the department is a member of the Entrepreneurship committee. Dave has worked closely with the committee to develop the finance content of the program. Dave is also the department's representative to the Undergraduate Curriculum Committee and is very cognizant of the finance program at the undergraduate level. Given our involvement I am supportive of this initiative.

Finance plays an important role in entrepreneurship as the success of these firms is often tied to management of cash flows and funding issues. A good understanding of financial principles is often key to the success of these firms.

Entrepreneurship can also help with the regional economy by providing skills to graduates as well as assistance to regional entrepreneurial firms through the lab facility at Kent State. This interactive process will not only assist these firms, but also give our students a hands-on learning experience that is invaluable to their education. As the director of the MSFE program, I am aware of the necessity of engaging the business community and find that this aspect can make the difference in the students and the program.

If you need further information or assistance from the Finance Department, please let me know.

Sincerely,

Mark Holder
Finance Department Chair

College of Business Administration
Department of Finance

P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2426 • Fax: 330-672-9806 • <http://business.kent.edu>



April 20, 2007

Julie Messing
Director, Center for Entrepreneurship & Business Innovation
Kent State University
P.O. Box 5190
Kent, OH 44242-0001

Dear Julie,

The Center for Entrepreneurship & Business Innovation has been instrumental in bringing entrepreneurship to the students of Kent State University. The ongoing effort to strengthen the entrepreneurial activities of our students and graduates is important to the health of northeast Ohio. Young entrepreneurs can add vitality to the local economy and provide jobs for Ohioans.

Thus, the ability of Kent State University to offer students coursework that potentially leads to the establishment of successful businesses is of great importance. An undergraduate major is a step toward that goal. The major will assist students from a variety of disciplines develop necessary skills to be successful entrepreneurs and business owners.

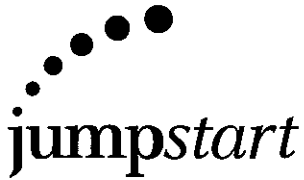
This letter is in support of developing a major in entrepreneurship in the College of Business. The major will provide many important benefits to the university and to north east Ohio's economy.

Sincerely,

Nancy Stanforth, Ph.D.
Associate Professor
The Fashion School
Kent State University

Shannon Rodgers and Jerry Silverman
School of Fashion Design and Merchandising

P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-3010 • Fax: 330-672-3772 • www.thefashionschool.kent.edu



July 12, 2007

Dr. Richard Kolbe
Chair, Department of Marketing and Entrepreneurship
College of Business Administration and
Graduate School of Management
Kent State University
P.O. Box 5190
Kent, OH 44242-0001

Dear Dr. Kolbe:

Thank you for sharing the news with me that the Center for Entrepreneurship & Business Innovation (CEBI) at Kent State University is proposing a major in entrepreneurship. Your program continues to grow and earn the respect of students, faculty and business leaders in Northeast Ohio. I support this effort for a major 100% and that is the reason for this letter.

By providing your students, our leaders of tomorrow, with the academic background and tools to be successful and entrepreneurial, Kent State will be instrumental in providing top talent in our region.

As a Northeast Ohio native, entrepreneur and husband of a Kent State graduate, I applaud Kent's continued leadership to provide relevant resources and programs to the community in this area of endeavor. JumpStart, as one of the nation's leading venture development firms working to help transform our regional economy via the realities of high-growth entrepreneurship working in Northeast Ohio, has certainly benefited from the partnership we currently have and envision to grow with Kent State in the future.

Let me know if you would like additional information to further express my support for the Bachelor in Business Administration for Entrepreneurship at Kent State University.

Best Regards,

Ray Leach
CEO

JumpStart Inc.

737 Bolivar Road, Suite 3000

Cleveland, Ohio 44115

www.jumpstartinc.org

F 216.363.3401

T 216.363.3400



July 16, 2007

Dr. Richard Kolbe
Chair, Department of Marketing and Entrepreneurship
College of Business Administration and
Graduate School of Management
Kent State University
P.O. Box 5190
Kent, OH 44242-0001

Dear Dr. Kolbe:

I am excited to learn that the Center for Entrepreneurship & Business Innovation (CEBI) continues to grow and earn the respect of students, faculty and business leaders in Northeast Ohio. One of the most recent initiatives is the proposal for a Bachelor in Business Administration in Entrepreneurship. I support this effort 100% and that is the reason for this letter.

The development of the CEBI, and now a major in entrepreneurship is an important way for the university to show its support and participation for the economic turnaround for Northeast Ohio. By providing students, our leaders of tomorrow, with the academic background and tools to be successful and entrepreneurial, Kent State will be instrumental in providing top talent in our region.

As a Kent State University Alumnus and entrepreneur, I see this as a great opportunity for KSU to be a leader in NEO in promoting entrepreneurship. Furthermore, I see this effort in the College of Business curriculum as a key step to attracting and retaining top students that will ultimately benefit the economic growth for our region.

I would be pleased to offer additional information to further express my support for the Bachelor in Business Administration for Entrepreneurship at Kent State University.

Sincerely,

A handwritten signature in dark ink, appearing to read 'MRK', followed by a large, sweeping loop that extends to the right.

Michael R. Kennedy
President & CEO

From: Michael Solomon <michael@msolomon.net>
Date: Tue, 24 Jul 2007 07:40:04 -0700
Subject: Entrepreneurship degree...
To: Julie Messing <jmessing@bsa3.kent.edu>

Julie,

I am thrilled to hear KSU is considering a degree program in Entrepreneurship. I would like to offer my support for this offering.

I received a great education in entrepreneurship at Kent but not within the curriculum. I did this by running the concert committee of ACPB which was like running a small business in those days. So, I left college with a real understanding of entrepreneurship from that experience as well as having Professor Paul Pfeifer as a business school professor, twice.

Not all students who are interested in being in small business or starting a business are as fortunate as I was in college. Many need the structure of a program to find their way. This program can provide that.

The fastest growing part of the American economy is small business and an entrepreneurship program will help prepare many Kent students for this way of working. Not everyone who is interested in being an entrepreneur will start a company. Many will however, end up being part of a small company or will end up being very well trained to succeed in larger companies. The skills learned in this program will have appeal to employers of all types, not just small companies.

My hope is that when this program is started it will allow for students in many different parts of the University to have access to an introductory level course in entrepreneurship. Why shouldn't design or communication students who might someday want to have their own design or marketing communication firm, or architecture students, or science students or others have access to an initial level of information about starting their own firm someday? I hope this program is open to the entire University as many students can benefit.

In conclusion, this program is not just an opportunity for Kent State to be a leadership school in northeastern Ohio but more importantly to stay in step with what is going on throughout the country and the world. It is an essential element of a 21st century education.

Michael Solomon
CEO
Audyssey Labs

Assessment Plan for the Entrepreneurship Major

**Assessment Plan
Entrepreneurship Major
College of Business Administration**

The Bachelor of Business Administration in Entrepreneurship at Kent State University will emphasize academic and experiential learning for students. 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. In light of this orientation, the assessment plan for the Entrepreneurship major focuses on skills and knowledge unique to the needs of the future entrepreneur. Six learning goals have been proposed for the major, with assessments occurring in most instances in multiple courses.

Learning Goal 1:

Understand the entrepreneurial process in developing a new venture.

Measures: Course examinations

Reaction papers and interview summaries of presentations and interviews with entrepreneurs.

Courses: Introduction to Entrepreneurship
Speaker Series in Entrepreneurship

Learning Goal 2:

Be able to start, operate, and shut down a micro business.

Measures: Business and financial reports from student-run businesses
Applied projects

Courses: Entrepreneurship Experience I and II

Learning Goal 3:

Understand and employ methods needed for capital formation and financial management in the new venture.

Measures: Case analysis
Course examinations

Course: Entrepreneurial Finance

Learning Goal 4:**Understand the marketing function in a new venture, including personal selling.**

Measures: Course examinations
 Case analysis (written and orally presented)
 Role plays (selling methods)

Courses: Sales in the Entrepreneurial Venture
 Entrepreneurial Marketing

Learning Goal 5:**Develop a business plan for a new venture.**

Measures: Preparation of a written business plan

Course: New Venture Creation

Learning Goal 6:**Be able to effectively write business reports and analyses.**

Measures: Reaction papers and interview summaries
 Business/financial reports
 Written case analyses
 Business plan

Courses: Introduction to Entrepreneurship
 Entrepreneurship Experience I and II
 Entrepreneurial Finance
 Entrepreneurial Marketing
 New Venture Creation

Timetable

Please refer to the attached table for an enumeration of the assessment plan for the Entrepreneurship major.

BBA Degree in Entrepreneurship
New Curriculum Learning Objectives, Measures, Timetable of Assessment,
and Feedback Mechanisms

Student Learning Outcome	Evidence of Measure	Schedule for Implementation	Feedback to Loop
The graduate with a BBA majoring in Entrepreneurship will be able to:			
Understand the entrepreneurial process in developing a new venture.	Course Examinations Written Assignments	Introduction to Entrepreneurship (Fall 2007) Speaker Series in Entrepreneurship (Fall 2007)	Faculty and the Department Chair will collect and review student learning both continuously and at the end of each semester for all course activities. Projects shared across sections of courses will be reviewed, collectively, by instructors in those courses to identify the effectiveness of assignments, projects, and examinations on assessing student learning. All information gleaned from the assessment of student learning throughout the curriculum will be shared with the faculty as a whole. Mechanisms and procedures for improving student learning will also be developed collectively by the faculty in order to assure the quality of learning across the curriculum.
Be able to start, operate, and shut down a micro business	Written Assignments Applied Projects	Entrepreneurial Experience I and II (Fall 2008/Spring 2009)	
Understand and employ methods needed for capital formation and financial management in the new venture.	Case Analysis Course Examinations	Financial Finance (Spring 2010)	
Understand the marketing function in a new venture, including personal selling.	Course Examinations Case Analysis Role Plays	Sales in the Entrepreneurial Venture (Spring 2010) Entrepreneurial Marketing (Fall 2009)	
Develop a business plan for a new venture.	Preparation of a business plan.	New Venture Creation (Spring 2011)	
Be able to effectively write business reports and analyses.	Reaction papers and interview summaries Business/financial reports Written case analyses Preparation of a business plan.	Introduction to Entrepreneurship (Fall 2007) Entrepreneurial Experience I and II (Fall 2008/Spring 2009) Financial Finance (Spring 2010) Entrepreneurial Marketing (Fall 2009) New Venture Creation (Spring 2011)	

CCP

Entrepreneurship Pre-Major Code

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Apr-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MKTG**
 College **BU - Business Administration**
 Degree **BBA - Bachelor of Business Administration**
 Program Name **ENTREPRENEURSHIP** Program Code **PENT**
 Concentration(s) _____ Concentration(s) Code(s) _____
 Proposal **Establish Program**

Description of proposal:

Establish the pre-major code for the BBA in EntrepreneurshipDoes 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. NO SIGNIFICANT EFFECT ON OTHER PROGRAMS AS THIS PROGRAM IS UNIQUE TO THE COLLEGE OF BUSINESS AND WILL MORE LIKELY SUPPORT OTHER PROGRAMS THAN COMPETE WITH THEM.

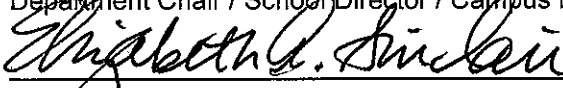
Units consulted (other departments, programs or campuses affected by this proposal):

COLLEGE OF BUSINESS DEPARTMENTS, COLLEGE OF TECHNOLOGY, FASHION MERCHANDISING & DESIGN, REGIONAL CAMPUSES.

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

4/23/07


 College Dean

5/4/07

 Executive Dean of Regional Campuses

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 Provost

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Proposal for Pre-Major Designation

We seek to establish a pre-major code for Entrepreneurship students. Freshmen and sophomores who wish to be designated as pre-Entrepreneurship will be identified by the “PENT” designation. The need for this designation is central to the admission process to the major.

Admission into the Entrepreneurship major will be a two step process. When students apply to Kent State University, they can apply to be pre-Entrepreneurship majors. The PENT students taking the Introduction to Entrepreneurship (ENTR 27456) course will then be able to apply for the first courses in the major (Entrepreneurial Experience I and II) during their freshman year. Up to 50 students per year will be accepted into the Entrepreneurial Experience I and II courses using the criteria of a GPA of at least a 2.50 and a minimum of a “C” in the Introduction to Entrepreneurship course. In addition, these students will complete a short personal essay and an application in order to obtain admission to these courses. The “PENT” designation is essential in order for us to measure demand for the major and to identify prospective majors so that we might assess their qualifications for and progress toward the major.

Lastly, students will apply for admission to the Entrepreneurship major before the end of the Entrepreneurial Experience II course. Approximately 30 students will be accepted into the major each year based on their academic record, success in the Entrepreneurial Experience courses, a personal essay, and an interview.

CCP

Entrepreneurship Course Prefix

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Apr-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MKTG**College **BU - Business Administration**Degree **BBA - Bachelor of Business Administration**Program Name **ENTREPRENEURSHIP** Program Code **ENTR**

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

Proposal **Establish ~~Program~~ Subject Code for courses**

Description of proposal:

Establish the course subject of Entrepreneurship (ENTR)Does proposed revision change program's total credit hours? ☐ Yes ☒ No

If yes,

current total credit hours

proposed total credit hours

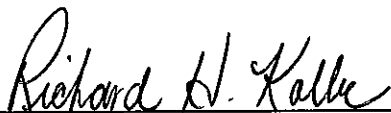
Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites)

NONE. NO SIGNIFICANT EFFECT ON OTHER PROGRAMS AS THIS PROGRAM IS UNIQUE TO THE COLLEGE OF BUSINESS AND WILL MORE LIKELY SUPPORT OTHER PROGRAMS THAN COMPETE WITH THEM.

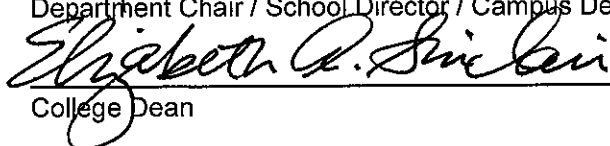
Units consulted (other departments, programs or campuses affected by this proposal):

COLLEGE OF BUSINESS DEPARTMENTS, COLLEGE OF TECHNOLOGY, FASHION MERCHANDISING & DESIGN, REGIONAL CAMPUSES.

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

4/23/07


College Dean

5/4/07

Executive Dean of Regional Campuses

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Provost

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Proposal for New Course Designation

Though the Entrepreneurship major will be housed in the Department of Marketing, there is a need to provide a unique designation for the entrepreneurship courses, given their unique content and orientation as well as being part of a specific major. Therefore, we ask for the ENTR designation for the courses in the Entrepreneurship major.

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.

The coursework will begin with an introductory entrepreneurship class and speakers series, lead into a two semester experience course that will involve starting and exiting from a micro-business, followed by coursework (after the declaration of the major) in sales in the entrepreneurial venture, entrepreneurial finance, entrepreneurial marketing, an elective course, and a capstone experiential course in new venture creation.

The Entrepreneurship courses utilizing the new ENTR prefix are listed below by title and course number.

- ENTR 27456, Intro to Entrepreneurship
- ENTR 27466, Speakers Series in Entrepreneurship
- ENTR 27065, Entrepreneurial Experience I
- ENTR 27075, Entrepreneurial Experience II
- ENTR 37045, Sales in the Entrepreneurial Venture
- ENTR 37065, Entrepreneurial Finance
- ENTR 37075, Entrepreneurial Marketing
- ENTR 37192, Practicum
- ENTR 37195, Special Topics I
- ENTR 47065, New Venture Creation
- ENTR 47091, Seminar in Entrepreneurship
- ENTR 47195, Special Topics II
- ENTR 47292, Entrepreneurial Internship

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Apr-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MKTG**
 College **BU - Business Administration**
 Proposal **Establish Course**
 Course Subject **ENTR** Course Number **27065**
 Course Title **ENTREPRENEURIAL EXPERIENCE I**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

NO SIGNIFICANT EFFECT ON OTHER PROGRAMS AS THIS COURSE IS IDIOCYNCRATIC TO THE DISCIPLINE OF ENTREPRENEURSHIP

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

COLLEGE OF BUSINESS DEPARTMENTS, COLLEGE OF TECHNOLOGY, FASHION MERCHANDISING & DESIGN, REGIONAL CAMPUSES.

REQUIRED ENDORSEMENTS

Richard D. Kolbe
Department Chair / School Director / Campus Dean

04/23/07

Elizabeth A. Sinclair
College Dean

5/4/07

Executive Dean of Regional Campuses

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Provost

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BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **18-Apr-07** Requested Effective Term **Fall 2008**
 Course Subject **ENTR** Course Number **27065**
 Course Title **ENTREPRENEURIAL EXPERIENCE I**
 Title Abbreviation **Entrepreneurial Experience I**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
 Per Week ☒ Laboratory Minimum Hours **06.00** ☒ to ☐ or Maximum Hours **06.00**
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LAB - Laboratory**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **BUS 10123 and ENTR 27456**

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

Checking "yes" means students must seek approval from department to register.

Restrict Registration **ENTR MAJOR**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **30**

OBR Subsidy Code **07**

OBR Course Level **3**

CIP Code **520701**

Catalog Description

FIRST OF A TWO-COURSE SEQUENCE DESIGNED TO IMMERSE ENTR MAJORS INTO THE DYNAMICS OF STARTING AND RUNNING A MICRO-BUSINESS. FOCUSES ON IDENTIFYING MARKET NEEDS, RESEARCHING FINANCIAL VIABILITY OF BUSINESS VENTURE TO MEET THAT NEED, AND MARSHALLING THE RESOURCES TO LAUNCH A BUSINESS.

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
12.00	IDEA GENERATION
6.00	MARKET ANALYSIS
6.00	FINANCIAL VIABILITY
6.00	ABBREVIATED BUSINESS PLAN
6.00	RESOURCE ALLOCATION
6.00	START-UP OF BUSINESS
50.00	IMPLEMENTATION OF BUSINESS PLAN -- RUNNING YOUR BUSINESS

90.00 Total Contact Hours

Textbook(s) Used in this Course	THE ART OF THE START, BY KAWASAKI
Writing Expectations	SHORT WRITING ASSIGNMENTS INCLUDING BUSINESS AND FINANCIAL REPORTS
Instructor(s) Expected To Teach	ADJUNCTS
Instructor(s) Contributing to Content	MESSING, KOLBE

REQUIRED ENDORSEMENT

Richard H. Kolbe
 Department Chair / School Director / Campus Dean

04/23/07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Apr-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MKTG**
 College **BU - Business Administration**
 Proposal **Establish Course**
 Course Subject **ENTR** Course Number **27075**
 Course Title **ENTREPRENEURIAL EXPERIENCE II**
 Minimum Credits **02** Maximum Credits **02**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

NO SIGNIFICANT EFFECT ON OTHER PROGRAMS AS THIS COURSE IS IDIOCYNCRATIC TO THE DISCIPLINE OF ENTREPRENEURSHIP

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

COLLEGE OF BUSINESS DEPARTMENTS, COLLEGE OF TECHNOLOGY, FASHION MERCHANDISING & DESIGN, REGIONAL CAMPUSES.

REQUIRED ENDORSEMENTS

Richard H. Kolke
Department Chair / School Director / Campus Dean

04/23/07

Elizabeth A. Sinclair
College Dean

5/4/07

Executive Dean of Regional Campuses

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Provost

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BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **18-Apr-07** Requested Effective Term **Fall 2008**
 Course Subject **ENTR** Course Number **27075**
 Course Title **ENTREPRENEURIAL EXPERIENCE II**
 Title Abbreviation **Entrepreneurial Experience II**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **02** ☒ to ☐ or Maximum Credit **02** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
 Per Week ☒ Laboratory Minimum Hours **04.00** ☒ to ☐ or Maximum Hours **04.00**
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LAB - Laboratory**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **BUS 10123 and ENTR 27456 and ENTR 27065**

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

Checking "yes" means students must seek approval from department to register.

Restrict Registration **ENTR MAJOR**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **30**

OBR Subsidy Code **07**

OBR Course Level **3**

CIP Code **520701**

Catalog Description **CONTINUATION OF ENTREPRENEURIAL EXPERIENCE I; FOCUSES ON GROWING AND RUNNING THE MICRO-BUSINESS THROUGHOUT THE ACADEMIC YEAR WITH PLANNED LIQUIDATION OR SHUTDOWN BY THE END OF THE ACADEMIC YEAR.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
36.00	MANAGING THE BUSINESS HUMAN RESOURCES INVENTORY CONTROL FINANCIAL MANAGEMENT SALES & MARKETING
6.00	PRESENTATION SKILLS AND METHODS
12.00	EXITING THE BUSINESS
6.00	EXPERIENCE WRITE-UP

60.00 Total Contact Hours

Textbook(s) Used in this Course	STARTING SOMETHING, BY MCVICKER
Writing Expectations	SHORT WRITING ASSIGNMENTS INCLUDING BUSINESS AND FINANCIAL REPORTS AND A FINAL REPORT ON THE BUSINESS VENTURE
Instructor(s) Expected To Teach	ADJUNCTS
Instructor(s) Contributing to Content	MESSING, KOLBE

REQUIRED ENDORSEMENT



 Department Chair / School Director / Campus Dean

04/23/07

BUS 20456
ENTR 27456

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Apr-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MKTG**
 College **BU - Business Administration**
 Proposal **Revise Course**
 Course Subject **ENTR^{BUS}** Course Number **27456-20456**
 Course Title **INTRODUCTION TO ENTREPRENEURSHIP**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

NONE. THE PURPOSE OF THIS ACTION IS TO CHANGE THE COURSE DESIGNATION FROM BUS TO ENTR.

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

COLLEGE OF BUSINESS DEPARTMENTS, COLLEGE OF TECHNOLOGY, FASHION MERCHANDISING & DESIGN, REGIONAL CAMPUSES.

REQUIRED ENDORSEMENTS

<u>Richard H. Kalle</u>	<u>04/23/07</u>
Department Chair / School Director / Campus Dean	
<u>Elizabeth C. Sinclair</u>	<u>5/4/07</u>
College Dean	
_____	<u> / / </u>
Executive Dean of Regional Campuses	
_____	<u> / / </u>
Provost	

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **18-Apr-07** Requested Effective Term **Fall 2008**
 Course Subject **ENTR** Course Number **27456**
 Course Title **INTRODUCTION TO ENTREPRENEURSHIP**
 Title Abbreviation **Intro ~~to~~ Entrepreneurship**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit **OR** maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **BUS 10123 or permission**

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

Checking "yes" means students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **80**

OBR Subsidy Code **07**

OBR Course Level **3**

CIP Code **520701**

Catalog Description **THE STUDY OF THE ENTREPRENEURIAL PROCESS FROM CONCEPTION TO BIRTH OF A NEW VENTURE. THIS INCLUDES ATTRIBUTES OF SUCCESSFUL ENTREPRENEURS, OPPORTUNITY RECOGNITION, INNOVATION, VENTURE SCREENING, RISK ASSESSMENT, RISK TOLERANCE, IDENTIFICATION OF RESOURCES AND BUSINESS PLANNING TO LEARN HOW TO TURN OPPORTUNITIES INTO A VIABLE BUSINESS.**

Complete the following only if applicable:

Previous Title **~~INTRODUCTION TO ENTREPRENEURSHIP~~**

Previous Subject **BUS** Previous Number **20456**

range:
200680 - 200880

Content Outline (include contact hours for each section)

Contact Hours	Outline
6.00	THE REVOLUTIONARY IMPACT OF ENTREPRENEURSHIP
9.00	THE ENTREPRENEURIAL PERSPECTIVE
12.00	DEVELOPING THE ENTREPRENEURSHIP PLAN
9.00	INITIATING ENTREPRENEURIAL VENTURES
9.00	GROWTH & DEVELOPMENT OF ENTREPRENEURIAL VENTURES

45.00 Total Contact Hours

Textbook(s) Used in this Course	ENTREPRENEURSHIP; THEORY/PROCESS/PRACTICE
Writing Expectations	REACTION PAPERS, INTERVIEW SUMMARY
Instructor(s) Expected To Teach	ENTREPRENEURSHIP FACULTY
Instructor(s) Contributing to Content	MESSING, KOLBE

REQUIRED ENDORSEMENT


 Department Chair / School Director / Campus Dean

04/23/07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Apr-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MKTG**
 College **BU - Business Administration**
 Proposal **Establish Course**
 Course Subject **ENTR** Course Number **27466**
 Course Title **SPEAKER SERIES IN ENTREPRENEURSHIP**
 Minimum Credits **01** Maximum Credits **01**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

NO SIGNIFICANT EFFECT ON OTHER PROGRAMS AS THIS COURSE IS IDIOCYNCRATIC TO THE DISCIPLINE OF ENTREPRENEURSHIP

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

COLLEGE OF BUSINESS DEPARTMENTS, COLLEGE OF TECHNOLOGY, FASHION MERCHANDISING & DESIGN, REGIONAL CAMPUSES.

REQUIRED ENDORSEMENTS

Richard H. Kaller
Department Chair / School Director / Campus Dean

04 / 23 / 07

Elizabeth A. Sinclair
College Dean

5 / 4 / 07

Executive Dean of Regional Campuses

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Provost

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BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **18-Apr-07** Requested Effective Term **Fall 2008**
 Course Subject **ENTR** Course Number **27466**
 Course Title **SPEAKER SERIES IN ENTREPRENEURSHIP**
 Title Abbreviation **Speaker Series In Entrepreneur**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **01** ☒ to ☐ or Maximum Credit **01** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **01.00** ☒ to ☐ or Maximum Hours **01.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit **OR** maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **BUS 10123**

Test Score(s)

Corequisite(s) **ENTR 27456**

Registration is by special approval only ☐ Yes ☒ No
 Checking "yes" means students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **30**

OBR Subsidy Code **07**

OBR Course Level **3**

CIP Code **590101**

Catalog Description **EXPLORES ENTREPRENEURSHIP BASED UPON THE EXPERIENCES OF A BROAD RANGE OF ENTREPRENEURS. DURING THE SEMESTER, AT LEAST SIX ENTREPRENEURS WILL SHARE THEIR PATHS IN ESTABLISHING A SUCCESSFUL ENTERPRISE, INCLUDING SOME OF THE OBSTACLES AND MISSTEPS THEY MADE ALONG THE WAY.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
2.00	DISCOVERING THE ENTREPRENEURIAL MINDSET
2.00	IDEA GENERATION
11.00	SPEAKERS SHARING THEIR EXPERIENCES

15.00 Total Contact Hours

Textbook(s) Used in this Course	STUDENT ENTREPRENEURS, BY MCMYNE
Writing Expectations	REACTION PAPERS TO SPEAKERS
Instructor(s) Expected To Teach	ENTREPRENEUR IN RESIDENCE, ADJUNCTS
Instructor(s) Contributing to Content	MESSING, KOLBE

REQUIRED ENDORSEMENT

Richard W. Kalle
 Department Chair / School Director / Campus Dean

04/23/07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Apr-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MKTG**
 College **BU - Business Administration**
 Proposal **Establish Course**
 Course Subject **ENTR** Course Number **37045**
 Course Title **SALES IN THE ENTREPRENEURIAL VENTURE**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

NO SIGNIFICANT EFFECT ON OTHER PROGRAMS AS THIS COURSE IS IDIOCYNCRATIC TO THE DISCIPLINE OF ENTREPRENEURSHIP.

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

COLLEGE OF BUSINESS DEPARTMENTS, COLLEGE OF TECHNOLOGY, FASHION MERCHANDISING & DESIGN, REGIONAL CAMPUSES.

REQUIRED ENDORSEMENTS

Richard H. Kallie
Department Chair / School Director / Campus Dean

04 / 23 / 07

Elizabeth A. Sinclair
College Dean

5 / 4 / 07

Executive Dean of Regional Campuses

 / /

Provost

 / /

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **18-Apr-07** Requested Effective Term **Fall 2008**
 Course Subject **ENTR** Course Number **37045**
 Course Title **SALES IN THE ENTREPRENEURIAL VENTURE**
 Title Abbreviation **Sales In The Entrepre Venture**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **3**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit **OR** maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **MKTG 25010 and ENTR 27075**

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

Checking "yes" means students must seek approval from department to register.

Restrict Registration **ENTR MAJORS**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **30**

OBR Subsidy Code **07**

OBR Course Level **3**

CIP Code **580701**

Catalog Description **SELLING AND THE MANAGEMENT OF THE SALES FORCE IN THE ENTREPRENEURIAL ENVIRONMENT. SPECIAL FOCUS ~~WILL BE~~ GIVEN TO ENHANCING STUDENTS' SELLING SKILLS AND BACKGROUND IN DEVELOPING AN EFFECTIVE SALES FORCE FOR AN ENTREPRENEURIAL ORGANIZATION.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
6.00	THE ROLE AND FUNCTION OF SELLING IN AN ENTREPRENEURIAL ORGANIZATION
6.00	SELECTING AND COMPENSATING THE SALES FORCE
12.00	THE PERSONAL SELLING PROCESS
21.00	ESTABLISHING AND MANAGING THE SALES FORCE

45.00 Total Contact Hours

Textbook(s) Used in this Course

PROFESSIONAL SELLING & SALES MANAGEMENT BY JACKSON, HISRICH, AND NEWELL

Writing Expectations

PREPARATION OF BUSINESS MEMOS, CASE ANALYSIS WRITE-UPS DEALING WITH SALES AND SELLING DECISIONS

Instructor(s) Expected To Teach

RAPP, GRAHAM, DANIELS

Instructor(s) Contributing to Content

KOLBE, GRIMM

REQUIRED ENDORSEMENT

Richard H. Kolbe

Department Chair / School Director / Campus Dean

04/23/07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Apr-20**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MKTG**
 College **BU - Business Administration**
 Proposal **Establish Course**
 Course Subject **ENTR** Course Number **37065**
 Course Title **ENTREPRENEURIAL FINANCE**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

NO SIGNIFICANT EFFECT ON OTHER PROGRAMS AS THIS COURSE IS IDIOCYNCRATIC TO THE DISCIPLINE OF ENTREPRENEURSHIP

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

COLLEGE OF BUSINESS DEPARTMENTS, COLLEGE OF TECHNOLOGY, FASHION MERCHANDISING & DESIGN, REGIONAL CAMPUSES.

REQUIRED ENDORSEMENTS

Richard H. Keller
Department Chair / School Director / Campus Dean

04/23/07

Elizabeth A. Sinclair
College Dean

5/4/07

Executive Dean of Regional Campuses

 / /

Provost

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BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **18-Apr-07** Requested Effective Term **Fall 2008**
 Course Subject **ENTR** Course Number **37065**
 Course Title **ENTREPRENEURIAL FINANCE**
 Title Abbreviation **ENTREPRENEURIAL FINANCE**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit **OR** maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **FIN 36053**

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

Checking "yes" means students must seek approval from department to register.

Restrict Registration **ENTR MAJOR**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **30**

OBR Subsidy Code **07**

OBR Course Level **3**

CIP Code **520701**

Catalog Description **INTRODUCE STUDENTS TO ISSUES RELATED TO CAPITAL FORMATION IN, AND THE FINANCIAL MANAGEMENT OF, NEW OR YOUNG VENTURES. STUDENTS WILL BE INTRODUCED TO SOURCES OF CAPITAL. THE MAJORITY OF THE COURSE WILL FOCUS ON HOW TO IDENTIFY AND SUBSTANTIATE CAPITAL REQUIREMENTS, MANAGE CASH FLOWS, AND GROW APPROPRIATELY IN A CAPITAL-CONSTRAINED ENVIRONMENT.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
10.00	IDENTIFYING SOURCES OF CAPITAL
10.00	FORMULATING PRO-FORMA FINANCIAL STATEMENTS
15.00	WORKING CAPITAL MANAGMENT
10.00	VALUE CREATION AND VALUE-BASED MANAGEMENT

45.00 Total Contact Hours

Textbook(s) Used in this Course	ENTREPRENEURIAL FINANCE, 2ND EDITION, BY LEACH AND MELICHER
Writing Expectations	WRITE-UPS OF MINI-CASE STUDIES THAT SUPPORT THE CONCEPTS ASSOCIATED WITH MANAGING GROWTH IN A YOUNG ENTERPRISE
Instructor(s) Expected To Teach	DUMPE, STOLLE
Instructor(s) Contributing to Content	DUMPE

REQUIRED ENDORSEMENT


 Department Chair / School Director / Campus Dean

04/23/07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Apr-20**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MKTG**
 College **BU - Business Administration**
 Proposal **Establish Course**
 Course Subject **ENTR** Course Number **37075**
 Course Title **ENTREPRENEURIAL MARKETING**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

NO SIGNIFICANT EFFECT ON OTHER PROGRAMS AS THIS COURSE IS IDIOCYNCRATIC TO THE DISCIPLINE OF ENTREPRENEURSHIP

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

COLLEGE OF BUSINESS DEPARTMENTS, COLLEGE OF TECHNOLOGY, FASHION MERCHANDISING & DESIGN, REGIONAL CAMPUSES.

REQUIRED ENDORSEMENTS

Richard H. Kallie
Department Chair / School Director / Campus Dean

04/23/07

Elizabeth A. Sinclair
College Dean

5, 4, 07

Executive Dean of Regional Campuses

 / /

Provost

 / /

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **18-Apr-07** Requested Effective Term **Fall 2008**
 Course Subject **ENTR** Course Number ~~36065~~ **37075**
 Course Title **ENTREPRENEURIAL MARKETING**
 Title Abbreviation **ENTREPRENEURIAL MARKETING**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit **OR** maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **MKTG 25010 and ENTR 27075**

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

Checking "yes" means students must seek approval from department to register.

Restrict Registration **ENTR MAJOR**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **30**

OBR Subsidy Code **07**

OBR Course Level **3**

CIP Code **520201**

Catalog Description **THE APPLICATION OF MARKETING CONCEPTS TO ENTREPRENEURIAL SITUATIONS. EMPHASIS WILL BE GIVEN TO MARKET SEGMENTATION AND ANALYSIS, PRODUCT AND SERVICE POSITIONING, AND DEVELOPING A MARKET- ORIENTED FIRM. DEVELOPMENT.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
15.00	IDENTIFYING AND WORKING WITH YOUR CUSTOMER
15.00	PRESENTING THE GOOD/SERVICE TO THE CUSTOMER
15.00	MATCHING YOUR FIRM WITH THE PRODUCT OFFERING AND MARKET

45.00 Total Contact Hours

Textbook(s) Used in this Course	ANALYSIS FOR MARKETING PLANNING, BY LEHMANN AND WINER
Writing Expectations	WRITE-UPS OF CASE ANALYSIS IN MEMO FORM
Instructor(s) Expected To Teach	GRIMM, ADJUNCTS
Instructor(s) Contributing to Content	KOLBE, GRIMM

REQUIRED ENDORSEMENT



 Department Chair / School Director / Campus Dean

04 / 23 / 07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Apr-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MKTG**
 College **BU - Business Administration**
 Proposal **Establish Course**
 Course Subject **ENTR** Course Number **37192**
 Course Title **PRACTICUM^{IN} ENTREPRENEURSHIP**
 Minimum Credits **01** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

NO SIGNIFICANT EFFECT ON OTHER PROGRAMS AS THIS COURSE IS IDIOCYNCRATIC TO THE DISCIPLINE OF ENTREPRENEURSHIP

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

COLLEGE OF BUSINESS DEPARTMENTS, COLLEGE OF TECHNOLOGY, FASHION MERCHANDISING & DESIGN, REGIONAL CAMPUSES.

REQUIRED ENDORSEMENTS

Richard H. Keller
 Department Chair / School Director / Campus Dean

04/23/07

Elizabeth A. Sinclair
 College Dean

5/4/07

 Executive Dean of Regional Campuses

 / /

 Provost

 / /

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **18-Apr-07** Requested Effective Term **Fall 2008**

Course Subject **ENTR** Course Number **37192**

Course Title **PRACTICUM ENTREPRENEURSHIP**

Title Abbreviation **Practicum Entrepreneurship**
Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)

Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7

Minimum Credit **01** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours **07.00** ☒ to ☐ or Maximum Hours **21.00**
Contact hours should be per week.

Repeat Status **RP - Course may be repeated**
If repeats, course limit **OR** maximum hours **3**

Course Level **UG - Undergraduate**

Grade Rule **B - Letter**

Schedule Type(s) **FLD - Field Experience**

Course Attribute(s) **None**

Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **ENTR 27075**

Test Score(s)

Corequisite(s)

Registration is by special approval only ☒ Yes ☐ No
Checking "yes" means students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description **SUPERVISED WORK IN AN ENTREPRENEURIAL ORIENTED ORGANIZATION TO OBTAIN EXPERIENCE IN OPERATING A SMALL OR ENTREPRENEURIAL FIRM.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

COMPLETED BY PROVOST OFFICE

OBR Program Code **30**

OBR Subsidy Code **07**

OBR Course Level **3**

CIP Code **520701**

Content Outline (include contact hours for each section)

Contact Hours	Outline
1	Introduction to the course and the instructor.
2	Review of the course objectives and the syllabus.
3	Discussion of the first chapter of the textbook.
4	Discussion of the second chapter of the textbook.
5	Discussion of the third chapter of the textbook.
6	Discussion of the fourth chapter of the textbook.
7	Discussion of the fifth chapter of the textbook.
8	Discussion of the sixth chapter of the textbook.
9	Discussion of the seventh chapter of the textbook.
10	Discussion of the eighth chapter of the textbook.
11	Discussion of the ninth chapter of the textbook.
12	Discussion of the tenth chapter of the textbook.
13	Discussion of the eleventh chapter of the textbook.
14	Discussion of the twelfth chapter of the textbook.
15	Discussion of the thirteenth chapter of the textbook.
16	Discussion of the fourteenth chapter of the textbook.
17	Discussion of the fifteenth chapter of the textbook.
18	Discussion of the sixteenth chapter of the textbook.
19	Discussion of the seventeenth chapter of the textbook.
20	Discussion of the eighteenth chapter of the textbook.
21	Discussion of the nineteenth chapter of the textbook.
22	Discussion of the twentieth chapter of the textbook.
23	Discussion of the twenty-first chapter of the textbook.
24	Discussion of the twenty-second chapter of the textbook.
25	Discussion of the twenty-third chapter of the textbook.
26	Discussion of the twenty-fourth chapter of the textbook.
27	Discussion of the twenty-fifth chapter of the textbook.
28	Discussion of the twenty-sixth chapter of the textbook.
29	Discussion of the twenty-seventh chapter of the textbook.
30	Discussion of the twenty-eighth chapter of the textbook.
31	Discussion of the twenty-ninth chapter of the textbook.
32	Discussion of the thirtieth chapter of the textbook.
33	Discussion of the thirty-first chapter of the textbook.
34	Discussion of the thirty-second chapter of the textbook.
35	Discussion of the thirty-third chapter of the textbook.
36	Discussion of the thirty-fourth chapter of the textbook.
37	Discussion of the thirty-fifth chapter of the textbook.
38	Discussion of the thirty-sixth chapter of the textbook.
39	Discussion of the thirty-seventh chapter of the textbook.
40	Discussion of the thirty-eighth chapter of the textbook.
41	Discussion of the thirty-ninth chapter of the textbook.
42	Discussion of the fortieth chapter of the textbook.
43	Discussion of the forty-first chapter of the textbook.
44	Discussion of the forty-second chapter of the textbook.
45	Discussion of the forty-third chapter of the textbook.
46	Discussion of the forty-fourth chapter of the textbook.
47	Discussion of the forty-fifth chapter of the textbook.
48	Discussion of the forty-sixth chapter of the textbook.
49	Discussion of the forty-seventh chapter of the textbook.
50	Discussion of the forty-eighth chapter of the textbook.
51	Discussion of the forty-ninth chapter of the textbook.
52	Discussion of the fiftieth chapter of the textbook.
53	Discussion of the fifty-first chapter of the textbook.
54	Discussion of the fifty-second chapter of the textbook.
55	Discussion of the fifty-third chapter of the textbook.
56	Discussion of the fifty-fourth chapter of the textbook.
57	Discussion of the fifty-fifth chapter of the textbook.
58	Discussion of the fifty-sixth chapter of the textbook.
59	Discussion of the fifty-seventh chapter of the textbook.
60	Discussion of the fifty-eighth chapter of the textbook.
61	Discussion of the fifty-ninth chapter of the textbook.
62	Discussion of the sixtieth chapter of the textbook.
63	Discussion of the sixty-first chapter of the textbook.
64	Discussion of the sixty-second chapter of the textbook.
65	Discussion of the sixty-third chapter of the textbook.
66	Discussion of the sixty-fourth chapter of the textbook.
67	Discussion of the sixty-fifth chapter of the textbook.
68	Discussion of the sixty-sixth chapter of the textbook.
69	Discussion of the sixty-seventh chapter of the textbook.
70	Discussion of the sixty-eighth chapter of the textbook.
71	Discussion of the sixty-ninth chapter of the textbook.
72	Discussion of the seventieth chapter of the textbook.
73	Discussion of the seventy-first chapter of the textbook.
74	Discussion of the seventy-second chapter of the textbook.
75	Discussion of the seventy-third chapter of the textbook.
76	Discussion of the seventy-fourth chapter of the textbook.
77	Discussion of the seventy-fifth chapter of the textbook.
78	Discussion of the seventy-sixth chapter of the textbook.
79	Discussion of the seventy-seventh chapter of the textbook.
80	Discussion of the seventy-eighth chapter of the textbook.
81	Discussion of the seventy-ninth chapter of the textbook.
82	Discussion of the eightieth chapter of the textbook.
83	Discussion of the eighty-first chapter of the textbook.
84	Discussion of the eighty-second chapter of the textbook.
85	Discussion of the eighty-third chapter of the textbook.
86	Discussion of the eighty-fourth chapter of the textbook.
87	Discussion of the eighty-fifth chapter of the textbook.
88	Discussion of the eighty-sixth chapter of the textbook.
89	Discussion of the eighty-seventh chapter of the textbook.
90	Discussion of the eighty-eighth chapter of the textbook.
91	Discussion of the eighty-ninth chapter of the textbook.
92	Discussion of the ninetieth chapter of the textbook.
93	Discussion of the ninety-first chapter of the textbook.
94	Discussion of the ninety-second chapter of the textbook.
95	Discussion of the ninety-third chapter of the textbook.
96	Discussion of the ninety-fourth chapter of the textbook.
97	Discussion of the ninety-fifth chapter of the textbook.
98	Discussion of the ninety-sixth chapter of the textbook.
99	Discussion of the ninety-seventh chapter of the textbook.
100	Discussion of the ninety-eighth chapter of the textbook.
101	Discussion of the ninety-ninth chapter of the textbook.
102	Discussion of the hundredth chapter of the textbook.

Outline

Total Contact Hours

Textbook(s) Used in this Course

Writing Expectations

REPORT OF PRACTICUM EXPERIENCE

Instructor(s) Expected To Teach

DEPARTMENT CHAIR

Instructor(s) Contributing to Content

KOLBE**REQUIRED ENDORSEMENT**

Richard H. Kallee

Department Chair / School Director / Campus Dean

04 / 23 / 07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Apr-07** Curriculum Bulletin _____
 Effective Date **Fall 2008** Approved by EPC _____

Department **MKTG**
 College **BU - Business Administration**
 Proposal **Establish Course**
 Course Subject **ENTR** Course Number **37195**
 Course Title **SPECIAL TOPICS IN ENTREPRENEURSHIP I**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

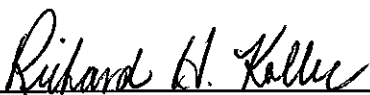
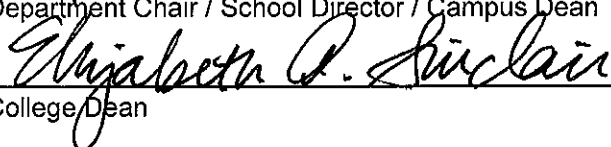
Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

NO SIGNIFICANT EFFECT ON OTHER PROGRAMS AS THIS COURSE IS IDIOCYNCRATIC TO THE DISCIPLINE OF ENTREPRENEURSHIP

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

COLLEGE OF BUSINESS DEPARTMENTS, COLLEGE OF TECHNOLOGY, FASHION MERCHANDISING & DESIGN, REGIONAL CAMPUSES.

REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director / Campus Dean	<u>04 / 23 / 07</u>
 _____ College Dean	<u>5 / 4 / 07</u>
_____ Executive Dean of Regional Campuses	____ / ____ / ____
_____ Provost	____ / ____ / ____

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **18-Apr-07** Requested Effective Term **Fall 2008**
 Course Subject **ENTR** Course Number **37195**
 Course Title **SPECIAL TOPICS *on Entrepreneurship I***
 Title Abbreviation **Special Topics *on ST in Entrepreneurship I***
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **ENTR 27075**

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

Checking "yes" means students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **30**

OBR Subsidy Code **07**

OBR Course Level **3**

CIP Code **520701**

Catalog Description **SPECIAL TOPICS COURSE ~~WILL BE~~ OFFERED ON AN IRREGULAR BASIS ~~WITH~~ *DIFFERENT TOPICS AND FACULTY INVOLVED EACH TIME THE COURSE IS OFFERED.***

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
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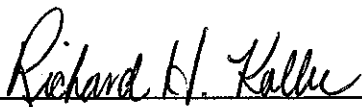
Total Contact Hours

Textbook(s) Used in this Course

Writing Expectations

PROJECTS, WRITE-UPS OF CASE ANALYSIS

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content **KOLBE****REQUIRED ENDORSEMENT**


 Department Chair / School Director / Campus Dean

04/23/07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Apr-20**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MKTG**
 College **BU - Business Administration**
 Proposal **Establish Course**
 Course Subject **ENTR** Course Number **47091**
 Course Title **SEMINAR IN ENTREPRENEURSHIP**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

NO SIGNIFICANT EFFECT ON OTHER PROGRAMS AS THIS COURSE IS IDIOCYNCRATIC TO THE DISCIPLINE OF ENTREPRENEURSHIP

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

COLLEGE OF BUSINESS DEPARTMENTS, COLLEGE OF TECHNOLOGY, FASHION MERCHANDISING & DESIGN, REGIONAL CAMPUSES.

REQUIRED ENDORSEMENTS

Richard H. Koller
 Department Chair / School Director / Campus Dean

04/23/07

Elizabeth A. Sinclair
 College Dean

5/4/07

 Executive Dean of Regional Campuses

 / /

 Provost

 / /

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **18-Apr-07** Requested Effective Term **Fall 2008**
 Course Subject **ENTR** Course Number **47091**
 Course Title **SEMINAR IN ENTREPRENEURSHIP**
 Title Abbreviation **Seminar In Entrepreneurship**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit **OR** maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **ENTR 27456 MKTG 25010**

Test Score(s)

Corequisite(s) **FIN 36053**

Registration is by special approval only ☐ Yes ☒ No

Checking "yes" means students must seek approval from department to register.

Restrict Registration **MINIMUM CUMULATIVE GPA OF 2.50 NO ENTR majors**
 (e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **30**

OBR Subsidy Code **07**

OBR Course Level **3**

CIP Code **680701**

Catalog Description **CURRENT TOPICS IN ENTREPRENEURSHIP. ENTREPRENEURSHIP MAJORS WILL NOT RECEIVE CREDIT FOR THIS COURSE -- OPEN ONLY TO ENTREPRENEURSHIP MINORS.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact	Outline
Hours	

45.00 Total Contact Hours

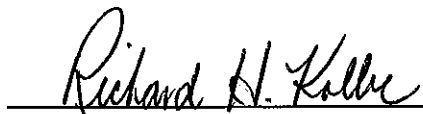
Textbook(s) Used in this Course

Writing Expectations

Instructor(s) Expected To Teach

ENTREPRENEURSHIP FACULTY

Instructor(s) Contributing to Content

MESSING, KOLBE**REQUIRED ENDORSEMENT**


Department Chair / School Director / Campus Dean04/23/07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Apr-07** Curriculum Bulletin _____
 Effective Date **Fall 2008** Approved by EPC _____

Department **MKTG**
 College **BU - Business Administration**
 Proposal **Establish Course**
 Course Subject **ENTR** Course Number **47195**
 Course Title **SPECIAL TOPICS IN ENTREPRENEURSHIP II**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

NO SIGNIFICANT EFFECT ON OTHER PROGRAMS AS THIS COURSE IS IDIOCYNCRATIC TO THE DISCIPLINE OF ENTREPRENEURSHIP

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

COLLEGE OF BUSINESS DEPARTMENTS, COLLEGE OF TECHNOLOGY, FASHION MERCHANDISING & DESIGN, REGIONAL CAMPUSES.

REQUIRED ENDORSEMENTS

Richard H. Koller
 Department Chair / School Director / Campus Dean

04/23/07

Elizabeth P. Sinclair
 College Dean

5/4/07

 Executive Dean of Regional Campuses

 / /

 Provost

 / /

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **18-Apr-07** Requested Effective Term **Fall 2008**
 Course Subject **ENTR** Course Number **47195**
 Course Title **SPECIAL TOPICS ~~II~~ in Entrepreneurship ~~II~~**
 Title Abbreviation **Special Topics ~~II~~ ST in Entrepreneurship ~~II~~**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **ENTR 27075**

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

Checking "yes" means students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code 30

OBR Subsidy Code 07

OBR Course Level 3

CIP Code 520701

Catalog Description **SPECIAL TOPICS COURSE ~~WILL BE~~ OFFERED ON AN IRREGULAR BASIS ~~WITH~~ ;
 DIFFERENT TOPICS AND FACULTY INVOLVED EACH TIME THE COURSE IS
 OFFERED.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact	Outline
Hours	

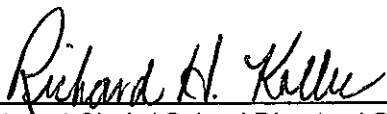
Total Contact Hours

Textbook(s) Used in this Course

Writing Expectations

PROJECTS, WRITE-UPS OF CASE ANALYSIS

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content **KOLBE****REQUIRED ENDORSEMENT**


 Department Chair / School Director / Campus Dean

04 / 23 / 07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Apr-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MKTG**
 College **BU - Business Administration**
 Proposal **Establish Course**
 Course Subject **ENTR** Course Number **47292**
 Course Title **ENTREPRENEURIAL INTERNSHIP**
 Minimum Credits **01** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

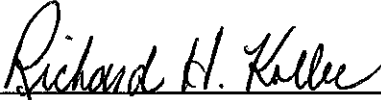
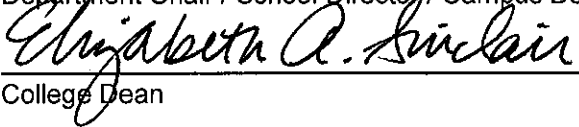
Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

NO SIGNIFICANT EFFECT ON OTHER PROGRAMS AS THIS COURSE IS IDIOCYNCRATIC TO THE DISCIPLINE OF ENTREPRENEURSHIP

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

COLLEGE OF BUSINESS DEPARTMENTS, COLLEGE OF TECHNOLOGY, FASHION MERCHANDISING & DESIGN, REGIONAL CAMPUSES.

REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director / Campus Dean	<u>04 / 23 / 07</u>
 _____ College Dean	<u>5 / 4 / 07</u>
_____ Executive Dean of Regional Campuses	____ / ____ / ____
_____ Provost	____ / ____ / ____

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **18-Apr-07** Requested Effective Term **Fall 2008**
 Course Subject **ENTR** Course Number **47292**
 Course Title **ENTREPRENEURIAL INTERNSHIP**
 Title Abbreviation **ENTREPRENEURIAL INTERNSHIP**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **01** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours **07.00** ☒ to ☐ or Maximum Hours **21.0**
 Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit **OR** maximum hours **3**
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) ~~FLE - Field Experience~~ **PRA**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite
 Course(s) **ENTR 27075, MKTG 25010, ACCT 23021**
 Test Score(s)
 Corequisite(s)

Registration is by special approval only ☒ Yes ☐ No
 Checking "yes" means students must seek approval from department to register.

Restrict Registration
 (e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE	
OBR Program Code	<u>30</u>
OBR Subsidy Code	<u>07</u>
OBR Course Level	<u>3</u>
CIP Code	<u>520701</u>

Catalog Description **PREPARATION OF RESEARCH REPORT CONCURRENT WITH ON-THE-JOB EXPERIENCE WITH COOPERATING BUSINESS OR OTHER ORGANIZATION.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact	Outline
Hours	

Total Contact Hours

Textbook(s) Used in this Course

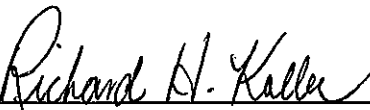
Writing Expectations

FINAL REPORT OF INTERNSHIP EXPERIENCE

Instructor(s) Expected To Teach

DEPARTMENT CHAIR

Instructor(s) Contributing to Content

KOLBE**REQUIRED ENDORSEMENT**


 Department Chair / School Director / Campus Dean

04 / 23 / 07



OFFICE OF ACADEMIC AFFAIRS

TO: Educational Policies Council

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

SUBJECT: Draft version of the revised *Curriculum Guidelines*

DATE: July 31, 2007

The *Curriculum Guidelines 2007-08* is a revision of the *2000 Guidelines for Preparing Curricular Proposals*.

Link to 2007-08 edition: www.kent.edu/Administration/provost/curriculum_svcs/upload/guidelines2007.pdf

Link to 2000 edition: www.kent.edu/Administration/provost/curriculum_svcs/guidelines/upload/Guides.pdf

Please note that, in the *Curriculum Guidelines 2007-08*, text marked in blue is new, and text marked in ~~red and strikethrough~~ is in the 2000 edition and will not appear in the final version of the 2007-08 edition.


Significant additions to the 2007-08 edition:

- Administrative policy and procedures regarding the EPC
- Guidelines for determining EPC agenda status
- Administrative policy and procedures regarding academic administrative structures
- Guidelines to establish, revise or inactivate an academic unit and consortial or articulation agreement
- Procedures for processing program, policy and course proposals
- Advice for successful completion of program, policy and course proposals
- Flow charts for academic unit, program, policy and course proposals
- Current organization of academic units
- List of active centers and institutes
- List of active degrees, majors, concentrations, minors and certificates, sorted alphabetically, by degree level, by college or campus and by Banner code
- List of active course subjects
- Kent State's grading system
- Hold policy for courses not taught
- Definition of courses designated as repeatable, and the revised rule for recalculation
- Explanation of course prerequisites as applied to Banner
- Ohio Articulation and Transfer Policy

In addition, the structure of the guidelines has been revised, with information organized into five areas (EPC, academic organization, academic programs, courses and curricula, curricular forms) and three appendices (OBR policies and procedures for associate, bachelor's and graduate degree programs).

**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



Regional Campuses

Interdepartmental Correspondence

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

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

DATE: August 3, 2007

SUBJECT: CURRICULAR PROPOSAL

Enclosed is a proposal for a validation agreement between Kent State University, Trumbull Campus and the Trumbull County Career and Technical Center (TC&TC) Tech Prep Program.

The proposal addresses the mandate from the Ohio Board of Regents to increase articulation of coursework from Tech Prep institutions to Ohio Universities. State House Bill 66 Section 333.162 states “...*shall establish criteria, policies and procedures that enable students to transfer agreed upon technical courses, completed through an adult career-technical education institution, a public secondary career-technical institution, or a state institution of higher education to a state institution of higher education without unnecessary duplication or institutional barriers.*” The Computer Technology Faculty at the Trumbull Campus have worked collaboratively with the Tech Prep Consortium Director and the TC&TC Director and faculty to generate a viable response to the mandate that preserves the integrity of the computer technology program while enhancing enrollment and revenue by increasing student transition to the campuses.

The proposal for the validation agreement has been reviewed and approved by the Trumbull Faculty Council and College of Technology Curriculum Committee (minutes attached). Statements of support from the directors of the TC&TC, and the Kent Tech Prep Consortium and from the Dean of the Trumbull Campus accompany this proposal. The Validation Agreement will be signed by these individuals after the proposal has been approved by EPC.

I now request the proposal be placed on the EPC Agenda for August, 2007. Please let me know if any additional information is needed for consideration by EPC.

SJB/vmc

Enclosure



TRUMBULL
CAREER &
TECHNICAL
CENTER

*file
TCTC agreement*

May 4, 2007

Dr. Shirley Barton, Executive Director
Regional Campuses
Kent State University
Kent, OH 44242

Dear Dr. Barton:

I would like to take this opportunity to express my support for the validation proposal currently working its way through the approval process. The agreement would be between Kent State Trumbull and the Trumbull Career & Technical Center and would affect our students in Information Technology Tech Prep. Our two institutions have had discussions for many years now about the possibility of such an agreement. It has been during the past two years that we have made real progress.

This document is important for two reasons. First it begins to address the Ohio Board of Regents and Ohio Department of Education's calls for dual enrollment for more Ohio high school students. More importantly, it calls for continued dialog between our information technology faculties. The latter is what will ensure the success of our students at the post-secondary level.

In summary, Superintendent Wayne McClain and I would like to thank the Kent faculty and administrators who have worked collaboratively with us on this project. Our hope is that it can quickly clear the remaining hurdles so that our present seniors, many of whom are planning to attend Kent Trumbull, may benefit.

Sincerely,

Karen L. Johnson, PhD
Director

C: Wayne McClain, Superintendent
Donna Kidd, Kent Tech Prep Consortium

MEMORANDUM

TO: Dr. Denise Seachrist
Interim Dean, Academic and Student Affairs
Regional Campuses

FROM: Wanda Thomas
Dean, Trumbull Campus

DATE: August 3, 2007

SUBJECT: Approval Tech Prep Validation Proposal

I am pleased to endorse the Computer Technology Tech Prep Validation Agreement between KSU Trumbull Campus and Trumbull Career and Technical Center. The agreement will enable tech prep students to earn as much as 12 credits towards the Associate in Applied Business in Computer Technology. These credits represent almost half of the technical core course requirements for the degree.

The tech prep programs across the United States have focused on the development of articulation agreements such as this one. I commend the faculty for developing this proposal that will eliminate students from repeating course content that they learned in their tech prep program. This will be a tremendous cost savings to the students and eliminate a semester time and cost.

I hope that this agreement can serve as a model for others and will entice tech prep students to not only complete an associate degree but to later pursue an articulated bachelor degree.



Kent Tech Prep Consortium
Kent State University Trumbull Campus
4314 Mahoning Avenue, N.W.
Warren, Ohio 44483-1998
(330) 675-7602
Fax: (330) 675-7676

May 7, 2007

Educational Policies Council
Kent State University
Kent, OH

To Whom It May Concern:

I am Paul F. Boguski, Director of the Kent Tech Prep Consortium. I am writing this letter of support for the KSU Trumbull Campus Information Technology faculty's attempt to develop an articulation agreement with the College Tech Prep Information Technology program at Trumbull Career & Technical Center.

The proposed articulation agreement is modeled after the agreement that you approved in 2006 between the IT program at KSU Salem Campus and the Columbiana County Career & Technical Center. The approval of this articulation agreement puts the Consortium's College Tech Prep programs in compliance with the State of Ohio's request for articulation agreements between all secondary and post-secondary pathways.

If you need further information, please call me at Kent State University on Extension 25806. Thank you.

Sincerely,

A handwritten signature in cursive script, reading "Paul F. Boguski".

Paul F. Boguski
Director, Kent Tech Prep Consortium

TRANSMITTAL MEMORANDUM

TO: RAJ CHOWDHURY, DEAN, COLLEGE OF TECHNOLOGY
FROM: KEN VINCIQUERRA, WILL WARD,
TRUMBULL CAMPUS FACULTY
SUBJECT: TECH PREP VALIDATION PROPOSAL
DATE: 8-02-2007

The **Tech Prep Validation Proposal** will enable students enrolled in the Computer Technology program at the Kent State University Trumbull Campus (KSUTC) to validate up to 12 hours of credit for coursework satisfactorily completed at the Trumbull Career & Technical Center (TCTC) in the Tech Prep program. .

The validation responds to the Ohio Board of Regents request that institutions of higher learning and secondary career-technical institutions eliminate barriers and reduce duplication of coursework for students. This agreement addresses this concern by utilizing course validation to award credit to students for material they have already learned. The foundation for this agreement was an existing Articulation Agreement between the Columbiana County Career Center (TECH PREP) and the Kent State Salem and East Liverpool Campuses. This agreement utilizes validation instead of articulation based upon the recommendation of the Trumbull Campus Faculty Council and assessment done by the Kent State Trumbull COMT Faculty.

The proposed validation agreement has the support of the KSUTC FAC, the Computer Technology Curriculum Committee, and the College of Technology Curriculum Committee.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Aug-07 Curriculum Bulletin _____
 Effective Date Fall 2008 Approved by EPC _____

Department Technology
 College CT - Technology
 Degree AAB - Associate of Applied Business
 Program Name **Computer Technology** Program Code **COMT**
 Concentration(s) Concentration(s) Code(s)
 Proposal Establish Policy

Description of proposal:

The purpose of this proposal is to establish a validation agreement between the Kent State Trumbull COMT program and Trumbull County Career and Technical Center/College TECH PREP Program.

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)

The agreement should increase enrollment in COMT courses at Trumbull Campus. It does not impact staffing or effect any other programs or campuses.

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

Trumbull Campus COMT Committee, COMT Curriculum Committee, College of Technology Curriculum Committee, Trumbull Campus Faculty Council

REQUIRED ENDORSEMENTS

<u>Wanda Thomas / Bob Sins</u> Department Chair / School Director / Campus Dean	<u>8/3/07</u>
<u>J. Richmond Netter</u> College Dean	<u>8/3/07</u>
<u>Shirley J. Barton</u> Executive Dean of Regional Campuses	<u>8/3/07</u>

 Senior Vice President for Academic Affairs and Provost

Proposal Summary

Tech Prep Validation Agreement between Kent State University Trumbull Campus and Trumbull Career & Technical Center

Partners

The validation agreement is between Kent State University KSU Trumbull Campus (KSUTC) and the Trumbull Career & Technical Center (TCTC).

- The TCTC is a state institution delivering a Tech Prep Information Technology program which is a rigorous program designed to seamlessly flow into Associate and Bachelor degree programs, and is located at 528 Educational Highway, Warren, Ohio. TCTC is reviewed by High Schools That Work.
- KSUTC is a state university regional campus providing Computer Technology Associate degrees, among others, and is located at 4314 Mahoning Ave., N. W., Warren, Ohio. Kent State University Trumbull Campus is reviewed by Association of Collegiate Business Schools and Programs (ACBSP).

Purpose

The purpose of the agreement is to eliminate the necessity for qualified TCTC students to take duplicate coursework at KSU Trumbull. The student will receive credit for Tech Prep coursework satisfactorily completed and be able to expand knowledge by taking more advanced courses at KSU Trumbull. This smoother transition to college coursework should accelerate the student's entry into the workforce and increase his or her potential to make worthy contributions in the field.

The validation responds to the initiative of the State Ohio Board of Regents for smoother transfer of coursework from Tech Prep schools to universities. Below is a relevant excerpt from State House Bill 66 Section 3333.162:

. . . the Ohio Board of Regents . . . shall establish criteria, policies, and procedures that enable students to transfer agreed upon technical courses completed through an adult career-technical education institution, a public secondary career-technical institution, or a state institution of higher education to a state institution of higher education without unnecessary duplication or institutional barriers.

This validation should also make KSU Trumbull more attractive to TCTC Tech Prep graduates. Presently, other universities and institutions are offering various forms of articulation and other incentives to TCTC graduates.

Approvals

The sequence of approvals sought are as follows:

- KSU Trumbull Campus COMT faculty
- KSU Trumbull Campus Faculty Council
- COMT Curriculum Committee
- College of Technology Curriculum Committee
- Educational Policies Council
- Faculty Senate
- Board of Trustees

Relevant committee meeting minutes are attached. (Appendix A)

Agreement Particulars

The Validation Agreement after approval by KSU EPC, will be signed by the KSUTC Dean and the TCTC Superintendent and the Kent Tech Prep Consortium Director, is placed after the Certification of Curriculum Proposal form in this packet.

The agreement is to take effect during Fall Semester 2008, and will be reevaluated every two years thereafter.

The COMT faculty (through the designated Computer Technology Faculty Coordinator or CTFC) at KSUTC will be responsible for the enforcement of policies contained within the validation agreement. A two-year reevaluation will consider the merits of the agreement, and will be conducted by the designated CTFC and the Tech Prep faculty at the TCTC. A written report will be sent to the Executive Dean for Regional Campuses, the Dean of the College of Technology, the Dean of the Trumbull Campus, and the TCTC Superintendent.

In addition, faculty from both institutions will be involved in ongoing curriculum updates as they relate to the validation agreement. Participants will include the full-time computer technology faculty from KSU Trumbull (represented by the designated CTFC) and the full-time Information Tech Prep faculty from the TCTC.

The agreement utilizes the following existing courses in the University course inventory:

- COMT 11000 *Introduction to Computer Systems*
- COMT 11005 *Introduction to Operating Systems and Networking Technology*
- COMT 11006 *Introduction to Web Site Technology*
- COMT 12000 *Personal Productivity Software*
- COMT 21002 *Network Setup and Configuration*

- COMT 21010 *Workgroup Productivity Software*
- COMT 21036 *Web Scripting I*

In addition to completing the standard KSU application process,

- TCTC students enrolling at KSU Trumbull (must be within 15 months of graduation from the TCTC) will also complete the Application for Tech Prep Certification of Validation Credit form. (Appendix B)
 - The student must obtain the application form and seek approval from the Tech Prep instructor of record and then
 - The student then presents the form to the CTFC for review and approval
 - The campus CTFC will approve the application after verifying that a minimum grade of B (3.0)
- Students will receive validated credit as they complete the requirements listed on the application. The requirements on the application state that course validation will be used for four classes. As such,
 - A student earning a minimum of a B- in *COMT 21010 Workgroup Productivity Software* will receive credit for *COMT 11000 Introduction to Computers* (3 hrs.) and *COMT 12000 Introduction to Computers II* (3 hrs.), the content of which was addressed in coursework completed at the TCTC.
 - A student receiving a minimum of a B- in *COMT 21002 Network Setup and Configuration* will earn credit for *COMT 11005 Introduction to Operating Systems and Networking Technology* (3 hrs.).
 - A student receiving a minimum of a B- in *COMT 21036 Web Scripting I* will earn credit for *COMT 11006 Introduction to Web Site Technology* (3 hrs.).
 - The "crosswalk" course mapping and the KSU course Basic Data Sheets are attached. (Appendix C)

All budgeting, subsidy, tuition and fees will be handled in the normal fashion. However, for the validated courses, the student will not have to pay additional money.

The requirement sheet for the KSU Associate Degree in Computer Technology is attached. (Appendix D).

The Tech Prep faculty from the TCTC must meet the Association of Collegiate Business Schools and Programs (ACBSP) accreditation standards. They will be reviewed by the designated CTFC utilizing the Regional Campuses part-time pool approval guidelines, thereby ensuring that they meet ACBSP standards.

Faculty from both institutions will be involved in ongoing curriculum updates related to the articulation agreement. They will be the full-time computer technology faculty from KSU Trumbull and the full-time IT faculty from the TCTC.

Validation Agreement

Participants	
Kent State University Trumbull Campus (KSU)	Trumbull Career & Technical Center (TCTC)
4314 Mahoning Ave., N. W., Warren, Ohio	528 Educational Highway Warren OH
Computer Technology Program	Tech Prep Information Technology Program
KSU Associate of Applied Business in Computer Technology (AAB)	

College Tech Prep programs are rigorous programs of study beginning at the secondary level and continuing through the associate degree and beyond.

Time-Shortened Option – validated credits earned at TCTC will count toward completion of the specific degree and reduce the number of credits taken at the university.

The college courses in the table, below, will be validated for students earning grades of A or B in the College Tech Prep Junior-year and Senior-year computer courses offered by the TC&TC after successful completion of the “Designated College Course” with a minimum grade of B- offered at KSU Trumbull. The “crosswalk” course mapping and the KSU course Basic Data Sheets are attached. (Appendix A)

Validated Course Number	Validated Course Name	Validated Credits	Designated College Course
COMT 11000	Intro Computer Systems	3	COMT 21010
COMT 11005	Intro Operating Sys. & Networking	3	COMT 21002
COMT 11006	Intro Web Site Technology	3	COMT 21036
COMT 12000	Intro Computer Systems II/ Personal Productivity Software	3	COMT 21010

Students must matriculate at the university within 15 months of graduation from TC&TC.

Both partners will monitor the continual development of the curriculum and work cooperatively to adjust curricular content and course sequencing. Continuing validation will be based on bi-annual reviews by faculty from both partners. A representative from KSU Trumbull will be a member of the TCTC Information Technology Advisory Committee. TCTC instructors must meet the Association of Collegiate Business Schools and Programs faculty accreditation standards, and will be reviewed using the Regional Campuses part-time faculty approval guidelines.

The validation between the partners stated above enables Tech Prep graduates to receive college credit for the selected courses that have been identified by the partners' faculty to receive validation credit. There is no fee charged to students who are awarded this credit.

Responsibilities Defined

Instructions for College Tech Prep Students:

Apply for admission at KSU Trumbull campus. Enroll in classes. Complete the Application for Tech Prep Certification of Validation Credit available at the campus admissions office or the TCTC.

Instructions for College Tech Prep Instructors:

Instruct classes in conformity with the course of study and assessment model approved by the Department/College faculty. Keep records that adequately track student performance in each of the course areas to be validated. Enter the student's Tech Prep class grades on their application when requested.

Instructions for Department/College:

Faculty members will visit the College Tech Prep site and examine the course of study and materials used prior to the completion of the validation agreement to recommend the program to the Department/College. After the student enrolls at Kent State University and completes the Application for Tech Prep Certification of Validation Credit, the Department/College will verify the information. If the Application is approved, the Department/College will submit the form to the Kent State University Records Office and other university offices as necessary.

Signature of College Representative

Signature of TCTC Representative

Printed Name

Printed Name

Title: Dean of KSU Trumbull Campus

Title: TCTC Superintendent

Date: _____

Date: _____

Signature of Planning District Representative

Printed Name

Title: Director, Kent Tech Prep Consortium

Date: _____

APPENDIX A Committee Minutes

Minutes of Faculty Council Meeting, December 1, 2006

Kent State University Trumbull Campus Faculty Council Meeting - Rm. 117

FACULTY PRESENT: Noelle Bowles, Gary Ciuba, Larry Del Pizzo, Hai Dinh, Susan Emens, Larry Froelich, Min He, John Marino, Josna Neuman, Daniel Palmer, Vic Perera, Carol Robinson, Mary Russell

GUESTS: Elaine Shively, Academic Services

Call to Order: The meeting was called to order at 10:10 AM.

I. Approval of the agenda

Faculty Chair, Min He, announced that the Dean and Associate Dean would not be attending and that she would present their reports as part of her report. The agenda was approved unanimously.

II. Approval of minutes, meeting of November 9, 2006

The revised minutes from the November 9, 2006 meeting were presented by Min He for discussion and approval. Josna Neuman made the following suggestions for corrections to the revised minutes:

1. Names of faculty and guests listed in the meeting should include both first and last names for clarity and accuracy.
2. The name of the minutes should be FC not FAC. FC (Faculty Council) is the correct name for our council.
3. Guests should include Mr. Robert Sines. He was listed erroneously as Ex Officio.
4. The dollar amount in the Summer Teaching awards should be listed as \$8500 not 8500.

Corrections will be given to Niza Licuanan for correction.

The motion to approve the minutes with above listed corrections was passed unanimously.

III. Dean's Report - Dr. Wanda Thomas

Min He would review information from Dean as part of Chairperson's report.

IV. Associate Dean's Report - Robert Sines

Min He would review information from the Associate Dean as part of Chairperson's report.

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V. Chairperson's Report - Dr. Min He

Min He informed Council that Elaine Petrosky, Business Manager, will distribute the budget report when it becomes available. Ms. Petrosky also wanted to inform Council that beginning in 2007, KSU will not be withholding local taxes from pay checks for where the employee lives as they have in the past.

The Chair then gave the Associate Dean's report. She informed Council that Bob Sines would be distributing the draft schedules for Summer 2007 and Fall 2007 over the next two weeks. Any faculty who has not yet turned in schedules for these semesters should do so as soon as possible. The No Smoking rule will go into effect on December 8, 2006. Signs will be posted at that time. Search committees have been formed for the three positions in the English, Math and Psychology departments.

Min then began the Chairperson's Report. She informed Council that Larry Froelich would no longer be able to serve as Trumbull Campus representative to the BPS committee. She asked for another faculty member to be nominated to serve on the committee. Larry Froelich nominated Dan Palmer. Discussion ensued as to whether or not we wanted to have representation on the Committee since the BPS issue had already exceeded the two time rule for issues to be brought before Faculty Senate. The pros and cons to representation were discussed by several members of the council. Council then voted on Dan Palmer as representative. There were 9 ayes and 3 abstentions. The vote passed 9-0.

Min then brought forward a suggestion by Ken Bindas regarding the relationship between standing FC committees and the campus wide committees formed by Dr. Thomas. In order to facilitate better coordination and communication of committee activities, Ken Bindas proposed that when a faculty member serves on a campus wide committee that they also sit on the corresponding FC standing committee and serve as a liaison between the two. Anything related to academics would be brought to the FC standing committee for discussion. If appropriate the liaison could report to the Faculty Council as a whole.

Josna Neuman raised concern over faculty delegating the rights and duties of faculty standing committees and cited the passage in the CBA pertaining to faculty responsibilities in this area. The importance of keeping the lines of communication open between committees was also noted by several members. Gary Ciuba made the motion to have a Faculty Council representative from each of the Dean's committees report to the corresponding FC standing committee and report at the next FC meeting. Additionally, council reaffirms its right to make recommendations on all issues pertaining to the contract.

A. Educational Resources – Dr. Mary Russell

Mary Russell indicated that the campus has funds set aside for technology-based classroom upgrades. She explained the features of the teaching podium and said that the long term goal would be to have one for each teaching classroom. However, the price of each podium was approximately \$10,000. The committee asked that faculty provide feedback by prioritizing their equipment needs (technology and non-technology based). Mary will send a survey to all faculty for reply.

APPENDIX A

John Marino asked for a status of the report that he provided to the committee regarding equipment needs. Mary indicated that the information was included in the overall report. John also inquired as to the time frame for implementation of new equipment. It was suggested that perhaps the Dean could give a time table for implementation. Mary agreed to present these concerns along with the rest of the feedback to her committee. She will then send out the committee's final report via email to the FC before it is sent to the administration.

B. Faculty Affairs — Dr. Dan Palmer

Dan Palmer reported that the Recognition Awards proposal by the Dean's office had been reviewed. While the Faculty Affairs committee liked the spirit of recognition, they were concerned over the possibility that a single reward could be divisive and competitive in a negative way. At this time the committee does not want to recommend the program as it is written. He suggested that they may have to meet again but would like to ask the faculty as a whole for feedback. Min He noted that she had not received any information from other Regional Campus about similar awards.

Min He asked that the committee send out an email to the faculty asking whether or not a faculty recognition award is desired. Dan Palmer agreed and said that the committee could also develop a survey in the Spring for additional feedback if necessary.

C. Travel — Dr. Ken Salzer

Hai Dinh advised council that this committee had nothing to report at this time.

D. Academic Affairs — Dr. Gary Ciuba

1. Tech Prep

Gary Ciuba informed the FC that Will Ward presented to the Academic Affairs Committee a proposal that would grant college credit to students from the Tech Prep program at TCTC for selected high school courses. The credits, a maximum of 12, would be granted by validation. To gain any credits, students would have to have passed their TCTC junior-senior computer classes with a B average or would have to pass a specific KSU class with at least a B-.

Gary noted that the AAC unanimously approved "the draft proposal as a keen way to encourage enrollment" (as amended). He listed several advantages that the committee recognized such as making the Trumbull Campus more attractive to TCTC students and being competitive with similar incentives offered by YSU and Akron U.. He also noted that Salem and East and being Liverpool already grant credit (without validation) to students from the Columbiana Career Center.

John Marino motioned to approval Academic Affairs approval of this proposal. Noelle Bowles seconded. 12 ayes, 1 abstention. Motion passed 12-0.

2. Health Services

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The Campus is building on the discussion at last month's AAC to design a "completer" degree for students with certificates in various health fields. In consultation with Dean Thomas, Josna Neuman prepared a proposal for a 67-credit ATS degree in Health Services Management. The program would give students up to 27 college credits for their accredited certification in a health field. The actual number of college credits would be based on the number of hours required for their certificate.

AAC unanimously approved the proposal, with some suggested revisions. For example, they suggested that the Math requirement be moved under the General Studies courses and include such offerings as Intro to Logic. The committee had some questions as to who would be the lead person on this proposal and what types of certificates would be brought in for approval?

Josna Neuman explained additional details about the certificate and expressed her strong interest that the LER elective remain in the certificate. She also emphasized that a faculty member would be needed to take the proposal further and that the appropriate procedures for a new programs would have to be carried out by someone.

John Marino motioned to approval Academic Affairs approval of this proposal. Noelle Bowles seconded. Motioned passed unanimously.

Industrial Securities

John Marino presented to the Committee documents outlining a certificate in industrial security. It requires 21 credits in such areas as security management and investigation, physical as well as information security, and crisis management. Three of the seven courses are new. AAC unanimously approved the proposal, with the recommendation that a note about prerequisites appear in any advertising or on any program forms.

Daniel Palmer motioned to approve Academic Affairs approval of this proposal. Carol Robinson seconded made the motion. Vote was taken and the motion passes unanimously.

Workforce Development

Gary told FC that last year AAC expressed its concern about the WFD offering of Medical Billing courses via Gatlin, a provider of on-line courses. This year their concern focuses on WFD offerings that may affect JUS and COMT courses. Through Gatlin, WFD is offering a 150-hour and \$2895 course in "Forensic Computer Examiner." KSU has a Computer Forensics and Information Security Certificate, whose courses are taught here at Trumbull

AAC recommends a meeting will be held to bring together WFD, the Dean and Associate Dean, and faculty so that this issue can be addressed.

Freshman Forgiveness

Gary explained that a lot of variation currently exists in the Freshman Forgiveness Policies at other colleges in Ohio and similar institutions across the country. However, many of these policies will change when the new Banner program is put into place.

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E. Community Relations — Mr. Jim Canacci

No report was given.

VII. Old Business

Nothing to report.

VIII. New Business

Nothing to report

IX. Announcements

Nothing to report.

X. Adjournment

Motion to adjourn was made by Susan Emens. Second by Min He. The meeting was adjourned at 12:07 PM.

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COLLEGE OF TECHNOLOGY
COLLEGE CURRICULUM COMMITTEE
MARCH 9, 2007

PRESENT: Prof. Gunning, Prof. Marino (guest), Prof. Dragomier, Dr. Fitzsimmons, Prof. Mathur, Prof. Neuman, Dr. Villella, Dr. Boyd, Dr. Ramey, Prof. Griswold, Prof. Ralph Smith (guest), Prof. Remedio

- Approved minutes of September 26, 2006 meeting as corrected
- Approved the Certificate of Industrial Security and the proposed six new courses with changes as discussed
- Approved Allied Health Associate Degree as submitted
- Approved ITAP proposal as submitted
- Approved COMT proposal with recommended changes
- Tabled discussion on adding COMT courses to BS in Tech 2+2 General Option
- Approved motion that ABT Coordinator discuss NAIT required approval of course with ABT faculty and communicate with the appropriate group.
- Approved Trumbull Campus Tech Prep Validation proposal as submitted
- Approved recommendation that the CAC chair get load lift

Mr. Remedio stated that this may be his last semester as Chair since this semester marks the end of his two year appointment. He distributed a checklist on curriculum proposals and specified the new Provost website that should be used for curricular issues.

Minutes of September 26, 2006

Dr. Villella made a motion to accept the minutes as submitted, second by Prof. Neuman. Dr. Boyd stated that there is a correction needed on the last paragraph of the last page; it should read Dr. **Boyd** not Dr. Body. Also, in the second paragraph on page 3, it should read **EPC**, not EPA.

Dr. Villella revised his motion to accept the minutes as corrected, second by Prof. Neuman. Motion passed by a unanimous vote.

Industrial Security

Dr. Villella stated that this agenda item was reviewed by the BMRT curricular group and that several of the courses have been taught at Trumbull Campus for three or more years. He added that the proposal contains six courses and a certificate and that the comments brought up by Prof. Dragomier are minor details that need to be addressed. He said that conceptually the BMRT group is in agreement with the certificate and the courses being proposed.

Prof. Marino provided extensive documents that have been done to support the development of the certificate and the necessary coursework. He stated that the genesis for this program goes back to 9/11 when he was contacted by the Army concerning problems of returning service members looking to come back and get their jobs back. There is a significant need for training in industrial security and courses have been taught consistently since 2001. At that time Dr. Book expressed interest in new programs and granted a stipend to put together this program.

Prof. Neuman asked if the certificate would be available at any regional campus. Prof. Marino replied that they could be taught at any campus. Prof. Neuman stated that TECH 36318 is also used by the ACTT group in the fraud examination sequence. She suggested he coordinate the scheduling of that course with other campuses when that course is offered which could increase the enrollment numbers.

Prof. Dragomier stated that he had no objection to the certificate or the content but rather to structural issues. One item is that on certificate advisory sheet TECH 36420 is listed as a pre-requisite for the other courses, but it is not listed on the BDS for those courses. He added that he was not questioning the logic of the pre-requisite but wanted to be sure that if it is to be a pre-requisite it has to be listed on the other courses. Prof. Marino replied that it would either be removed as a pre-requisite or properly listed on the appropriate BDS sheets.

Prof. Dragomier pointed out that an associate degree is listed as a pre-requisite which cannot be done. Prof. Marino said that was going to be changed to Junior standing for 30000 level courses and Senior standing for 40000 level courses.

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Prof. Dragomier stated that a recent email from Dr. Ormiston dealt with pre-requisite issue for Banner including the need to list a specific number of hours and the fact that some pre-requisites are only offered at regional campuses. A discussion was held on what pre-requisites need to be changed

Prof. Marino said permission is listed as a pre-requisite because there is market that will have the equivalent experience, but not necessarily a specific course. Prof. Dragomier stated that the problem is not in recognizing the background of the student but that NAIT does not want permission listed as a pre-requisite.

Dr. Villella stated that the information states a student needs a maximum of C when it should probably be minimum o C. He also suggested the faculty be listed as full-time Business or BMRT or TECH faculty. Prof. Mathur suggested faculty be listed as ABT faculty. Prof. Marino agreed that would be a good change.

Dr. Villella stated that Prof. Dragomier had also suggested that the option of Credit by Exam (CBE) be listed on the syllabi. Prof. Neuman disagreed because the enrolled students would not be the market for CBE. Prof. Dragomier stated that a student might start the class, review the syllabus, and determine they could take the CBE for the credit. Prof. Neuman stated that it should be faculty choice whether or not to list the CBE on the syllabus. Prof. Dragomier replied that NAIT wants everything listed on the syllabus. Prof. Marino asked for a copy of the shell of a NAIT approved syllabus and then the developed syllabi could be revised to meet those requirements. Prof. Dragomier said he could send the format to Prof. Marino.

Dr. Villella asked whether if the courses were lecture or lab courses because the OBR code needs to be correctly identified on the BDS. Prof. Neuman stated that some fields on the BDS were completed by the Provost's office. Dr. Boyd stated that the Course Fee, LER Status, Writing Intensive, and Diversity blanks are completed by the Provost. Dr. Villella stated that the activity type needs to be listed. Dr. Boyd said that since the courses all list 45 contact hours they would be lecture courses.

Dr. Boyd stated that he had a couple of questions. He asked if TECH 36410, Security for Business Students, would require a non-encroachment from Business. He added that the title implies this might be something Business students would be interested in taking. Prof. Smith state that when the courses were developed they looked at the agency that does the accreditation and aligned with their titles. Dr. Boyd expressed concern that Business will have a problem with the course title. Prof. Marino said he would contact Liz and make sure there is no problem.

Dr. Boyd suggested that Prof. Marino review the title abbreviations because some of them will not need to be abbreviated. He also asked about the January 11, 2007 letter to Prof. Ward that the courses will be writing intensive and questioned whether they could really be classified as writing intensive. Prof. Marino replied that there was a misunderstanding and that the language will be changed.

Prof. Mathur questioned the use of the ABCD grading scale and asked if the new +/- scale is to be used. Prof. Marino said that information is listed on the syllabus and will not go to the EPC. Prof. Gunning spoke with Therese Tillett who stated the plus/minus grading system is optional.

Dr. Villella made a motion to accept the proposal put forth for the Certificate in Industrial Security and the accompanying six courses with the changes as discussed, second by Prof. Mathur. Motion passed by unanimous vote.

Allied Health

Prof. Neuman made a motion to approve the Allied Health Associate Degree, second by Prof. Mathur.

Prof. Neuman stated that the background for this proposal is that the ABT faculty has reviewed the curriculum as well as several subcommittees. She added that this is a community driven project with an allied health group from Trumbull and Mahoning counties as well as St. Elizabeth Hospital. The program is for individuals who hold a certificate but are moving into management and will be taking on supervisory roles. Prof. Neuman stated that the information submitted surveys from employers and employees and that the paperwork and supporting documents have been sent to OBR. She asked for the support of the CCC so the proposal could go before the EPC.

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Prof. Dragomier asked how they will take a certificate and put it with other courses to earn an associate degree. Prof. Neuman replied that the group wanted to recognize the wide variety of certificates held by individuals who would be attracted to this degree. She stated that the proposal suggests a maximum of 27 hours will transfer. This means that if an individual holds a certificate that only comes to 15 hours they must take additional hours to come up to the 27. She added that there are no new courses in the program.

Prof. Neuman added that it would be the ABT Coordinator who would determine the number of hours allowed to translate from a certificate to the associate degree. It will be a department decision rather than a campus decision. Prof. Remedio asked if a student only has 10 certificate hours will the 17 additional hours they need have to be in the health field. Prof. Neuman replied that they will be looking for applied business, not health hours. If they want more health hours they would go elsewhere, they will want this degree because they are looking for supervisory courses. She added that the program will be very advising intensive. Dr. Fitzsimmons stated that the new Facility Planning course might work for someone looking for hours. Prof. Dragomier said that a course should be included on customer service. Dr. Villella stated that there is a 30000 level customer service course.

Dr. Villella asked if Prof. Neuman would consider putting a TECH course into the program. Prof. Neuman replied that they would consider that. She added that it would be impossible to list all the possible courses in the catalog because not everyone is going to come in with 27 hours in the certificate. She stated that this is another reason that advising is going to be very important.

Dr. Villella stated that the form should indicate the BMRT group was consulted and that it should read Trumbull Business Advisory Board. Prof. Neuman said she would go over every line again before the final submission and that the Lincoln Bldg. has been kept in the loop since October.

Dr. Ramey asked if Prof. Neuman had reviewed the proposal with Lincoln. Prof. Neuman replied that she had been working with Lincoln since October. Dr. Ramey asked if they had expressed concern about the loose 27 hours since a student would have to declare their requirement sheet so it can be approved and they can move forward. Prof. Neuman stated that OBR says the student will have already earned the certificate before they are admitted; they do not come in while they are working on a certificate.

Prof. Griswold asked who determines the number of hours in a certificate. Prof. Remedio replied that it would be the Division Coordinator. Prof. Neuman added that the certificate must be state accredited.

The motion to approve the Allied Health Associate Degree was passed by unanimous vote.

ITAP

Dr. Ramey made a motion to eliminate the ITAP sub-majors as proposed, second by Prof. Dragomier.

Dr. Ramey stated that the Medical Billing ATS and the Medical Billing Certificate which is embedded within the ATS requires students to take ITAP 26651. She is asking that HED 14020, Medical Terminology, be listed as an option to ITAP 26651. The ITAP course is only offered in the Fall so students who start the program in the Spring have to substitute and this change will help students through the process and eliminate paperwork.

Motion passed by unanimous vote.

COMT

Prof. Dragomier made a motion to consider the COMT proposal as submitted, second by Prof. Gunning.

Prof. Remedio stated that COMT 11006 is a change of pre-requisite and schedule type; COMT 12000 is a pre-requisite change, schedule change and abbreviation change. He added that students do not need the listed pre-requisite so it was decided to remove it and the COMT group has found that the lecture format is fine to deliver the course because students can do lab work at home or in a general lab.

Prof. Remedio said that COMT 11009 has changes in the content outline. Prof. Dragomier stated that content outline changes only need the approval of this group; they do not have to go to EPC.

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Prof. Mathur asked why COMT 11006 is listed as a lecture but has lab hours listed in the content. He added that he believes all computer courses should be lab oriented. Prof. Remedio replied that they have found that “lab” has different meanings. He added that in the old days a course would have a separate lab and the students just did lab things there. Prof. Dragomier interjected that the expectation today is that the students will have their own computer or access to a computer. He suggested the addition of a statement that access to a home computer or a campus computer lab since it currently reads that there is no lab but there is an expectation that the student will need to work on a computer. Prof. Neuman stated that a student should know that. Prof. Dragomier replied that students in one of his classes receive a copy of software and he has had students come to him to say they do not have a computer to use. He added that unless the University provides computers to students we cannot make the assumption that everyone will have a personal computer on which to work.

Dr. Ramey suggested revising the wording to read 3 hours of lecture with open lab. It was also suggested to revise the description to include the information that access to a computer is required.

Prof. Dragomier stated that the College may want to consider sending out a letter to our incoming students to recommend the system they need and to advise them that there are computer labs on campus but that they may not always be available at their convenience.

Prof. Neuman asked if the Chair could check with someone about the wording that should be used in this situation. If we add it to one course will students assume they will not need computers for the courses without that wording? The other option might be to add the wording below the degree rather than on the BDS for every course. Prof. Remedio stated that they would remove the lab oriented phrase.

Prof. Remedio stated that TECH 36350, Programming Office Product Applications, is a new course developed by COMT to do more with Microsoft Office Suite. Prof. Neuman pointed out that permission is again listed as a prerequisite. Prof. Dragomier asked if a new course is necessary since there is already a course call VB Programming for Engineering. He stated that the content appears to be the same with the exception of the focus on office function rather than engineering solutions. Prof. Remedio replied that the proposed course is a lot different than the VB course. Prof. Boyd added that this course looks at different things and he sees enough difference to justify the new course.

Dr. Villella asked if permission would work in Banner as a prerequisite. Prof. Gunning contacted Therese Tillett who said “and permission” can be used.

Prof. Remedio said he would remove permission as a prerequisite for TECH 36350 and will remove “hands-on” from the catalog description.

Prof. Dragomier stated that TECH 46340, Database Design and Implementation is listed as a writing intensive course on the CCP and it is shown as being cross-listed. Dr. Boyd replied that all boxes but the last five must be checked for new courses. It simply indicates that it is a new course and you need to look further to determine how it is applied. Prof. Dragomier asked if a non-encroachment letter was granted for this course. Prof. Remedio replied that one is included in the package. He added that he would remove the writing intensive and diversity indicators.

Prof. Dragomier asked how the CCC knows that discussed changes are made before the information is submitted to the Dean and EPC. Prof. Remedio replied that he sees all the changes and a copy is kept in the College office. Prof. Dragomier added that tracking changes has been a problem in the past.

Motion to accept COMT proposal with recommended changes was passed by unanimous vote.

Dr. Fitzsimmons mentioned that Dr. Boyd has set up a Vista site for the AS&T which allows changes to be posted which means that a valid version exists for historical purposes. Dr. Boyd added that it takes some work to set up and maintain but that is has been very helpful because anyone in the AS&T division can go on Vista and review all the minutes. Prof. Dragomier added that this is the kind of stuff we teach and yet we do not practice it.

BS in TECH 2+2

Prof. Remedio stated that there is an area of general electives in this degree where students can take management concept and practice courses. The COMT group would like to add some COMT courses into this area. Prof.

APPENDIX A

Neuman stated that she discovered this issue last summer and spoke to Will Ward about it. He said that the ABT was going to bring a proposal for all the ABT courses that could be issued rather than each curricular group requesting their specific courses be added. Prof. Neuman requested the proposal be tabled so ACTT and BMRT courses could be added to the proposal.

Dr. Boyd stated that this proposal should go through BS Tech because it directly affects the curricular group for the degree and it should be reviewed by the AS&T. He added that he, as AS&T Coordinator, must justify to NAIT the courses that are counted as management courses in the BS Tech degree. He said if these courses are added it could jeopardize the NAIT accreditation. He expressed concern that the courses suggested are not management courses because NAIT has a list of courses that NAIT recognizes as management courses. Dr. Boyd stated that it is not an issue of the courses being good or bad but can they be justified to NAIT.

Prof. Neuman made a motion to table the proposal until it can be presented as a division issue, second by Dr. Fitzsimmons. Prof. Neuman said that what she hears is that the management concept and practices course must meet specific NAIT requirement. Prof. Dragomier stated that the AS&T went through the 2+2 courses and those that met NAIT requirements were listed.

Prof. Remedio stated that this appears to be a process problem since the ABT wants to go along with NAIT but we are not accredited by NAIT. It would be nice if someone could have looked this over for NAIT approval before the proposal got to this point. Dr. Boyd stated that the group would be the BS in Tech faculty. Prof. Remedio asked if Dr. Boyd would then bring it to CCC, Dr. Boyd replied yes. Prof. Remedio stated that AS&T does not have the motivation to develop this proposal, but ABT cannot bring it because it has to be reviewed by NAIT people. Dr. Boyd replied that it needs to be reviewed by BS Tech faculty and added that the intention is not to block the proposal but there is concern because it could really jeopardize the NAIT accreditation. Prof. Dragomier stated that anything that is being considered that will affect the BS Tech must be reviewed by them. Prof. Remedio replied that those issue would be resolved here.

Dr. Villella stated that Prof. Marino's proposal included TECh courses in BS Tech and they were approved. Dr. Boyd stated that those were electives and NAIT does not care about them. Dr. Villella stated, for clarification, that the courses just approved for Prof. Marino were never reviewed by Dr. Boyd's group. He added that when Prof. Ward was coordinator there were problems with the ownership issues and stated that this needs to be addressed in the new Handbook. Prof. Dragomier agreed and stated that whoever brings in a TECh course is afraid that if it comes through the Tech or BS Tech group that we will not know anything about the course. The point is that no one wants to say you can't develop the course but if it will affect the BS Tech it has to be reviewed by that group because it will have to be justified to NAIT. Dr. Boyd stated that courses listed under a certain area in the catalog where students need to pull their management courses must be approved by BS Tech faculty so they can be justified to NAIT. Prof. Neuman stated that accreditation is extremely important and no curricular body should do anything to jeopardize an accreditation.

Prof. Remedio stated that that last year COMT created a 2+2. Dr. Boyd asked if that 2+2 was supposed to be NAIT accredited. Prof. Remedio replied that ABT and AS&T are equal. Dr. Boyd stated that the issue is where the BS Tech degree resides. You can create courses that are electives as long as they meet University guidelines. However, as long as the BS Tech is housed at the Kent Campus the issue will probably not be resolved. You may have a Special Topics course in Computer Tech and one in ACTT, but the reality is that you have a BS degree granted by Kent and your upper division courses are TECh and they have to come here. Prof. Gunning stated that this is very confusing and should be written down. Prof. Remedio stated that we want to encourage curriculum development so this issue needs to be resolved so it is clearly understood. He added that he would list this as an agenda item for the next meeting.

Prof. Neuman suggested that the CCC direct the ABT Coordinator to communicate with the AS&T and BS in Tech and then bring the information back for discussion. Prof. Remedio asked if any of the suggested courses would fit without causing a problem. Dr. Boyd replied that he did not know because the BS Tech group would have to look at them. Prof. Dragomier stated that the COMT faculty or whoever was appropriate could be included in that discussion.

Dr. Villella asked if the BS Tech group would meet and determine which of these courses are acceptable could Dr. Boyd define the NAIT requirements. Dr. Boyd replied that the course should be approved by the BS Tech group

APPENDIX A

and then the AS&T. Dr. Villella asked if it is the title or the content that established NAIT acceptance. He added that Dr. Boyd said the group would decide, not NAIT. Prof. Dragomier stated that the group would approve the course because the BS Tech group has spent a lot of time working with NAIT. Dr. Villella asked if it would be possible for the group to say okay and then NAIT not approve the course. Prof. Dragomier stated they can generally get NAIT approval as long as a compelling argument can be made, although there is not 100% guarantee.

Dr. Villella asked if NAIT says they will accept what the group accepts or that it has to meet standards NAIT has imposed. Prof. Remedio stated that there must be things that NAIT does like and asked if there is a point when NAIT will not longer accredit a program. Dr. Boyd replied that we could have received a 5 year approval but we have to submit a report next fall because we were not quite where we should have been.

Prof. Neuman stated that her intention is to have the ABT collectively look at the issued. The motion to table the proposal to add COMT courses to BS in Tech 2+2 General Option was passed by unanimous vote.

Prof. Neuman made a motion that the ABT Coordinator meet with the ABT faculty to discuss this issue and to communicate the information to the appropriate group, second by Prof. Mathur. Prof. Remedio stated that it would be good to develop language that would make this process simpler. Motion passed with 5 yes, 1 no and 2 abstaining.

Tech Prep Validation Proposal

Josna Neuman made a motion to accept the Trumbull Campus Tech Prep Validation Proposal, second by Harbans Mathur.

Motion passed with a vote of 6 Yes, 0 No, 2 Abstain.

CCC Chair

Prof. Mathur made a motion recommending that the CCC chair get load lift for their work, second by Josna Neuman.

Motion passed with a vote of 6 Yes, 0 No, 1 Abstain.

Minutes submitted Deborah Terrill.

APPENDIX B

Application for Tech Prep Certification of Validation Credit

Student Section

I am applying to receive validated credit at the Kent State University (KSU) Trumbull Campus for Tech Prep work completed at the Trumbull Career & Technical Center (TCTC). I received at least a B grade in my Tech Prep classes at the TCTC. The validated credit information is given below.

KSU Student ID# _____ Student Signature _____ Student Name _____ Date _____

Tech Prep Instructor of Record Section

Junior-Year: Tech Prep Class Grade _____ Senior-Year: Tech Prep Class Grade _____

Instructor Signature _____ Instructor Name _____ Date _____

Computer Technology Coordinator Section

Trumbull Campus

Yes _____ No _____

Application Approved: _____ Coordinator Signature _____ Coordinator Name _____ Date _____

Validated Credit:

When and if the student receives a minimum grade of B- for the following Designated KSU Courses, he or she will receive credit for the corresponding Validated Course(s). No extra fees will be assessed.

Designated KSU Course	Grade Received	Campus Registrar Initials	Date
COMT 21010 Workgroup Productivity Software validated credit for: <ul style="list-style-type: none"> ○ COMT 11000 Intro Computer Sys 3 hrs ○ and COMT 12000 Personal Prod. Soft. 3 hrs 			
COMT 21002 Network Setup and Configuration validated credit for: <ul style="list-style-type: none"> ○ COMT 11005 Intro Oper Sys & Net 3 hrs 			
COMT 21036 Web Scripting I validated credit for: <ul style="list-style-type: none"> ○ COMT 11006 Intro Web Site Tech 3 hrs 			

Yes _____

No _____

No repeat attempts for specific course validations are permitted.

Campus Registrar Section

Keep this form with the student's file, when approved by the Computer Technology Coordinator, and give a copy to the Kent Tech Prep Consortium Director.

APPENDIX C

Crosswalk Course Mapping

TCTC Junior and Senior Level Relevant Topics and Competencies

Competencies are numbered, below, for each topic.

“X” Indicates the KSU course where the competency applies.

Information Technology Basics		COMT 11000	COMT 11005	COMT 11006	COMT 12000
1	Demonstrate basic knowledge of the history of information technology	X			
2	Demonstrate knowledge of the impact of information technology on society	X			
3	Demonstrate knowledge of information technology basics	X			
4	Demonstrate knowledge of software associated with information technology	X			
5	Evaluate career opportunities in information technology	X			
6	Explore the future of information technologies	X			
7	Create documents using word processing software	X			X
8	Create relational database	X			X
9	Create spreadsheets	X			X
10	Create presentation using presentation graphics	X			X
11	Apply computer office tools	X			X
12	Demonstrate knowledge of basic data communications components and trends		X		
13	Evaluate and access information using electronic sources			X	X
14	Demonstrate proficiency with electronic mail and instant messaging	X			
15	Install/configure software programs		X		X
16	Demonstrate basic knowledge of Internet	X			
17	Access the Internet	X		X	X
18	Utilize the Internet services	X		X	X
19	Demonstrate knowledge of Web page basics			X	
20	Install computer system (e.g., monitor, keyboard, disk drive, and printer)		X		

APPENDIX C

Operating Systems

		COMT 11000	COMT 11005	COMT 11006	COMT 12000
1	Explain operating systems		X		
2	Describe computer memory utilization		X		
3	Implement and maintain security compliance		X		
4	Apply systems operations procedures		X		
5	Maintain and respond to system needs		X		
6	Perform standard computer backup procedures		X		

Software Systems Management

		COMT 11000	COMT 11005	COMT 11006	COMT 12000
1	Perform configuration management activities		X		
2	Evaluate application software packages				

Computer User Support

		COMT 11000	COMT 11005	COMT 11006	COMT 12000
1	Analyze technical support needed		X		
2	Perform customer service		X		
3	Provide support and training		X	X	X

Web Site Development and Management

		COMT 11000	COMT 11005	COMT 11006	COMT 12000
1	Demonstrate knowledge of HTML fundamentals	X		X	X
2	Develop an Internet program			X	
3	Demonstrate knowledge of content management			X	
4	Demonstrate knowledge of Web application management			X	
5	Integrate scripting into an HTML document				

**Web Site Development and Management
– HTML Fundamentals**

		COMT 11000	COMT 11005	COMT 11006	COMT 12000
1	Create a basic HTML document	X		X	X
2	Demonstrate knowledge of graphics and multimedia			X	
3	Link Web documents	X		X	X
4	Utilize forms in an HTML document			X	

APPENDIX C

5	Create and format a table on an HTML document			X	
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Hardware Design, Operation, and Maintenance

		COMT 11000	COMT 11005	COMT 11006	COMT 12000
1	Demonstrate proficiency in working with microcomputer systems		X	X	X
2	Demonstrate proficiency in working with basic computer system		X	X	X
3	Explain the purpose and importance of hardware standards		X		
4	Identify common computing platforms	X	X	X	
5	Analyze the computer site environment		X	X	
6	Classify computer architecture and processor types		X		
7	Classify computer systems		X		
8	Identify and explain CPU and system components		X		
9	Identify and describe connectivity devices		X		
10	Identify and describe peripheral equipment		X		
11	Evaluate cost and performance issues in designing, building or upgrading a computer system		X		
12	Troubleshoot computer systems		X		

Networking

		COMT 11000	COMT 11005	COMT 11006	COMT 12000
1	Demonstrate knowledge of basic network classifications and topologies	X	X		X
2	Demonstrate knowledge of local-area network trends and issues	X	X		X
3	Demonstrate knowledge of network physical layer	X	X		X
4	Demonstrate knowledge of network connectivity basics		X		
5	Demonstrate knowledge of protocol concepts		X		
6	Demonstrate knowledge of the Open Systems Interconnection (OSI) standard (ISO Standard 7498)		X		
7	Demonstrate knowledge of communication standards for networks		X		

APPENDIX C

8	Demonstrate knowledge of data encoding basics		X		
9	Demonstrate knowledge of IP addressing schemes		X		

Network Architectures

		COMT 11000	COMT 11005	COMT 11006	COMT 12000
1	Demonstrate knowledge of basics of network architecture		X		
2	Demonstrate knowledge of the basics of Ethernet technology		X		
3	Demonstrate knowledge of the TCP/IP protocol suite details				

Network Operating Systems

		COMT 11000	COMT 11005	COMT 11006	COMT 12000
1	Demonstrate knowledge of the network operating systems		X		
2	Install and administer network operating system and services				

Network Management

		COMT 11000	COMT 11005	COMT 11006	COMT 12000
1	Demonstrate knowledge of network management activities and procedures		X		
2	Demonstrate knowledge of network applications		X		
3	Solve network applications problems		X		
4	Perform network analysis, selection, and design		X		
5	Perform network installation procedures		X		
6	Perform network operation procedures		X		
7	Perform hardware and desktop support		X		
8	Perform network administration				
9	Perform network maintenance and diagnostics and testing				
10	Recommend disaster recovery and business continuity plans				

APPENDIX C

Wireless		COMT 11000	COMT 11005	COMT 11006	COMT 12000
1	Explain wireless communications		X		
2	Design and implement a wireless network solution				
3	Evaluate security concerns specific to wireless network and devices, and techniques for minimizing those risks				

System Installation and Maintenance		COMT 11000	COMT 11005	COMT 11006	COMT 12000
1	Explain the life cycle of an information system				
2	Implement a system				
3	Perform software configuration and installation				
4	Monitor the information system				
5	Perform system maintenance				
6	Explain backup and recovery, both on and offsite		X		
7	Troubleshoot problems		X		
8	Evaluate problem-solving processes and results		X		
9	Integrate software upgrades and fixes		X		

Business Process for IT Professionals		COMT 11000	COMT 11005	COMT 11006	COMT 12000
1	Demonstrate knowledge of project planning methodology		X	X	
2	Conduct requirement analysis				
3	Demonstrate knowledge of the requirements analysis phase		X		
4	Identify current technical environment		X	X	
5	Demonstrate knowledge of design alternatives and options				
6	Demonstrate knowledge of how systems and products are developed				
7	Discuss solutions versus requirements		X		
8	Explain quality assurance processes				
9	Demonstrate knowledge of the testing environment				

APPENDIX C

10	Describe key components of an implementation plan (e.g., communications, business continuity plan)				
11	Explain the value a communication plan can provide to implementation				
12	Explain the value a training plan can provide to implementation				
13	Explain how business continuity plans (e.g., disaster recovery, roll-back) interrelate with implementation plans				
14	Demonstrate knowledge of information technology operations and maintenance		X		
15	Explain the role of maintenance as part of the IT function				
16	Define components of incidence and problem management				
17	Identify components of change management process				

Business Law and Legal Issues		COMT 11000	COMT 11005	COMT 11006	COMT 12000
1	Define intellectual property rights covered by intellectual law	X	X	X	X
2	Describe the components of contracts				
3	Identify current regulatory issues (e.g., HIPAA, Gramm-Leach-Bliley, Sarbanes-Oxley, NSA- National Security Act, Homeland Security)				

Professional Practices		COMT 11000	COMT 11005	COMT 11006	COMT 12000
1	Identify legal and ethical behavior	X	X	X	X
2	Explain professional responsibilities	X	X	X	X
3	Explain the role of the IT professional in maintaining customer satisfaction				
4	Explain the importance of teams in achieving IT project goals	X	X	X	X
5	Explain the importance of professional behavior in the IT environment				
6	Explain the importance of health and safety standards and concepts in the IT workplace				

APPENDIX C

Basic Data Sheet

Preparation Date	04/18/2005	Requested Effective Year	2006F
Course Title	INTRODUCTION TO COMPUTER SYSTEMS		
Department	COMI		
Course Number	1100C		
Slash Course	<div> <div></div> <div></div> </div> <p>The only applicable combinations are: 4-5; 4-5-7; 6-7</p>		
Cross-listed with			
Course Title Abbreviation	INTRO-COMPUTER SYSTEMS		
KSU Type			
Minimum Credit	3	Maximum Credit	3
Credit Connector	F		
Grade Rule	UC		
Credit By Exam	CBE-A		
Activity Type	LLB		
Course Fee	0	Per Credit Hour	
OBR Program Code	92		
OBR Course Level	2		
CIP Code			
Prerequisite	NONE		

APPENDIX C

Laboratory course covering the basics of computer systems, including hardware, personal productivity software, Internet usage, and file management.

Catalog Description

=====

For course revision, enter previous course title, department & number, and credit hour information.

Previous Course Title

INTRODUCTION TO COMPUTERS

Previous Department & Course Number

11000

Prev Min Hrs

3

Prev Max Hrs

3

Chair, Director, School Dean, or Campus Dean

Writing Expectations

Technical communications skills, including program and systems documentation and explanation of concepts on exams.

Instructor(s) expected to teach this course

Approved Technology faculty

Instructor(s) Contributing to Content

Christine Naylor

APPENDIX C

Content Outline

Hrs

Applications software	45
Word processing concepts	
Spreadsheet concepts	
Database concepts	
Presentation software	
Operating system/hardware concepts	
Use of internet	
File Management	

Total	45
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APPENDIX C

Due to the rapid changing nature of the topics, new textbooks will be identified by faculty on an on-going basis. In addition, web-based resources will be utilized heavily.

Book example: GO Series: Getting Started with Microsoft Office 2003 by Gaston/Preston, Prentice-Hall, 2004, ISBN: 0-13-144421-2

Textbook(s) used in this course

[Back](#) [Main Menu](#)

APPENDIX C

Basic Data Sheet

Preparation Date	06-10-2001	Requested Effective Year	2002F
Course Title	Intro to Operating Systems & Networking Technology		
Department	COM1		
Course Number	11005		
Slash Course	<div> <div></div> <div></div> </div> <p>The only applicable combinations are: 4-5; 4-5-7; 6-7</p>		
Cross-listed with			
Course Title	Intro OS & Networking Tech		
Abbreviation			
KSU Type	P		
Minimum Credit	3	Maximum Credit	3
Credit Connector	F		
Grade Rule	UC		
Credit By Exam	CBE-A		
Activity Type	LLB		
Course Fee	0	Per Credit Hour	
OBR Program Code	92		
OBR Course Level	2		
CIP Code			
Prerequisite	None		

APPENDIX C

Catalog Description

Lab-oriented survey of desktop/network OS essentials, including file/disk management, system tools utilization, resource sharing and introductory network concepts.

=====

==
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

Chair, Director, School Dean, or Campus Dean

Writing Expectations

Technical communications skills, including program and systems documentation and explanation of concepts on exams.

Instructor(s) expected to teach this course

Computer Technology Faculty

Instructor(s) Contributing to Content

Ruth Watson, Ken Vinciguerra

APPENDIX C

Content Outline

Hrs

Operating Systems.....	22.5
Evolution of Operating System software	
Different kinds of Operating System software	
File management and directory structures	
System tools	
Introduction to hardware	
Desktop Security	
Desktop Operating Systems vs. Network OS	
Introductory Network Concepts.....	22.5
What is a network?	
Client server/peer-to-peer	
LAN vs. WAN	
Topologies, cabling, NICs and Protocols	
Transmission technologies	
(e.g., Ethernet, ATM, ISDN)	
Connectivity hardware	
Peer-to-peer (hands on)	

Total | 45

APPENDIX C

Due to the rapid changing nature of the topics, new textbooks will be identified by faculty on an on-going basis. In addition, web-based resources will be utilized heavily.

Book example: Applied Operating Systems Concepts by Silberschatz, Gagne & Galvin, Wiley Publisher, 1999.

Textbook(s) used in this course

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APPENDIX C

Basic Data Sheet

Preparation Date	01-14-2006	Requested Effective Year	2004F
Course Title	Introduction to Web Site Technology		
Department	COMI		
Course Number	11000		
Slash Course	<div> <div></div> <div></div> </div> <p>The only applicable combinations are: 4-5; 4-5-7; 6-7</p>		
Cross-listed with			
Course Title	Intro to Web Site Tech		
Abbreviation			
KSU Type	P		
Minimum Credit	3	Maximum Credit	3
Credit Connector	F		
Grade Rule	UC		
Credit By Exam	CBE-N		
Activity Type	LLB		
Course Fee	0	Per Credit Hour	
OBR Program Code	92		
OBR Course Level	2		
CIP Code			
Prerequisite	COMI 11000 or equivalent knowledge		

APPENDIX C

Catalog Description

Lab-oriented course focused on web site technologies including HTML. Also, students will learn the history of the Internet and effective search techniques.

=====

==

For course revision, enter previous course title, department & number, and credit hour information.

Previous Course Title

Previous Department & Course Number

Prev Min Hrs

3

Prev Max Hrs

3

Chair, Director, School Dean, or Campus Dean

Writing Expectations

Technical communications skills, including program and systems documentation and explanation of concepts on exams.

Instructor(s) expected to teach this course

Computer Technology Faculty

Instructor(s) Contributing to Content

Judy Bilman and Ruth Watson

APPENDIX C

Content Outline

Hrs

Introduction to the Internet.....	3
History of the Internet.....	1
E-mail, Listservs.....	3
Web Browser Comparison.....	2
File Compression.....	1
Graphic Types.....	2
Scanning Graphics, Digital Cameras.....	3
Editing Graphics.....	3
Creating Animated GIFs.....	2
Borrowing Content from the Internet.....	1
Copyright.....	1
File Management Techniques.....	3
HTML.....	20

Total	45
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APPENDIX C

Due to the rapid changing nature of the topics, new textbooks will be identified by faculty on an on-going basis. In addition, web-based resources will be utilized heavily.

Book example: New Perspectives on Creating Web Pages
With Html : Comprehensive, Carey, Course Technology, 1999.

Textbook(s) used in this course

[Back](#) [Main Menu](#)

APPENDIX C

Basic Data Sheet

Preparation Date	04/18/2005	Requested Effective Year	2006F
Course Title	INTRODUCTION TO COMPUTER SYSTEMS II		
Department	COMI		
Course Number	12000		
Slash Course	<div> <div></div> <div></div> </div> <p>The only applicable combinations are: 4-5; 4-5-7; 6-7</p>		
Cross-listed with			
Course Title	INTRO COMPUTER SYSTEMS II		
Abbreviation			
KSU Type			
Minimum Credit	3	Maximum Credit	3
Credit Connector	F		
Grade Rule	UC		
Credit By Exam	CBE-A		
Activity Type	LLB		
Course Fee	0	Per Credit Hour	
OBR Program Code	92		
OBR Course Level	2		
CIP Code			
Prerequisite	COMT 11000 or equivalent know ledge		

APPENDIX C

Catalog Description

Lab-oriented course covering concepts and integration of computer applications. Emphasis on software suites, specifically; word processing, electronic spreadsheets, database and presentation applications.

=====

==
For course revision, enter previous course title, department & number, and credit hour information.

Previous Course Title

Previous Department & Course Number

Prev Min Hrs

3

Prev Max Hrs

3

Chair, Director, School Dean, or Campus Dean

Writing Expectations

Technical communications skills, including program and systems documentation and explanation of concepts on exams.

Instructor(s) expected to teach this course

COMT faculty

APPENDIX C

Instructor(s) Contributing to Content

Christine Naylor

Content Outline

Hrs

Applications Software	45
Word processing concepts	
Spreadsheet concepts	
Database concepts	
Presentation software	



Total	45
-------	----

APPENDIX C

Due to the rapid changing nature of the topics, new textbooks will be identified by faculty on an on-going basis. In addition, web-based resources will be utilized heavily.

Book example: Go with Microsoft Office 2003 Intermediate by Gaston/Preston, Prentice-Hall, 2004, ISBN: 0-13-183850-4

Textbook(s) used in this course

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Program Requirement Sheet
Associate of Applied Business Degree
COMPUTER TECHNOLOGY

Student Name: _____
Campus: _____

2007-2008

DEVELOPMENTAL PRESCRIPTION COURSES

Determined by Basic Skills Assessment
(Check Required Courses)

Dept.	Course Number	Title	Credit Hours	Sem./Yr. Complete
<input type="checkbox"/>	ENG 11001	Intro. to College Writing S (3)		
<input type="checkbox"/>	ENG 11002	College Writing I - Stretch (3)	6	
<input type="checkbox"/>	MATH 10004	Developmental Mathematics	4	
<input type="checkbox"/>	MATH 10005	Intro. to College Mathematics	3	
<input type="checkbox"/>	US 10003	Read. Strat. for College Suc.	3	
<input type="checkbox"/>	US 10006	Study Strat. for College Suc.	3	

TECHNICAL COURSES

Dept.	Course Number	Title	Credit Hours	Sem./Yr. Completed	Grd (0-4)	Qty. Point
COMT	11002	Visual Basic Programming	3			
COMT	11005	Intro. Operating Syst. & Network. Tech.	3			
COMT	11006	Introduction to Web Site Technology	3			
COMT	11009	Computer Assembly and Configuration	4			
COMT	21002	Network Setup and Configuration	4			
COMT	21009	Seminar in Computer Technology	3			
COMT	21010	Workgroup Productivity Software	3			

Technical Concentration select one:

☐ **Application Development Technology Concentration**

COMT 21005 Visual Basic Database Pgm.(4)

Select two of the following courses

COMT 20001 C++ Programming (3)

COMT 20011 JAVA Programming (3)

COMT 21036 Web Scripting I (3)

☐ **Internet/Multimedia Technology Concentration**

COMT 21011 Tech. Multimed. Web Des. (3)

* _____ (3)

Select one of the following courses

COMT 21007 Internet Ethics & Policies (3)

COMT 21036 Web Scripting I (3)

☐ **Network Technology Concentration**

COMT 21100 LAN Troubleshooting (3)

COMT 21110 Internetworking (3)

* _____ (3)

☐ **General Technology Concentration**

* _____ (3)

* _____ (3)

* _____ (3)

Total Technical Course Hours 32-33

_____ Faculty Approval for Computer Related Electives

RELATED COURSES

Dept.	Course Number	Title	Credit Hours	Sem./Yr. Completed
COMT	12000	Personal Productivity Software	3	
MATH	11011**	College Algebra	4	

Select one course from:

BMTT 11000	Intro. to Business (3)	
COMT 11004	Survey of Info. Technology (3)	
ECON 22060	Princip. of Microeconomics (3)	
ECON 22061	Princip. of Macroeconomics (3)	

Select one course from:

ACCT 11000	Accounting I - Financial (4)	
ACCT 11001	Accounting II - Managerial (4)	
COMT+ 11000	Intro. to Computer Systems (3)	
MATH 11012	Intuitive Calculus (3)	

Total Related Course Hours 13-14

GENERAL STUDIES COURSES

COMM 15000	Introduction to Human Communication	3
ENG 11011	College Writing I	3
US 10097	First Year Colloquium	1

Select one course from:

ENG 20002	Intro. to Tech. Writing (3)	
ITAP 26638	Business Communications (3)	

General Studies Elective

Select six credit hours from the Liberal Education Requirements

Total General Studies Course Hours 16

TOTAL REQUIREMENTS 61-63

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Notes

Core GPA = Technical Quality Points / Technical Credit Hours
*Computer-related elective (COMT faculty approval required)
**MATH 12001, 12002 recommended for students who wish to pursue a math/computer science baccalaureate degree
†COMT11000 may be applied towards degree if taken prior to any other COMT offering.

Issued by the office of the Executive Dean for Regional Campuses



OFFICE OF ACADEMIC AFFAIRS

TO: Educational Policies Council

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

SUBJECT: Agenda for Monday, October 22, 2007
Kent Student Center, Room 310 A-B, 3:20 p.m.

DATE: October 15, 2007

In the event that any of the hyperlinked proposals require corrections or put forward actions that have significant impact not addressed in the response memos, please bring these matters to the attention of the Office of Academic Affairs 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 Academic Affairs by Friday, October 19, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of August 20, 2007.
Attachment 1

University Requirements and Curriculum Committee

2. Removal of writing-intensive course status from COMM 26001 Public Communication in Society (formerly COMM 36001); and revision and status confirmation of writing-intensive course COMM 45902 Communication and Influence.
Effective Fall 2008 *URCC Co-Chair Donald R. Williams*
Attachment 2: Memos | COMM 26001 | COMM 45902
3. Establishment of writing-intensive course status for ART 40008 Professional Practices in the Visual Arts (formerly ARTC 45008 Professional Practices Crafts); and removal of writing-intensive course status from ARTC 45099 Senior Project in Crafts and ~~ARTC 44099 Senior Project in Fine Arts~~ (removed from agenda).
Effective Fall 2008 *URCC Co-Chair Donald R. Williams*
Attachment 3: Memos | ART 40008 | ARTC 45099
4. Establishment of writing-intensive course status for GEOG 44010 Geography of the Global Economy and for RIS 44098 Research in Medical Imaging.
Effective Fall 2008 *URCC Co-Chair Donald R. Williams*
Attachment 4: Memos | GEOG 44010 | RIS 44098

College of the Arts

School of Art

5. Establishment of six options within new Interdisciplinary concentration in the Fine Arts [ARTS] major within the Bachelor of Fine Arts [BFA] degree program. They are Interdisciplinary–Drawing/Painting [IDP]; Interdisciplinary–Printmaking/Drawing [IPD]; Interdisciplinary–Drawing/Sculpture [IDS]; Interdisciplinary–Painting/Printmaking [IPP]; Interdisciplinary–Painting/Sculpture [IPS]; and Interdisciplinary–Sculpture/Printmaking [ISP]. Total credit hours to program completion for all are 125.
Effective Fall 2008 *Dean Timothy J. Chandler*
Attachment 5

ACTION ITEMS *continued***College of Nursing**

6. Establishment of an Acute Care Nurse Practitioner [ACNP] concentration with the Master of Science in Nursing [MSN] degree program. Three courses (NURS 60021, 60022, 60792) are being created for the program. Total credit hours to program completion are 42.

Effective Fall 2008**Dean Laura Cox Dzurec**

Attachment 6

Regional Campuses

7. Establishment of a Music Technology [MUST] major within the Bachelor of Science [BS] degree program to be offered on the Stark campus. Establishment of two concentrations within the major: Audio Recording [AUDR] and Music Production [MUSP]. Sixteen courses are being created for the program. Total credit hours to program completion are 123-125.

Effective Fall 2008**Executive Dean Shirley J. Barton****Dean Timothy J. Chandler**

Attachment 7: Proposal | Catalog Copy and Requirement Sheet | Internal and External Letters of Support | New Courses | Assessment Plan and Faculty Council Minutes

8. Establishment of a Respiratory Therapy Technology [RTT] major within the Associate of Applied Science [AAS] degree program to be offered on the Ashtabula campus. Also, establishment of course subject designator RTT. Seventeen courses are being created for the program. Total credit hours to program completion are 63.

Effective Fall 2008**Executive Dean Shirley J. Barton**

Attachment 8: Proposal | Preliminary Proposal | Catalog Copy and Requirement Sheet | New Courses | Supporting Documents (Needs Assessment, Study Group Teleconference, Affiliation Agreement, Faculty Council Meeting Minutes)

Undergraduate Studies

9. Revision of US 10097 First Year Colloquium. Revisions include name (to First Year Experience FLASH Point), content, class size and staffing.

Effective Fall 2008**Dean Gary M. Padak**

Attachment 9

DISCUSSION ITEM

1. Review of Liberal Education Requirements (LER).

Senior Vice President and Provost Robert G. Frank**INFORMATION ITEMS****Research and Graduate Studies**

1. Revision of dissertation submission and fee policy.

Effective Fall 2008

Attachment 10

College of Business Administration and Graduate School of Management*Department of Marketing*

2. Preliminary proposal to be sent to Ohio Board of Regents to establish a Managerial Marketing [MMTG] major within the Bachelor of Business Administration [BBA] degree program. The program is a structured and focused course of study and will duplicate course requirements that are currently in the Marketing [MKTG] major. As a result, the proposal also includes a complete revision of the BBA-MKTG program to appeal to students seeking a generalist approach to marketing.

Effective Fall 2008

Attachment 11

INFORMATION ITEMS *continued***College of Communication and Information***School of Library and Information Science*

3. Establishment of an Advanced Study in Digital Libraries [C822] post-master's certificate. Total credit hours to program completion are 18.
Effective Fall 2008
Attachment 12
4. Establishment of an Information Architecture [C612] post-bachelor's certificate. Total credit hours to program completion are 18.
Effective Fall 2008
Attachment 13
5. Revision to the Knowledge Management [C609] post-bachelor's certificate. Revisions include adding new course IAKM 61081 as capstone option. Total credit hours to program completion are unchanged at 18.
Effective Fall 2008
Attachment 14

College and Graduate School of Education, Health and Human Services*Department of Educational Foundations and Special Services*

6. Establishment of an Integrating Technology into Education [C613] post-bachelor's certificate. Total credit hours to program completion are 15.
Effective Spring 2008
Attachment 15
7. Establishment of an Online Learning and Teaching [C614] post-bachelor's certificate. Total credit hours to program completion are 15.
Effective Spring 2008
Attachment 16

College of Nursing

8. Establishment of a post-master's certificate: Advance Practice Nurses with Non-PMH Master's Degree Psychiatric Mental Health (PMH) Nursing of Children and Adolescents: Clinical Nurse Specialist [C823]. Total credit hours to program completion are 20.
Effective Fall 2008
Attachment 17
9. Establishment of a post-master's certificate: Advance Practice Nurses with PMH Master's Degree Psychiatric Mental Health (PMH) Nursing of Children and Adolescents: Clinical Nurse Specialist [C824]. Total credit hours to program completion are 11.
Effective Fall 2008
Attachment 18
10. Establishment of a Nursing and Health Care Management [C825] post-master's certificate. Total credit hours to program completion are 15-19.
Effective Fall 2008
Attachment 19
11. Revision of the Acute Care Nurse Practitioner [801] post-master's certificate. Program has not been active in more than 10 years and all requirements are new: NURS 60021, 60022, 60792. Total credit hours to program completion increase, from 15 to 16.
Effective Spring 2008
Attachment 20

INFORMATION ITEMS *continued***Regional Campuses**

12. Revision of the Medical Billing [C123] post-secondary certificate. Revision is adding HED 14020 as an option. Total credit hours to program completion increase, from 16 to 16-17.
Effective Spring 2008
Attachment 21
13. Establishment of a Computed Tomography [C138] post-secondary certificate. Total credit hours to program completion are 22.
Effective Fall 2008
Attachment 22
14. Establishment of a Magnetic Resonance Imaging [C204] post-secondary certificate. Total credit hours to program completion are 27.
Effective Fall 2008
Attachment 23

LESSER ACTION ITEMS**College of Architecture and Environmental Design**

1. Establishment of course subject designator Urban Design [UD] and reassignment of 12 ARCH courses to the new designator.
Effective Fall 2008
2. Revision of the Architecture [ARCH] major within the Bachelor of Science [BS] degree program. Revisions include revising LER Basic Sciences category and adding new courses ARCH 10111, 20112, 20113, 20201, 20601, 20602 as requirements. Total credit hours to program completion increase, from 124 to 127.
Effective Fall 2008
3. Revision of the Master of Architecture [MARC] degree program. Revisions are adding requirements ARCH 60102, 60922; changing required credits for ARCH 65002, 65003; and increasing core courses. Total credit hours to program completion are unchanged at 44.
Effective Fall 2008
4. Revision of the Master of Urban Design [MUD] degree program. Revisions are replacing requirement ARCH 66995 with new course UD 66995 and changing subject designators. Total credit hours to program completion are unchanged at 32.
Effective Fall 2008
5. Revision of the Dual Master of Architecture/Master of Business Administration [MARC/MBA] degree program. Revisions are adding requirements ARCH 60102, 60150, 60922, 66995; removing requirements ARCH 55093, 56995, 65004; changing required credits for ARCH 65002, 65003; and creating consistency in program requirements for both college listings in the *Graduate Catalog*. Total credit hours to program completion increase, from 71 to 74.
Effective Fall 2008
6. Revision of the dual degree program Master of Architecture/Master of Urban Design [MARC/MUD]. Revisions are adding requirements ARCH 60102, 60922, 66995 and UD 66995; removing requirements ARCH 55995, 65004; changing required credits for ARCH 65002, 65003; and removing 2-credit elective. Total credit hours to program completion increase, from 64 to 65.
Effective Fall 2008

LESSER ACTION ITEMS *continued***College of the Arts***School of Art*

7. Revision of the Art Education [ARTE] major within the Bachelor of Arts [BA] degree program. Revision is replacing requirement VCD 37000 with new course ARTF 24020. Total credit hours to program completion are unchanged at 128-129.
Effective Fall 2008
8. Revision of the Crafts [CRFT] major within the Bachelor of Fine Arts [BFA] degree program. Revisions are adding new course ARTF 24020 as requirement, revising ARTC 45008 to ART 40008 and decreasing general elective hours from 5-6 to 2-3. Total credit hours to program completion are unchanged at 125.
Effective Fall 2008
9. Revision of the Crafts or Fine Arts [CFA] major within the Bachelor of Arts [BA] degree program. Revisions are adding new course ARTF 24020 to major requirements and decreasing general elective hours from 20-22 to 17-19. Total credit hours to program completion are unchanged at 125.
Effective Fall 2008
10. Revision of the Fine Arts [ARTS] major within the Bachelor of Fine Arts [BFA] degree program. Revisions are adding new courses ART 40008 and ARTF 24020 as requirements and decreasing general elective hours from 8-9 to 2-3. Total credit hours to program completion are unchanged at 125.
Effective Fall 2008

College of Arts and Sciences*Department of English*

11. Revision of the Rhetoric and Composition [RCMP] concentration in the English [ENGR] major within the Doctor of Philosophy [PHD] degree program. Revision is adding new courses ENG 75027, 75035 and 75044 as electives. Total credit hours to program completion are unchanged at 30.
Effective Fall 2008
12. Revision of the English [ENG] major within the Bachelor of Arts [BA] degree program. Revision is adding new course ENG 25003 as an option and making former requirement ENG 25002 another option. Total credit hours to program completion are unchanged at 121.
Effective Fall 2008
13. Revision of the English [ENG] minor. Revision is adding new course ENG 25003 as an option and making former requirement ENG 25002 another option. Total credit hours to program completion are unchanged at 21.
Effective Fall 2008

Department of Physics

14. Revision of the Physics Interdisciplinary–Biological Sciences [PBSC] concentration in the Physics [PHY] major within the Bachelor of Science [BS] degree program. Revision is increasing general electives from 3 to 4 credits. Total credit hours to program completion are unchanged at 121.
Effective Fall 2008

LESSER ACTION ITEMS *continued***College of Business Administration and Graduate School of Management**

15. Revision of the Dual Master of Architecture/Master of Business Administration [MARC/MBA] degree program. Revisions are adding requirements ARCH 60102, 60150, 60922, 66995; removing requirements ARCH 55093, 56995, 65004; changing required credits for ARCH 65002, 65003; and creating consistency in requirements for both college listings in the *Graduate Catalog*. Total credit hours to program completion increase, from 71 to 74.
Effective Fall 2008

College of Communication and Information*School of Library and Information Science*

16. Revision of the Information Architecture and Knowledge Management [IAKM] major within the Master of Science [MS] degree program. Revisions include adding new course IAKM 61081 as a capstone option. Total credit hours to program completion are unchanged at 42.
Effective Fall 2008

College and Graduate School of Education, Health and Human Services*Department of Adult Counseling, Health and Vocational Education*

17. Revision of the Master of Public Health [MPH] degree program. Revision is adding new course MPH 60108 as requirement. Total credit hours to program completion increase, from 39 to 42.
Effective Fall 2008

College of Nursing

18. Establishment of a pre-nursing graduate code [PNRG] for the Combined Bachelor of Science in Nursing/Master of Science in Nursing [BSN/MSN] degree program. *Undergraduate Catalog* copy is revised.
Effective Fall 2008
19. Revision of the Bachelor of Science in Nursing [BSN] degree program. Revisions include removing requirements CHEM 20284, NURS 20000, 30000, 40000, 40040, 40050; and adding new courses NURS 20010, 40005 and 40045 as requirements. Total credit hours to program completion decrease, from 128-129 to 122-123.
Effective Fall 2008

College of Technology

20. Revision of the Electronics [ELEC] concentration in the Industrial Technology [INDT] major within the Bachelor of Science [BS] degree program. Revisions include changing name to Computer and Electronics [CMEL]; removing seven course requirements; adding new courses TECH 23200, 33010; and adding existing courses TECH 31000, 33016, 46311 as requirements. Total credit hours to program completion decrease, from 126 to 123.
Effective Fall 2008

Regional Campuses

21. Revision of the Manufacturing Engineering Technology [MFET] major within the Associate of Applied Science [AAS] degree program. Revisions include adding requirement MERT 12004 and replacing EERT 22013 with new course EERT 22007. Total credit hours to program completion increase, from 66 to 67.
Effective Fall 2008
22. Revision of Electrical/Electronic and Related Engineering Technologies [EERT] major within the Associate of Applied Science [AAS] degree program. Revision is adding EERT 22018, TECH 33016 as options. Total credit hours to program completion are unchanged at 69-70.
Effective Fall 2008

LESSER ACTION ITEMS *continued***Regional Campuses *continued***

23. Establishment of a pre-major code [PRIS] for the Bachelor of Radiologic and Imaging Sciences Technology [BRIT] degree program.
Effective Fall 2008
24. Revision of the Bachelor of Radiologic and Imaging Sciences Technology [BRIT] degree program. Revisions include removal of MATH 11011 as an LER option; and removal of HIS 44091 as a major and writing-intensive course requirement, replaced with RIS 44098. Total credit hours to program completion have changed depending on concentration and options within concentrations.
Effective Fall 2008
25. Establishment of a pre-major code [PRAD] for the Radiologic Technology [RADT] major within the Associate of Applied Science [AAS] degree program.
Effective Fall 2008
26. Revision of the Radiologic Technology [RADT] major within the Associate of Applied Science [AAS] degree program. Revisions include removal of requirements BSCI 11000, MATH 11011, RADT 14001, RADT 24022; addition of requirements RADT 24024, BSCI 11010, BSCI 11020; and addition of MATH 11009 and 11010 as LER options. Total credit hours to program completion decrease, from 71 to 70-71.
Effective Fall 2008
27. Revision of the Diagnostic Medical Sonography [DMSO], Nuclear Medicine Technology [NMTC], Radiation Therapy Technology [RATT] and Radiologic Technology [RADT] majors within the Associate of Technical Study [ATS] degree program. Revisions are allowing maximum 6 credits of RADT 14096 or 24196 for the basic sciences requirement, and including MATH 10031-10036 to exception of acceptable math courses. Total credit hours to program completion are unchanged at 32-33 for all.
Effective Fall 2008
28. Revision of the Radiology Department Management Technology [RDMT] concentration in the Radiologic Technology [RADT] major within the Associate of Technical Study [ATS] degree program. Revisions are replacing requirement RADT 21095 with RADT 24196 and replacing options MATH 11011 and 11012 with MATH 11010 and 12001. Total credit hours to program completion are unchanged at 68-69.
Effective Fall 2008
29. Revision of the Occupational Therapy Assistant Technology [OCAT] major within the Associate of Applied Science [AAS] degree program. Revisions are removing OCAT 20002, adding new course OCAT 20006 and expanding elective offerings. Total credit hours to program completion are unchanged at 67.
Effective Fall 2008

COURSE CHANGES*Key for course changes:*

a Title Abbreviation	d Diversity	H Credit Hours	New New	s Schedule (activity)
C Cross-List/Slash	E Credit-by-Exam	Inact Inactivate	P Prerequisite	T Title
c Course Content	Fee Fee	L LER	R Repeatable	W Writing Intensive
D Description	G Grade Rule	N Number	S Subject	

Course Changes Effective Spring 2008**LER course prerequisite change, approved by the URCC:**

ECON 22060 Principles of Microeconomics (3)

Current: MATH 10005.

Revised: MATH 10005; or MATH 10034; or Compass algebra score 55-99 and ACT math score 18-19; or Compass algebra score 55-99 and SAT math score 440-470; or Compass algebra score 36-54 and ACT math score 20-22; or Compass algebra score 36-54 and SAT math score 480-530; or Compass algebra score 31-35 and ACT math score 23-26; or Compass algebra score 31-35 and SAT math score 540-610.

BMRT 11000 Introduction to Business (3) P

BSCI 20021 Basic Microbiology (3)..... P

ECED 20163 Understanding Young Children: Typical and Atypical Pathways (3) P

ECED 30134 Integrated Expressive Arts and Social Studies in Preschool (3) P

ECED 30147 Early Experiences in Mathematics and Science (3) P

ECED 30164 Preschool Education (3)..... P

MUS 12211 Music of Western Cultures (2) P

MUS 12212 Music of Nonwestern Cultures (2)..... P

MUS 31211 Composition (2)..... P

MUS 41211 Composition (2-4)..... P

Music Education (MUED) major added as a prerequisite to the following courses:

MUS 36111 MUS 36511 MUS 36612 MUS 46111 MUS 46511 MUS 46612

MUS 36311 MUS 36512 MUS 36613 MUS 46311 MUS 46512 MUS 46613

MUS 36411 MUS 36513 MUS 36614 MUS 46411 MUS 46513 MUS 46614

MUS 36412 MUS 36514 MUS 36615 MUS 46412 MUS 46514 MUS 46615

MUS 36413 MUS 36515 MUS 36711 MUS 46413 MUS 46515 MUS 46711

MUS 36414 MUS 36611 MUS 36912 MUS 46414 MUS 46611 MUS 46912

NURS 30010 Parent and Newborn Nursing (4) P

NURS 30020 Health Care of Children (4) P

NURS 30030 Nursing of Adults (5) P

NURS 30040 Nursing of Adults with Rehab Needs and/or Gerontologic Changes (4) P

NURS 40010 Nursing of the Critically Ill (4) P

NURS 40020 Community Health Nursing (4)..... P

NURS 40030 Psychiatric Nursing and Mental Health Nursing Care (4) P

NURS 40040 Leadership and Management in Nursing (4) P

POL 39592 Geneva Internship (3) New

Course Changes Effective Summer 2008

ADED	32275	Social Studies Education and the Social Sciences (3)	P
ADED	42275	Teaching Social Studies in Secondary Schools (3)	P
ADED	42277	Topics in Secondary School Science Teaching (3)	P
ADED	42278	Assessment in Language Arts (3)	P
ADED	42292	Field Work Practicum (1-4)	P
ADED	42357	Secondary Student Teaching (9)	P
ADED	42358	Secondary Student Teaching (4)	P
ADED	49525	Inquiry into Professional Practice (3)	P
CTTE	46031	Student Teaching in Career Technical Education (8-10)	P
CTTE	49525	Inquiry into Professional Practice (3)	P
ECED	30123	Language and Literacy for the Preschool Child (3)	P
ECED	30142	Partnerships and Guidance for Preschool Children (3)	P
ECED	30144	Integrated Curriculum for Social Studies (3)	P
ECED	40105	Appropriate Phonics Instruction for Kindergarten and Primary Children (3)	P
ECED	40107	Teaching Mathematics: Early Years I (3)	P
ECED	40114	Teaching Science in the Early Years (3)	P
ECED	40125	Inquiry into Professional Practice (3)	P
ECED	40126	Developmental Reading and Writing: Early Years (3)	P
ECED	40127	Developing a Balanced Literacy Program (3)	P
ECED	40128	Integrated Field Experiences (3)	P
ECED	40142	Home-School-Community-Partnerships in Diverse Contexts (3)	P
ECED	40145	Music and Rhythms in Preprimary Education (3)	P
ECED	40146	Teaching with Microcomputers: Early Years (3)	P
ECED	40147	Teaching Mathematics: Early Years II (3)	P
ECED	40151	Guidance of Young Children (3)	P
ECED	40165	integrated Application of Preschool Curriculum (3)	P
ECED	40192	Internship in Preschool (6-12)	P
ECED	40196	Individual Investigation in Early Childhood Education (1-5)	P
ECED	40292	Internship in Kindergarten/Primary (6-12)	P
HED	42358	Student Teaching in Health Education (9)	P
HED	49525	Inquiry Seminar into Professional Practice (3)	P
LIS	60637	Metadata Architectures and Implementations (3)	New
MCED	40000	Teaching and Learning in Middle Childhood (2)	P
MCED	40001	Teaching Mathematics in Middle Childhood II (3)	P

Course Changes Effective Summer 2008 *continued*

MCED	40002	Teaching Science in Middle Childhood II (3)	P
MCED	40003	Teaching Social Studies in Middle Childhood II (3)	P
MCED	40007	Teaching Reading with Literature in Middle Childhood (3)	P
MCED	42357	Student Teaching Middle Childhood/Gifted Education (5).....	P
MCED	42358	Student Teaching in Middle Childhood (9).....	P
PEP	49525	Inquiry into Professional Practice in Physical Education (3).....	P
PEP	49526	Student Teaching in Physical Education (12)	P
SEED	32146	Introduction to Content Area Reading (2)	P
SEED	42272	Teaching of Computer Science in the Secondary School (4)	P

Course Changes Effective Fall 2008**One LER course prerequisite change, approved by the URCC:**

PHY	13012	College Physics II (2)
	<i>Current:</i>	PHY 13001 or PHY 13011 or PHY 23101. Corequisite: PHY 13022.
	<i>Revised:</i>	PHY 13001 or 13011 or 23101.

Four writing-intensive course prerequisite changes, approved by the URCC:

ARCH	30001	Site Design (1)	
	<i>Current:</i>	ARCH 20102. Corequisite: ARCH 30101.	
	<i>Revised:</i>	Architecture (ARCH) majors and approved admission to Advanced Study. Corequisite: ARCH 30101.	
COMM	35864	Organizational Communication (3)	
	<i>Current:</i>	Communication studies (COMM) major.	
	<i>Revised:</i>	COMM 20000 with minimum C grade; and minimum 2.25 cum GPA; and Grammar Test minimum score 680 or COMM 21000 with minimum C grade.	
COMM	40001	Advanced Interpersonal Communication (3)	
	<i>Current:</i>	Communication studies (COMM) major and COMM 20001.	
	<i>Revised:</i>	COMM 20000 with minimum C grade; and minimum 2.25 cum GPA; and Grammar Test minimum score 680 or COMM 21000 with minimum C grade.	
COMM	45154	Rhetorical Criticism (3)	
	<i>Current:</i>	Communication studies (COMM) major.	
	<i>Revised:</i>	COMM 20000 with minimum C grade; and minimum 2.25 cum GPA; and Grammar Test minimum score 680 or COMM 21000 with minimum C grade.	
ADED	42292	Field Work Practicum (1-4)	PDG
ARCH	20201	Beyond Western Architecture (3).....	New
ARCH	20601	Computer Applications in Architecture I (1-3)	New
ARCH	20602	Computer Applications in Architecture II (1-3)	New
ARCH	30101	Third Year Design Studio I (5)	P
ARCH	30301	Structural Systems I (3)	P
ARCH	30401	Methods and Materials (3)	P
ARCH	30501	Environmental Technology I (3)	P

Course Changes Effective Fall 2008 *continued*

ARCH	45201	History of Architecture I (3) to:	
ARCH	10111	History of Architecture I (3)	cNPD
ARCH	45202	History of Architecture II (3) to:	
ARCH	20112	History of Architecture II (3)	cNPD
ARCH	45203	History of Architecture III (3) to:	
ARCH	20113	History of Architecture III (3)	NP
ARCH	45705	Forces that Shape Cities (1-3)	Inact
ARCH	45710	Design Methodology and Methods (1-3)	Inact
ARCH	45711	Case Studies in Urban Design (1-3)	Inact
ARCH	55201	History of Architecture I (3)	Inact
ARCH	55202	History of Architecture II (3)	Inact
ARCH	55203	History of Architecture III (3)	Inact
ARCH	55705	Forces that Shape Cities (1-3) to:	
UD	55705	Forces that Shape Cities (1-3)	Ss
ARCH	55710	Design Methodology and Methods (1-3) to:	
UD	55710	Design Methodology and Methods (1-3)	Ss
ARCH	55711	Case Studies in Urban Design (1-3) to:	
UD	55711	Case Studies in Urban Design (1-3)	Ss
ARCH	60102	Graduate Design Studio II (3-6)	cDP
ARCH	60103	Graduate Design Studio III (6-9)	cDP
ARCH	60701	Urban Design Studio I (3-6) to:	
UD	60701	Urban Design Studio I (3-6)	S
ARCH	60702	Urban Design Studio II (3-6) to:	
UD	60702	Urban Design Studio II (3-6)	S
ARCH	60703	Urban Design Studio III (3-6) to:	
UD	60703	Urban Design Studio III (3-6)	SP
ARCH	60704	Urban Design Studio IV (6-9) to:	
UD	60704	Urban Design Studio IV (6-9)	SD
ARCH	60705	Capstone Project Preparation (1-3) to:	
UD	60705	Capstone Project Preparation (1-3)	SPs
ARCH	60922	Introduction to Architectural Research Methods (2) to:	
ARCH	60922	Methods of Inquiry in Architectural Studies (2)	TacPD
ARCH	65002	Professional Practice: Contract and Planning Law (3) to: (2)	cHP
ARCH	65003	Professional Practice: Leadership and Ethics (3) to:	
ARCH	65003	Professional Practice: Leadership, Ethics and Office Management (3)	TacPD
ARCH	65004	Professional Practice: Office and Financial Management (3)	Inact
ARCH	65101	Community Development Process (1-3) to:	
UD	65101	Community Development Process (1-3)	SP
ARCH	65102	Urban Systems (1-3) to:	
UD	65102	Urban Systems (1-3)	Ss

Course Changes Effective Fall 2008 *continued*

ARCH	65632	Urban Ecology (1-3) to:	
UD	65632	Urban Ecology (1-3).....	SPs
ARTC	45008	Professional Practices Crafts (3) to:	
ART	40008	Professional Practices in the Visual Arts (3).....	SNTaPD
ARTC	45099	Senior Project Crafts (4)	W
ARTF	24020	Digital Media (3)	New
ARTF	44099	Senior Project Fine Art (3)	W
BSCI	11010	Anatomy and Physiology I for Allied Health (3)	New
BSCI	11020	Anatomy and Physiology II for Allied Health (3)	New
CHDS	67636	Practicum I: Community Counseling (3)	P
CHDS	67571	Practicum in Advanced Individual Counseling (3)	New
CHDS	68011	Guidance and Pupil Services (3) to:	
CHDS	68011	Foundations of School Counseling (3).....	TaD
CHDS	68066	Counseling Adolescents (3)	PD
CHDS	68068	Developmental Guidance and Affective Education (3) to:	
CHDS	68068	School Counseling Program Management and Leadership (3).....	TaD
CHDS	68128	Individual Appraisal of Personality/Interest/Motivation (3) to:	
CHDS	68128	Individual Appraisal in Counseling	TaPD
CHDS	68130	Psychopathology for Counselors (3).....	P
CHDS	68168	Advanced Counseling Theories (3).....	New
CHDS	68167	Advanced Counseling Procedures (3)	New
CHDS	68284	Supervision of Counseling (3).....	New
CHDS	77636	Practicum I: Community Counseling (3)	P
CHDS	78011	Guidance and Pupil Services (3) to:	
CHDS	78011	Foundations of School Counseling (3).....	TaD
CHDS	78066	Counseling Adolescents (3)	PD
CHDS	78068	Developmental Guidance and Affective Education (3) to:	
CHDS	78068	School Counseling Program Management and Leadership (3).....	TaD
CHDS	78128	Individual Appraisal of Personality/Interest/Motivation (3) to:	
CHDS	78128	Individual Appraisal in Counseling (3).....	TaPD
CHDS	87571	Practicum in Advanced individual Counseling (3).....	PC
CHDS	88168	Advanced Counseling Theories (3).....	PC
CHDS	88167	Advanced Counseling Procedures (3)	PDC
CHDS	88284	Supervision of Counseling (3).....	PC
CI	67352	Literacy Coaching (3)	New
CI	77352	Literacy Coaching (3)	New
COMM	21000	Communication Grammar Review (3).....	New

Course Changes Effective Fall 2008 *continued*

COMM	35550	Small Group Communication (3).....	P
COMM	35600	Communication in Teams (3).....	P
COMM	36001	Public Communication in Society (3) to:	
COMM	26001	Public Communication in Society (3)	NPDW
COMM	45459	Communication and Conflict (3).....	P
COMM	45865	Organizational Communication Training and Development (3).....	P
COMM	45902	Communication and Influence (3).....	P
COMM	45959	Nonverbal Communication (3)	P
COMM	46091	Senior Seminar (3).....	P
COMT	11006	Introduction to Web Site Technology (3)	PDs
COMT	12000	Personal Productivity Software (3)	PDs
CTTE	46031	Student Teaching in Career Technical Education (8-10) to: (9)	DHc
CTTE	56031	Student Teaching in Career Technical Education (8-10) to: (9)	cDH
EDPF	29525	Educational Psychology (3)	P
EDPF	29535	Education in a Democratic Society (3).....	P
EDUC	85591	Advanced UPR Seminar (3).....	Inact
EERT	22007	Industrial Motor Control and Application (3)	New
ENG	25002	Literature in English II (3).....	D
ENG	25003	Literature in the United States (3).....	New
ENG	65027	Role of Composition (3)	New
ENG	65035	Linguistics for Rhetoricians (3).....	New
ENG	65044	Research Design (3)	New
ENG	75027	Role of Composition (3)	New
ENG	75035	Linguistics for Rhetoricians (3).....	New
ENG	75044	Research Design (3)	New
GEOG	44010	Geography of the Global Economy (3)	PW
HDFS	44019	Intergenerational Experiences (3).....	New
HDFS	44031	Intergenerational Family Caregiving (2).....	New
HDFS	54019	Intergenerational Experiences (3).....	New
HDFS	54031	Intergenerational Family Caregiving (2).....	New
HED	42358	Student Teaching in Health Education (9)	DGc
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

Course Changes Effective Fall 2008 *continued*

HIST	42142	Afro-Latin America (3)	New
HIST	52142	Afro-Latin America (3)	New
HIST	72142	Afro-Latin America (3)	New
HM	13023	Techniques in Food Production I (5) to:	
HM	13023	Techniques in Food Production (5)	TaPDc
HM	23023	Techniques of Food Production II (4)	Inact
HM	33026	Hospitality Cost Control and Analysis (5)	P
HM	33028	Hospitality Purchasing (3)	Pc
HM	33050	Professional Practices in Hospitality Management (1)	New
HM	43025	Hospitality Marketing (3)	P
HM	43031	Layout and Design of Food Service Operations (3)	PDc
HM	43040	Strategic Lodging Management (3)	s
HM	43043	Hospitality Meetings Management (3) to: (4)	H
HM	43092	Practicum/Hospitality Management (3-6)	P
HM	53040	Strategic Lodging Management (3)	s
HM	53043	Hospitality Meetings Management (3) to: (4)	H
IAKM	60010	Organizational Knowledge Management (3)	Inact
IAKM	60198	Master's Project (3) to:	
IAKM	61098	Master's Project (3)	NPD
IAKM	60302	Organizational Memory Management (3) to:	
IAKM	60302	Document Records and Content Management for the Enterprise (3)	TaD
IAKM	60303	Organizational Knowledge Management (3) to:	
IAKM	60303	Effective Knowledge Management in Organizations (3)	TaD
IAKM	61199	Thesis I (2-6)	P
IAKM	61299	Thesis II (1-2)	P
ITEC	19525	Educational Technology (3)	P
JMC	36000	Television News Producing (3) to:	NTa
JMC	46003	Producing Television News (3)	DSE
JMC	40013	Television Sports Production (3)	New
JMC	40020	Audio and Still Photo Production (3)	New
JMC	40023	Non-traditional Journalism (3)	New
JMC	40027	Managing Media Diversity (3)	New
JMC	40030	Collaborative Online Producing (3)	New
JMC	40035	Television Graphics (3)	New
JMC	40036	Non-linear Video Editing (3)	New
JMC	43035	Advanced Television News Producing (3)	New

Course Changes Effective Fall 2008 *continued*

JMC	43036	Record Promotion (3).....	New
JMC	44045	Promotions for Electronic Media (3).....	New
JMC	44050	Audio for Video (3)	New
JMC	47004	Desktop Publishing for High School Journalism Teachers (3)	New
JMC	50013	Television Sports Production (3).....	New
JMC	50020	Audio and Still Photo Production (3)	New
JMC	50023	Non-traditional Journalism (3).....	New
JMC	50027	Managing Media Diversity (3)	New
JMC	50030	Collaborative Online Producing (3).....	New
JMC	50035	Television Graphics (3)	New
JMC	50036	Non-linear Video Editing (3).....	New
JMC	53035	Advanced Television News Producing (3)	New
JMC	53036	Record Promotion (3).....	New
JMC	54045	Promotion for Electronic Media (3)	New
JMC	54050	Audio for Video (3)	New
JMC	56003	Producing Television News (3)	New
JMC	57004	Desktop Publishing for High School Journalism Teachers (3)	New
LIS	60606	Advanced Reference and Bibliography (3)	Inact
LIS	60638	Digital Libraries (3)	New
LIS	60639	Implementation of Digital Libraries (3)	New
MPH	60098	Research: Capstone Project (3-6)	PG
MPH	60108	Public Health Practice and Issues (3)	New
MUS	21113	Music Production I (2)	New
MUS	21114	Music Production II (2)	New
MUS	21221	Audio Recording I (2)	New
MUS	21222	Audio Recording II (2)	New
MUS	21341	Commercial Music Theory and Composition (3).....	New
MUS	31113	Music Production III (3)	New
MUS	31114	Music Production IV (3).....	New
MUS	31221	Audio Recording III (3)	New
MUS	31222	Audio Recording IV (3).....	New
MUS	35213	Studio Ensemble (1).....	New
MUS	36913	Applied Studio Musicianship (2-4)	New
MUS	40092	Music Technology Internship (1).....	New

Course Changes Effective Fall 2008 *continued*

MUS	41113	Music Production V (3).....	New
MUS	41114	Music Production VI (3).....	New
MUS	41221	Audio Recording V (3).....	New
MUS	41222	Audio Recording VI (3).....	New
NURS	20000	Professional Nursing Issues (2)	Inact
NURS	20010	Interpersonal and Communication Skills for Health Care Professionals (2).....	New
NURS	30000	Professional Nursing Concepts (2)	Inact
NURS	40000	Professional Nursing Development (2)	Inact
NURS	40005	Professional Nursing Development (3)	New
NURS	40040	Leadership and Management in Nursing (4)	Inact
NURS	40045	Integration of Leadership and Management in Nursing (6)	New
NURS	40050	Practicum in Nursing Integration (3)	Inact
NURS	60005	Family and Group Psychotherapy in Nursing, Child and Adolescent Focus (3).....	P
NURS	60006	Introduction to Family Assessment and Counseling in Nursing (3)	D
NURS	60021	Acute Care for Nurse Practitioners (5).....	New
NURS	60022	Acute Care Therapeutics (3).....	New
NURS	60036	Women's Health Nurse Practitioner Clinical Practicum (2-4)	P
NURS	60041	Advanced Assessment of Adult Clients (3).....	D
NURS	60042	Adult Primary Health Care I (5).....	P
NURS	60043	Adult Primary Health Care II (5).....	P
NURS	60045	Pathophysiology for Advanced Practice Nurses (3)	PD
NURS	60053	Clinical Interventions and Physiological Health Status (5).....	P
NURS	60056	Adult Health Nursing Intervention/Psychosocial Health (5)	P
NURS	60072	Women's Health Nurse Practitioner Capstone (4)	P
NURS	60080	Health Care of the Well Woman (3)	D
NURS	60081	Health Care of the Reproductive Age Woman (3)	P
NURS	60085	Primary Health Care of Women (3).....	P
NURS	60092	Nurse Practitioner Summer Practicum (2)	P
NURS	60201	Theory for Advanced Psychiatric Mental Health Nursing (3).....	D
NURS	60208	Theory for Advanced Psychiatric Mental Health Nursing, Child and Adolescent Focus (3)	D
NURS	60332	Clinical Specialization in Psychiatric Mental Health Nursing (4).....	P
NURS	60792	Practicum in Acute Care Nurse Practitioner Role (4)	New
NURS	61021	Advanced Pediatric Assessment and Health Promotion (5).....	D

Course Changes Effective Fall 2008 *continued*

NURS	61022	Primary Care of Acutely Ill Children (5).....	P
NURS	61023	Care of Acutely Ill Children (5)	P
NURS	64492	Psychiatric Mental Health Nursing Practicum I (4)	D
NURS	65592	Psychiatric Mental Health Nursing Practicum II (4)	D
OTAT	10000	Introduction to Occupational Therapy (3) to:	
OCAT	10000	Introduction to Occupational Therapy (3).....	S
OTAT	10001	Therapeutic Media I (3) to:	
OCAT	10001	Therapeutic Media I (3)	S
OTAT	10002	Therapeutic Techniques I–Psychosocial (5) to:	
OCAT	10002	Therapeutic Techniques I–Psychosocial (5)	S
OTAT	20000	Therapeutic Techniques II–Physical Dysfunction (5) to:	
OCAT	20000	Therapeutic Techniques II–Physical Dysfunction (5)	SaPs
OTAT	20001	Occupational Therapy Management Skills (2) to:	
OCAT	20001	Occupational Therapy Management Skills (2)	S
OTAT	20002	Therapeutic Media II (3)	Inact
OTAT	20003	Therapeutic Media III (3) to:	
OCAT	20003	Therapeutic Media III (3)	S
OTAT	20004	Therapeutic Techniques III–Developmental Disabilities (3) to:	
OCAT	20004	Therapeutic Techniques III–Developmental Disabilities (3)	S
OTAT	20005	Clinical Applications (8) to:	
OCAT	20005	Clinical Applications (8)	S
OCAT	20006	Therapeutic Techniques IV–Physical Dysfunction II (3)	New
PAS	33101	African-American History: Slavery to Freedom (3)	New
PAS	33102	African-American History: Reconstruction to the Present (3)	New
PAS	43300	Afro-Latin America (3)	New
PHY	12201	Technical Physics (3)	Ds
PHY	12202	Technical Physics (4)	Ds
POL	30440	State and Local Government (3)	New
PTAT	10000	Introduction to Physical Therapist Assistant (2) to:	
PTST	10000	Introduction to Physical Therapist Assistant (2)	S
PTAT	10001	Principles of Patient Care in Physical Therapy (4) to:	
PTST	10001	Principles of Patient Care in Physical Therapy (4)	S
PTAT	10002	Analysis of Movement (4) to:	
PTST	10002	Analysis of Movement (4)	S
PTAT	10003	Clinical Conditions I (2) to:	
PTST	10003	Clinical Conditions I (2)	S
PTAT	10004	Physical Therapy Procedures (4) to:	
PTST	10004	Physical Therapy Procedures (4)	S
PTAT	10005	Directed Practice in Physical Therapy I (2) to:	
PTST	10005	Directed Practice in Physical Therapy I (2)	S

Course Changes Effective Fall 2008 *continued*

PTAT	10009	Medical Terminology (1) to:	
PTST	10009	Medical Terminology (1)	S
PTAT	20001	Therapeutic Communications in Physical Therapy (1) to:	
PTST	20001	Therapeutic Communications in Physical Therapy (1)	S
PTAT	20003	Clinical Conditions II (2) to:	
PTST	20003	Clinical Conditions II (2)	S
PTAT	20004	Physical Therapy Procedures II (4) to:	
PTST	20004	Physical Therapy Procedures II (4)	S
PTAT	20005	Directed Practice in Physical Therapy II (5) to:	
PTST	20005	Directed Practice in Physical Therapy II (5)	S
PTAT	20006	Physical Rehabilitation Procedures (4) to:	
PTST	20006	Physical Rehabilitation Procedures (4)	S
PTAT	20007	Directed Practice in Physical Therapy III (6) to:	
PTST	20007	Directed Practice in Physical Therapy III (6)	S
PTAT	20008	Clinical Conditions III (2) to:	
PTST	20008	Clinical Conditions III (2)	S
RADT	14001	Orientation to Clinical Radiography (2)	Inact
RADT	14010	Clinical Education I (1)	PDsG
RADT	14011	Clinical Education II (1)	PDsG
RADT	14012	Clinical Education III (1)	PDsG
RADT	14013	Clinical Education IV (1)	PDsG
RADT	14019	Radiographic Exposure and Imaging I (2) to: (3)	HDP
RADT	14020	Radiographic Procedures I (5) to: (2)	HPDs
RADT	14021	Radiographic Procedures II (4)	PDs
RADT	24010	Clinical Education V (1)	GPDs
RADT	24011	Clinical Education VI (1)	GPDs
RADT	24020	Radiographic Procedures III (3) to: (4)	HPDs
RADT	24022	Radiographic Exposure and Imaging III (3)	Inact
RADT	24024	Advanced Imaging (4)	New
RIS	34084	Computed Tomography and Magnetic Resonance Imaging Sectional Anatomy I (2)	New
RIS	34086	Computed Tomography and Magnetic Resonance Imaging Sectional Anatomy II (2)	New
RIS	44001	Patient Management in Nuclear Medicine (2) to: (3)	HPD
RIS	44011	Nuclear Medicine Radiopharmacy (3) to: (4)	HPD
RIS	44014	Nuclear Medicine Physics and Instrumentation II (2) to: (3)	HPD
RIS	44026	Radiation Therapy Pathology (3)	Inact
RIS	44029	Radiation Therapy Pathology I (3)	New

Course Changes Effective Fall 2008 *continued*

RIS	44030	Radiation Therapy Pathology II (3)	New
RIS	44032	Magnetic Resonance Imaging Procedures (2)	Inact
RIS	44034	Magnetic Resonance Equipment and Image Acquisition (3).....	Inact
RIS	44044	Magnetic Resonance Imaging Procedures I (2)	New
RIS	44045	Magnetic Resonance Imaging Procedures II (2)	New
RIS	44051	Magnetic Resonance Equipment and Image Acquisition I (2).....	New
RIS	44052	Magnetic Resonance Equipment and Image Acquisition II (2).....	New
RIS	44098	Research in Medical Imaging (3)	PW
RTT	11000	Introduction to Respiratory Therapy (3)	New
RTT	11001	Pharmacology (3).....	New
RTT	11002	Cardiopulmonary Diseases (3)	New
RTT	11003	Cardiopulmonary Physiology (3).....	New
RTT	11004	Arterial Blood Gas and Electrocardiogram Interpretation (2).....	New
RTT	11005	Mechanical Ventilation (2).....	New
RTT	12001	Clinical Education I (1)	New
RTT	12002	Clinical Education II (2)	New
RTT	21000	Critical Care (3)	New
RTT	21001	Neonatal and Pediatric Respiratory Care (3).....	New
RTT	21002	Long Term Care and Rehabilitation (3).....	New
RTT	21010	Contemporary Issues in Respiratory Therapy (1).....	New
RTT	21011	Preparation for Certified Respiratory Therapist and Registered Respiratory Therapist (1).....	New
RTT	21095	Special Topics in Respiratory Therapy (1-3)	New
RTT	21096	Individual Investigation in Respiratory Therapy (1-3)	New
RTT	22001	Clinical Education III (2)	New
RTT	22002	Clinical Education IV (2).....	New
TECH	20004	Electrical Circuits I (3) to:	
TECH	20004	Fundamentals of Electronic Circuits (4)	TaDEH
TECH	23200	Electronic Circuit Fabrication Laboratory (1)	New
TECH	33010	Computer Hardware (3)	New
TECH	33016	PC/Network Engineering and Troubleshooting (3)	P
TECH	33220	Analog Electronics (3) to:	TaH
TECH	33220	Electronic Devices (4)	PDE
TECH	33870	Facility Design and Material Handling (3)	New
TECH	35101	Helicopter Theory and Operations (2) to: (3)	HPDsc

Course Changes Effective Fall 2008 *continued*

TECH	43026	Microprocessor Systems (3) to: (4).....	HE
TECH	43221	Control Systems and Robotics (3) to:	
TECH	43221	Digital Control Systems and Instrumentation (4)	TaHPDE
TECH	53026	Microprocessor Systems (3) to: (4).....	H
TECH	53221	Control Systems and Robotics (3) to:	
TECH	53221	Digital Control Systems and Instrumentation (4)	TaHPD
TECH	63010	Computer Hardware (3)	New
TECH	63020	Fiber Optic Systems (3)	New
TECH	63040	Electronic Communications (3)	New
TECH	63060	Management of Technology Innovation (3)	New
TECH	63070	Computer Hardware Design and Integration (3).....	New
UD	66995	Special Topics in Urban Design (1-4)	New
VCD	20000	Basic Computer GDI (3).....	s
VCD	20003	Intermediate Computer-Graphic Design Illustration (3)	s
VCD	28002	Photography II (3)	New
VCD	45000	Graphic Design Perspectives (3)	New
VCD	55000	Graphic Design Perspectives (3)	New



EDUCATIONAL POLICIES COUNCIL

Minutes of the Meeting Monday, August 20, 2007

Ex-Officio Members present: Senior Vice President and Provost Robert G. Frank; Vice Provost Steve O. Michael; Executive Dean Shirley J. Barton; Deans Donald L. Bubenzer, Timothy J. Chandler, Aminur R. (Raj) Chowdhury, Laura Cox Dzurec, James L. Gaudino, Denise A. Seachrist, Donald R. Williams; dean representatives Diedre Badejo for Jerry D. Feezel, James E. Dalton for Steven Fong, Jay (Mark) Pike for Mark W. Weber, Elizabeth A. Sinclair-Colando for George E. Stevens

Ex-Officio Members not present: Gary M. Padak, John L. West

Faculty Senate-Appointed Representatives present: Cheryl A. Casper, Thomas Janson, Erica B. Lilly, James A. Tyner, Sue Ellen Wright

Faculty Senate-Appointed Representatives not present: Florence W. Dore, Donald (Mack) Hassler, Barbara J. Hipsman-Springer, Kimberly A. Karpanty, Natasha Levinson, John A. Marino, Mandy J. Munro-Stasiuk, Vilma Seeberg, Robin S. Vande Zande

College Curriculum Committee Representatives present: Margaret (Peggy) Doheny, David A. Dumpe, Jacqueline Rowser, Stephen M. Zapytowski

College Curriculum Committee Representatives not present: Verna M. Fitzsimmons, Sanda S. Katila, Alexa L. Sandmann, Kathryn E. Strand

Observers present: Thomas P. Wakefield

Observers not present: Kali Price

Consultants and Guests present: Paul F. Boguski, Stephane E. Booth, Laura L. Davis, Lisa N.H. Delaney, Evelyn S. Goldsmith, LuEtt J. Hanson, Mary Louise Holly, Richard H. Kolbe, Judith A. Melillo, Julie A. Messing, Nancy E. Mitchell, Sara J. Newman, Gayle L. Ormiston, Anne Reid, Cynthia R. Stillings, Therese E. Tillett, Kenneth J. Vinciquerra, William C. Ward

Senior Vice President and Provost Robert G. Frank called to order the Educational Policies Council at 3:20 p.m., on Monday, August 20, 2007, in Room 310 of the Kent Student Center.

Faculty Senate Chair Cheryl A. Casper requested members to discuss the university's Strategic Plan revisions when meeting with different groups.

Action Item 1: Approval of minutes of May 21, 2007.

Professor Steven M. Zapytowski moved for approval, and Dean Donald R. Williams seconded. There were no corrections or comments. The minutes were approved as submitted.

Action Item 2: Revision of the LER Policy Statements I-II and Course Proposal Questionnaire.

URCC Co-Chair Sara J. Newman said the revisions were housekeeping items, with improved writing for clarity and one more question on the questionnaire. She moved the item for approval, which was seconded by Dean Williams. The motion was brought to a vote and passed unanimously.

Action Item 3: Establishment of writing-intensive course status for ENTR 47065 New Venture Creation.

URCC Co-Chair Newman moved for approval of item, which she said more than met the requirements for a writing-intensive course. Seconded by Professor Zapytowski, the motion was brought to a vote and passed unanimously.

Action Item 4: Revision of SOC 12050 Introduction to Sociology, a Liberal Education Requirements (LER–Social Sciences) course. Revision is elimination of credit by examination.

URCC Co-Chair Newman said the removal of credit by examination was appropriate considering the course is a gateway class to many areas. Her motion for approval was seconded by Dean Williams. Brought to a vote, it passed unanimously.

Action Item 5: Establishment of the Entrepreneurship [ENTR] major within the Bachelor of Business Administration [BBA] degree program. Proposal also includes establishment of a pre-major code PENT and course subject ENTR, revision of BUS 20456 to ENTR 27456 and establishment of 12 ENTR courses.

Assistant Dean Elizabeth A. Sinclair-Colando, representing Dean George E. Stevens, explained that a Center for Entrepreneurship and Business Innovation was established last year with one of its goals to create a major. A preliminary prospectus of the program was approved by the Ohio Board of Regents. Chair Richard H. Kolbe said the Department of Marketing will house the program, and noted the synergy between the program and department. Assistant Dean Sinclair-Colando moved for approval, seconded by Dean Aminur R. (Raj) Chowdhury. The motion was brought to a vote and passed unanimously.

Information Item 1: Revision of the *Curriculum Guidelines* for 2007-08, to replace the 2000 edition.

Associate Provost Gayle L. Ormiston said the revisions were an update, with more concise procedures. He listed new features, including administrative policy and procedures for the EPC, flow charts for proposals and listing of active programs and their Banner codes. He requested feedback from members.

Information Item 2: Administrative oversight restructuring of the University Teaching Council, from the Honors College to the Faculty Professional Development Center.

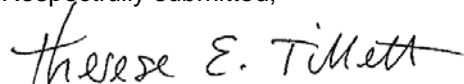
Senior Vice President and Provost Robert G. Frank said that in conversation with retired Dean Larry R. Andrews, he was told that the University Teaching Council was never intended to be in the Honors College. However, in regards to comments from Faculty Senate members about the move not being adequately vetted by the community, the UTC will be overseen by the Faculty Professional Development Center until April, when there will be a review and, most likely, a new dean of the Honors College.

Information Item 3: Establishment of validation agreement between Kent State University's Trumbull campus and Trumbull Career and Technical Center's Tech Prep Program.

Executive Dean Shirley J. Barton explained that the agreement is similar to the one forged between the Salem campus and its area high schools.

With the discussion concluded, Professor Zapytowski made a motion to adjourn. Senior Vice President and Provost Frank adjourned the meeting at 3:35 p.m.

Respectfully submitted,




Therese E. Tillett
Director of Curriculum Services
Office of Academic Affairs

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost

From: Don Williams, Interim Dean; Co-chair, URCC 

Subject: Course Proposal for EPC Action

Date: September 24, 2007

The University Requirements Curriculum Committee has approved the following course changes in two current Writing-Intensive Courses, effective Fall 2008:

COMM 36001, Public Communication in Society, removal of WIC status.

(Now 26001)

COMM 45902, Communication and Influence, revision of catalog description.

and prerequisite

Relevant cover memos, CCP, BDS, catalog copy and sample syllabi are attached.

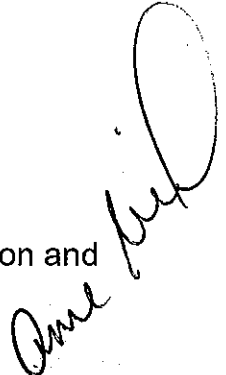
*(per D.
Williams
11-0ct-07)*

Cc: Therese Tillett, Curriculum Services
Anne Reid, College of the Arts
Christine Havice, Director, School of Art
URCC

Interdepartmental Correspondence
COLLEGE OF THE ARTS
COLLEGE OF COMMUNICATION AND INFORMATION

Office of Academic Services
Kent State University

TO: Sarah Newman, Co-chair, URCC
FROM: Anne Reid, Academic Program Director
SUBJECT: Changes to WIC courses from the College of Communication and Information
DATE: July 24, 2007



I am sending to you information about changes to two courses within the School of Communication Studies. COMM 36001, Public Communication in Society, will have a number change to 26001 and also the WIC status removed. COMM 45902 will have a minor revision to the course description, though the course outline will remain the same. Please let me know if these changes must be discussed by the committee.

WRITING-INTENSIVE COURSE REQUIREMENT

The purpose of the writing-intensive course requirement is to assist undergraduates in becoming effective writers within their majors. This graduation requirement became effective for all undergraduate students who enrolled as new freshmen in fall semester 1992 or later; all students with an effective *Catalog* year of 1994 or later must fulfill this requirement. At least one upper-division course designated from the following list must be completed with minimum C (2.0) grade. While the intent is that the requirement be fulfilled within the major, students may use a writing-intensive course in another discipline to fulfill the requirement if permitted by the department/school of their major.

The following are the approved writing-intensive courses.

Accounting (ACCT)	
43010 Principles of Auditing and Control	3
Adolescent/Adult Education (ADED)	
32142 Principles of Teaching Adolescents	3
American Sign Language (ASL)	
49309 Introduction to Deaf Studies	3
Anthropology (ANTH)	
38480 Archaeological Analysis	3
48214 Politics of Culture	3
48830 Human Behavioral Ecology and Evolution	3
Architecture (ARCH)	
30001 Site Design	1
40001 Sustainable Design	1
Art Crafts (ARTC)	
45008 Professional Practices	3
45099 Senior Project: Crafts	4
Art Education (ARTE)	
41003 Art Education: Field Experience	3
Art Fine Arts (ARTF)	
44099 Senior Project: Fine Arts	3
Art History (ARTH)	
42000 Research and Writing in Art History	3
Biological Sciences (BSCI)	
40600 Writing in the Biological Sciences	1
Career Technical Teacher Education (CTTE)	
46001 Organization of Career and Technical Education	3
Center for Applied Conflict Management (CACM)	
41010 Reconciliation Versus Revenge: Transitional Justice	3
49091 Seminar in Conflict Management	3
Chemistry (CHEM)	
30102 Quantitative Analysis Laboratory	1
30104 Instrumental Analysis Laboratory	2
40251 Advanced Biological Chemistry Laboratory	2
Classics (CLAS)	
41503 Greek Literature in Translation	3
Communication Studies (COMM)	
35864 Organizational Communication	3
36001 Public Communication in Society	3
40001 Advanced Interpersonal Communication	3
45154 Rhetorical Criticism	3
45902 Communication and Influence	3
45957 Language and Meaning	3

Computer Science (CS)	
33006 Social and Ethical Issues in Computing	3
Dance Education (DAN)	
47163 Dance History II	3
Early Childhood (ECED)	
40126 Developmental Reading and Writing: Early Years	3
Economics (ECON)	
42075 International Economic Relations	3
42191 Senior Seminar in Economics	3
English (ENG)	
30001 English Studies	3
31006 World Englishes	3
41001 Sociolinguistics in Schooling	3
49091 Senior Seminar	3
Fashion Design and Merchandising (FD&M)	
30083 Professional Seminar	3
45035 Historic Textiles	3
Finance (FIN)	
46059 Financial Policy	3
French (FR)	
33335 Introduction to the French Theatre	3
33336 Introduction to French Poetry	3
33337 Introduction to the French Novel	3
43230 Advanced Translation Practice: French	3
Geography (GEOG)	
40191 Seminar in Geography	3
Geology (GEOL)	
34061 Invertebrate Paleontology	4
German (GER)	
41216 Contemporary German Culture	3
41230 Advanced Translation Practice: German	3
41330 20th-Century German Authors	3
41365 Classical German Literature	3
Gerontology (GERO)	
44030 Adult Development and Aging	3
Health Education (HED)	
32542 Methods and Applications of Health Education	5
History (HIST)	
32050 The Historian's Craft	3
42297 Colloquium: China and Japan	3
42397 Colloquium: Women in Europe from Antiquity to Renaissance	3
42497 Colloquium: Women in Modern Europe	3

TILLET, THERESE

From: WILLIAMS, DONALD
Sent: Thursday, October 04, 2007 10:53 PM
To: TILLET, THERESE; NEWMAN, SARA
Subject: RE: COMM 45902 - WIC

Therese,
it appears we are in favor of the prerequisite change. Do I need to rewrite the cover memo for this? I will be out of town this weekend so you won't get it until Tuesday of next week, but that is still before the October 10 date that Gayle gave me. :) Let me know what we need to do.

Thanks,
Don

Donald R. Williams, Interim Dean
The Honors College
Kent State University
(330) 672-2312

From: TILLET, THERESE
Sent: Thu 10/4/2007 2:06 PM
To: WILLIAMS, DONALD; NEWMAN, SARA
Subject: COMM 45902 - WIC


Hello, Don and Sara,

Regarding the URCC approving course change for WIC COMM 45902 Communication and Influence, Don's cover memo and the memo from Anne Reid to Sara states the only change to COMM 45902 was the course description.

The course description was revised and appeared on the August EPC agenda (my fault for not catching that and holding it back).

However, the course proposal that is attached to the URCC memos revises the prerequisite. (Anne's memo is dated July; the course proposal is dated September.)

Current prerequisite: Communication studies (COMM) major and COMM 25902.

Proposed prerequisite: COMM 20000 and 25902 with minimum C grade; and minimum 2.25 GPA; and Grammar Test minimum score 680 or COMM 21000 with minimum C grade. 

I need something in writing that states the URCC also approves the prerequisite change.

Therese

Therese E. Tillett
Director of Curriculum Services
Office of Academic Affairs
KENT STATE UNIVERSITY
Tel: 330-672-8558 * Fax: 330-672-2644
ttillet1@kent.edu * www.kent.edu

10/11/2007

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Apr-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **School of Communication Studies**
College **CI - Communication and Information**
Proposal **Revise Course**
Course Subject **COMM** Course Number **36001**
Course Title **Public Communication in Society**
Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input checked="" type="checkbox"/> Writing-Intensive <i>removed</i>
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

Remove Writing Intensive designation

Remove all Prerequisites

Change course number

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

None

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Executive Dean of Regional Campuses

Provost

5/1/07

7, 20, 07

 / /

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BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **25-Apr-07** Requested Effective Term **Fall 2008**
Course Subject **COMM** Course Number **26001**
Course Title **Public Communication in Society**
Title Abbreviation **Public Comm In Society**
Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours
Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
Contact hours should be per week.
Repeat Status **NR - Course may not be repeated**
If repeats, course limit OR maximum hours
Course Level **UG - Undergraduate**
Grade Rule **B - Letter**
Schedule Type(s) **LEC - Lecture**
Course Attribute(s) **None**
Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **None**

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

Checking "yes" means students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **19**

OBR Subsidy Code **08**

OBR Course Level **3**

CIP Code **231001**

Catalog Description **Examines communication in public settings. Content includes issues in mass media, political communication and political advertising, news, crisis communication, public opinion, and communication in executive, legislative, and judicial settings. Students explore the influence of mediated messages via application of mass communication theories and constructs.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number **36001**

Content Outline (include contact hours for each section)

Contact Hours	Outline
9.00	Theories of Public Communication
9.00	Political and Issue Campaigns
3.00	Political Advertising and Image Building
3.00	Corporate Crisis Communication
3.00	Media Policies and Controls
3.00	Presidential Communication
3.00	Legislative Communication
3.00	Judicial Communication
3.00	Uses of and Effects on Audiences
3.00	Public Opinion Studies
3.00	New Directions in Public Communication

45.00 Total Contact Hours

Textbook(s) Used in this Course

Jamieson, K.L., & Campbell, K.K. (2006). The interplay of influence (6th ed.). Belmont, CA: Wadsworth.
Alexander, A., & Hanson, J. (2007). Taking sides: Clashing views in mass media and society (9th ed.). Dubuque, IA: McGraw/Hill

Writing Expectations

Students write two short (5 to 6 pages) analysis papers and one large final research paper on topics relevant to the class.

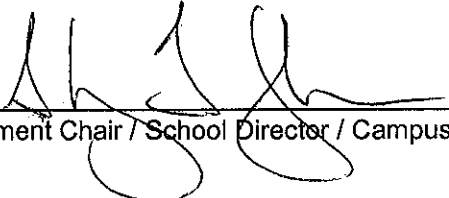
Instructor(s) Expected To Teach

B. Hugenberg

Instructor(s) Contributing to Content

B. Hugenberg, P. Haridakis

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

6 / 29 / 07

COMM-26001: Public Communication in Society
REVISED SYLLABUS
Submitted 5/17, B. Hugenberg

Required Texts

Alexander, A., & Hanson, J. (2007). *Taking sides: Clashing views in mass society*, 9th ed., Dubuque, IA: McGraw-Hill.

Jamieson, K. H., & Campbell, K. K. (2006). *The interplay of influence*, 6th ed., Belmont, CA: Wadsworth.

Handouts and Additional Reading as assigned.

Course Description

Examines communication in public settings. Content includes issues in mass media, political communication and political advertising, news, crisis communication, and public opinion in executive, legislative, and judicial settings. Students explore the influence of mediated messages via application of mass communication theories and constructs

Course Objectives

At the conclusion of the semester, students should be able to demonstrate knowledge of the following topics via class discussion, exams and written work:

- current media issues
- effects of media influence
- communication related to crisis campaigns
- influence of political and product advertising
- interplay of audience, media, and public affairs
- communication and media theories

Graded Assignments:

Exam(s): 40%

Papers: 40%

Quizzes: 10%

Paper Presentation: 5%

Graded Classroom Activities: 5%

Exams (40%). There is a midterm and a final.

Paper 1 (10%). Web Log descriptive analysis. Describes issue log and analyzes via a narrative paradigm. Details and criteria included in handout.

Paper 2 (30%). A descriptive analysis of mass communication messages associated with selected political campaigns. Details and criteria included in handout.

Quizzes (2% each): There will be 5 unannounced quizzes based on textbook readings.

Paper Presentation (5%). A 4-5 minute formal presentation of the paper: The thesis and major conclusions. Assignment judged according to the overall quality of the presentation.

Graded Classroom Activities. Based on readings and assignments, and designed to help student achieve course objectives.

Policies:

Academic Honesty. University standards apply with regard to plagiarism and cheating. Please review the policy in your student handbook if you have any questions. Important note: All written work is to be original (not previously submitted in another class). Previous work may be altered and expanded to further pursue a line of inquiry, but the exact paper may not be re-submitted. Talk to Dr. Hugenberg about how to proceed with an extension of previous work. Students who plagiarize any part of their work or cheat on an exam will receive a "0" for the assignment, may fail the course, and may have academic sanctions placed on them by the University.

Late Work. Late assignments due to unexcused absences are penalized *one full letter grade* for each class day they are late. Late papers may not be submitted via email.

Student Responsibilities.

- It is the responsibility of every student to read, understand, and follow the course policies and procedures as explained in this syllabus, student handbook, and any additional materials and/or handouts provided during the semester. Not being aware of stated policies is not an acceptable excuse for failing to follow stated policies.
- Communicate respectfully when engaging in classroom discussions. Keep disagreements agreeable, and abstain from verbal attacks.
- Turn off and put away all cell phones, PDAs, iPods, and pagers during class and exams. If you are expecting an important call, set your phone on vibrate.
- Arrive on time and stay the entire session.
- Communicate competently via email with your instructor – include enough detail so that she knows who you are and which class you reference. Always check grammar and spelling. All messages must contain the number or name of the course in the subject area. Otherwise, messages will be unopened and deleted. *Demonstrate your communication skills related to this medium.*

Students with Disabilities. In accordance with the 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 accommodations are required. Students with disabilities must verify their eligibility through the Office of Student Accessibility Services (SAS) in the health center, (330) 672-3391.

Course Registration. It is the policy of Kent State University that students are not permitted to attend classes for which they are not officially enrolled. It is the student's responsibility to ensure proper enrollment of classes. Students should review their official class schedule during the first two weeks of the semester to ensure proper enrollment. Errors should be corrected by Friday of the second week of classes. If registration errors are not corrected, and students continue to attend and participate in classes for which they are not formally enrolled, they will not receive grades for those courses at the conclusion of the semester.

Sample Course Schedule

WEEK 1

Introduction to Course	Introduction: A&H pp. Xvii – Xxii
Details Paper # 1	Handout
The Media: An Introduction Media & Measurement	C. 1: J&C

WEEK 2

What is News? Hard News Defined What is Covered & Reported	C. 2: J&C pp. 40-65
Changing News Norms	C. 2: J&C pp. 62-82

WEEK 3

News as Persuasion Dramatizing & Sensationalizing Inaccurate & Incomplete Reporting Unbalanced Interpretation	C. 3: J&C pp. 84-113
Analysis: Analyzing a News Item <i>Exercise</i> , Bring News Item	C. 3: J&C pp. 114-118
Issue 1: "Are American Values	Media & Social Issues: A&H

Shaped by the Mass Media?"

pp. 1-24

Discussion Questions:

- What is Schiller's major argument within the "myth of media pluralism"?
- How does the 200+ world of cable television, pay-per-view options, and the Internet support or refute Schiller's argument, in your opinion?

WEEK 4**Influencing the News Media**

C. 4: J&C

Influencing Journalistic Norms & Routines pp. 119-140

Commercial Pressures

C. 4: J&C

Political Pressures

pp. 140-155

Issue 7: "Should the White House Control the Press?"News & Politics: A&H,
pp. 131-155

Discussion Questions:

- How is your life dependent on a vibrant press?
- What is the primary change you would like to see in the relationship between the press and the government?
- Why is that of particular importance to you?

WEEK 5

Paper # 1 Due

Details Paper # 2

Handout

How Corporate Power Influences What We See

A Brief History of Media Consolidation

C. 5: J&C

pp. 156-170

Issue 18: "Are People Better Informed in The Information Age?"Life in the Digital Age, A&H
pp. 351-368

Discussion Questions:

- Are the data that show Americans have little knowledge of the basic functions of government accurate in your opinion?

- How can new technology be used to overcome this issue?
- Is the Internet just going to lead to information overload?

WEEK 6:**What is Advertising?**C. 6: J&C
pp. 171-197

WEEK 7 MIDTERM EXAM**Persuasion through Advertising**

C. 6: J&C

WEEK 8**Issue 6: "Is Advertising Ethical?"**

pp. 105-130

Discussion Questions:

- Calfee and Baker each look at the effects of advertising on consumers but come to different conclusions on whether it is beneficial or detrimental.
- What is your opinion of advertising?

Advertising (cont.)C. 7: J&C
pp. 221-232

WEEK 9**Influencing Advertisers**

C. 8: J&C

Regulation & Self-Regulation

pp. 234-255

Obstacles to Regulation**What Advertisers May Not Say or Do****Analyzing an Ad**

J&C

Exercise: Bring in Ad

pp. 255-259

Issue 5: "Does Alcohol Advertising Target Young People?"A&H
pp. 89-104**Discussion Questions:**

- Why does Ruccio believe the alcohol advertisements positively affect teen attitudes toward drinking?
- Do you agree with her assertions?
 - Why? Why not?

WEEK 10

How to Influence the Media	C. 9: J & C pp. 261-279
Constructing a Strategy for Message Distribution	J & C pp. 279-281

WEEK 11:	Political Versus Product Campaign	C. 10: J&C pp. 282-304
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WEEK 12

Issue 8: "Is Negative Campaigning Bad for the American Political Process?"	News & Politics: A&H pp. 156-177
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Discussion Exercise:

- *Bring in example of political ad (from Nov. elections).*
- Define a "good" versus a "bad" negative advertisement.
- What two criteria do Lariscy and Tinkham say determine a "good" one?
- Explain how your ad fits the criteria for either a "good" or "bad" example.

WEEK 13

Issue 10: "Is Blogging Journalism?"	A & H pp. 192-212
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Discussion Questions:

- According to Welch, blogging is the new form of alternative journalism. How is blogging similar to the alternative publications of the 1960s?
- How does it differ from today's alternative publications?

Issue 10 (continued)

WEEK 14

News & Advertising in The Political Campaign	C. 12: J & C pp. 317-346
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The Interplay of Influence	C. 12: J & C
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pp. 347-352

Discussion Questions:

- What criteria governed which candidates received news coverage?
- Why did some candidates receive more coverage than others?
- Were candidates' ads a subject of news reporting?
- What agenda was set for voters by the media?
- How did journalists act to determine the truth or falsity of charges in the campaign?
 - To what effect?
- What were common adjectives used by the media to describe certain candidates?
- How did the ads create recognition, differentiation, association, participation, and repetition?

WEEK 15**Paper 2 Due**

Oral Presentations/Discussions

Oral Presentations/Discussions

WEEK 16

Review

Group Mock Exam (Essays)

Review

Group Mock Exam (Objective)

FINAL EXAM:

SCHOBINGER, KELLY

From: BLASE, GREGORY
Sent: Wednesday, June 27, 2007 1:45 PM
To: DUNCAN, ROZELL; SCHOBINGER, KELLY
Cc: WEARDEN, STANLEY
Subject: Public Communication in Society

Rozell and Kelly,

The Curriculum Committee of the School of Journalism and Mass Communication has reviewed COMM 26001, Public Communication in Society and finds no encroachment or duplication with a JMC course.

Therefore the School of Journalism and Mass Communication supports the School of Communications Studies in the creation of this course.

Greg Blase
Undergraduate Coordinator
Journalism and Mass Communication

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **14-Sep-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **COMM**
 College **CI - Communication and Information**
 Proposal **Revise Course**
 Course Subject **COMM** Course Number **45902**
 Course Title **Communication ^{and} Influence**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

Reword prerequisite

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

None

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Executive Dean of Regional Campuses

Senior Vice President for Academic Affairs and Provost

9/14/07

9/19/07

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BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **14-Sep-07** Requested Effective Term **Fall 2008**

Course Subject **COMM** Course Number **45902**

Course Title **Communication & Influence**

Title Abbreviation **Comm & Influence**

NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)

Slash Course **/ /** Cross-listed with **4/5, 4/5/7 or 6/7** Cross-list Banner code **_____**

NOTE: To be completed by Curriculum Services.

Minimum Credit **03** ☐ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours ☒ Lecture Minimum Hours **3** ☐ to ☐ or Maximum Hours **3**

Per Week ☐ Laboratory Minimum Hours **_____** to **_____** or Maximum Hours **_____**

☐ Other Minimum Hours **_____** to **_____** or Maximum Hours **_____**

NOTE: Contact hours should be per week.

Repeat Status **NR - Course may not be repeated**

If repeats, course limit **_____** OR maximum hours **_____**

Course Level **UG - Undergraduate**

Grade Rule **B - Letter**

Schedule Type(s) **LEC - Lecture**

Course Attribute(s) **WIC - Writing-Intensive Course**

Credit By Exam **N - Credit by Exam Not Approved**

Minimum 'C' grade in COMM 20000;
and COMM 25902;
and minimum 2.25 GPA; and
Grammar Test with minimum score
680 or COMM 21000 with minimum
'C' grade.

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **Pass COMM 20000 with C or better, Pass Grammar test with 680 or better, Cumulative GPA of 2.25 or better and COMM 25902**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) **or successfully**

Corequisite(s) **Complete COMM 21000 with C or better**

Registration is by special approval only ☐ Yes ☒ No **per A. Reid, also email**

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **19**

OBR Subsidy Code **08**

OBR Course Level **3**

CIP Code **090101**

Catalog Description **Explores theories and strategies of social influence in contemporary society. Students discuss and critique influential communication practices such as interpersonal persuasion, product & services advertisements, social movements, and political messages. Course addresses global perspectives on persuasion. This course may be used to satisfy the writing intensive requirement with approval of major department.**

Complete the following only if applicable:

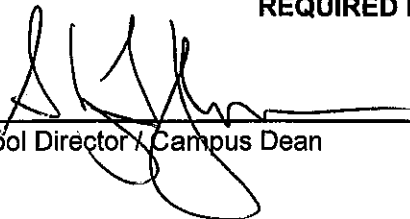
Content Outline (include contact hours for each section)

Contact Hours	Outline
5.00	Historical and ideological significance of social influence in an open society
17.00	Selected humanistic and social-scientific theories and models of persuasion and social influence
3.00	Strategies of influence related to contemporary national and global contexts
10.00	Critically assess persuasive verbal and nonverbal strategies in diverse communication messages (application of theories/concepts), such as: interpersonal communication and conflict, product and service advertisements, public service announcements, issue advertisements, and interest group literature
10.00	Plan and propose research addressing a theory of persuasion or a construct related to social influence
	Quality sources
	APA style
	Concise summaries of relevant research results
	Strategic construction of annotated bibliography
	Literature review, study proposal/rationale
	Understanding and analyzing the current conversations related to a selected theory of persuasion or influence
	Posing research questions and forwarding hypotheses

45.00 Total Contact Hours

Textbook(s) Used in this Course	Woodward, G.C., & Denton, R.E. (2004). Persuasion and influence in American life (5th ed.). Long Grove, IL: Waveland Press
Lunsford, A.A. (2005). The everyday writer (3rd ed.). Boston: Bedford/St. Martins	
Writing Expectations	Annotated bibliography, review of selected literature, and research proposal
Instructor(s) Expected To Teach	B. Hugenberg
Instructor(s) Contributing to Content	Duncan

REQUIRED ENDORSEMENT

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke, positioned above a solid horizontal line.

Department Chair / School Director / Campus Dean

9 / 14 / 07

WRITING-INTENSIVE COURSE INFORMATION

COMM 45902, Communication & Influence

1. Students prepare five writing assignments in this course. Students begin the process by preparing two bibliographies based on selected theories of persuasion. The next step in the process is the construction of an annotated bibliography of a minimum of ten research articles. The annotated bibliographies assist students as they prepare their exemplary literature reviews (6 to 10 pages). The review of literature forms the foundation for research questions and proposals for future research. The final paper will be an exemplary literature review with research proposal that is 15 to 20 pages in length. The research proposal is a rationale for research based on the review of literature in an area of interest (i.e., why should one pursue research in a specific area, what can be gained, who will benefit).
2. All of the writing assignments in the process build toward the literature review/research proposal. Students receive collaborative guidance conducted by small groups of students' classmates. Peer review serves as a yard stick to measure clarity, provide constructive criticism, and offer suggestions to improve the assignment. The small bibliographies and the annotated bibliography receive written feedback from the instructor with opportunities for revision. The first draft of the literature review and research proposal receives written feedback and verbal guidance from the instructor in individual meetings with students. Students will receive both written and oral instruction on how to construct research questions and hypotheses. The revised draft accompanies the final product, the literature review with research proposal. All revisions occur before grading.
3. Seventy percent of the course grade is based on writing assignments. Writing assignments are evaluated on writing style/mechanics, adherence to APA standards, content, and quality of revisions (i.e., if student has utilized feedback from instructor). The written assignment demonstrates students' knowledge and understanding of theory. Twenty percent of the course grade represents knowledge evaluated by examination. Ten percent of the course grade is based on students' participation in class activities and discussion.
4. This course will be offered every semester.
5. The expected class size is 25.

Prerequisite: COMMUNICATION MAJOR AND COMM 25902, OR PERMISSION

Catalogue Description: Explores theories and strategies of social influence in contemporary society. Students critique influential public communication practices in multiple communication contexts such as mediated, interpersonal, and public. Course addresses global perspectives on persuasion. This course may be used to satisfy the Writing-Intensive course requirement with approval of major department.

Writing Expectations: Writing Intensive Course. High level of competence expected. Written requirements include annotated bibliographies of research articles, exemplary literature review, & abbreviated research proposal.

Instructor(s) Expected to Teach Course: Barbara Hugenberg, Ph.D., Paul Haridakis, Ph.D., Gracie Lawson-Borders, Ph.D.

Instructor(s) Contributing to the Content: Barbara Hugenberg, Ph.D.

Content Outline:

I. Historical and political significance of social influence in an open society.	5
II. Selected humanistic and social scientific theories and models of persuasion and social influence.	10
III. Strategies of influence related to contemporary global communities. Eastern and Western perspectives.	3
IV. Theories and models of persuasion and social influence evident in multiple communication contexts such as:	7
Interpersonal	
Mediated	
Public	
V. Critically assess persuasive strategies in diverse communication artifacts (Application of theories/concepts) such as:	10
Network & Cable News	
Film & TV	
Political Cartoons	
Ads	
Interest Group Literature	
VI. Plan and propose research addressing a theory or model of persuasion.	10
Quality Sources	
American Psychological Association Style	
Concise Summaries of Research Results	
Strategic Construction of Annotated Bibliography,	
Literature Review, Study Proposal/Rationale	
Understanding & Analyzing the "Current	
Conversation" on a Selected Theory or Model	
of Persuasion/Influence	
Constructing Research Questions & Forwarding Hypotheses	

Total: 45 Hours

Textbooks Used in This Course:

Suggested Texts:

Woodward, G. C., & Denton, R. E. (2004). *Persuasion and influence in American life* (5th ed.). Long Grove, IL: Waveland Press.

Gass, R. H., & Sweater, J. S. (2003). *Persuasion, social influence, and compliance gaining* (2nd ed.). Boston: Allyn & Bacon.

Borchers, T. A. (2005). *Persuasion in the media age* (2nd ed.). NY: McGraw-Hill.


Required Text:

Lunsford, A. A. (2005). *The everyday writer*. (3rd ed.). Boston: Bedford/St. Martin's

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost

From: Don Williams, Interim Dean; Co-chair, URCC 

Subject: Course Proposal for EPC Action

Date: September 24, 2007

The University Requirements Curriculum Committee has approved the following course for Writing-Intensive Course status, effective Fall 2008:

ART 40008, Professional Practices in the Visual Arts, 3 cr. hrs.

This course will provide the WIC for BFA students in the Fine Arts and the Craft majors.

Relevant cover memos, CCP, BDS, WIC information form, sample syllabus, and catalog description and changes are attached.

Cc: Therese Tillett, Curriculum Services
Anne Reid, College of the Arts
Christine Havice, Director, School of Art
URCC

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost
From: Don Williams, Interim Dean; Co-chair, URCC
Subject: Course Proposal for EPC Action
Date: September 24, 2007



The University Requirements Curriculum Committee has approved the following course changes in two current Writing-Intensive Courses, effective Fall 2008:

ARTF 44099, Senior Project in Fine Art, removal of WIC status. 

ARTC 45099, Senior Project in Crafts, removal of WIC status.

Another WIC course, Professional Practices in the Visual Arts, is being established as a requirement in the major. The Senior Project courses will no longer be needed in order to meet the WIC requirement.

Relevant cover memos, CCP, BDS and catalog changes are attached.

Cc: Therese Tillett, Curriculum Services
Anne Reid, College of the Arts
Christine Havice, Director, School of Art
URCC

WRITING-INTENSIVE COURSE REQUIREMENT

The purpose of the writing-intensive course requirement is to assist undergraduates in becoming effective writers within their majors. This graduation requirement became effective for all undergraduate students who enrolled as new freshmen in fall semester 1992 or later; all students with an effective *Catalog* year of 1994 or later must fulfill this requirement. At least one upper-division course designated from the following list must be completed with minimum C (2.0) grade. While the intent is that the requirement be fulfilled within the major, students may use a writing-intensive course in another discipline to fulfill the requirement if permitted by the department/school of their major.

The following are the approved writing-intensive courses.

Accounting (ACCT)	
43010 Principles of Auditing and Control	.3
Adolescent/Adult Education (ADED)	
32142 Principles of Teaching Adolescents	.3
American Sign Language (ASL)	
49309 Introduction to Deaf Studies	.3
Anthropology (ANTH)	
38480 Archaeological Analysis	.3
48214 Politics of Culture	.3
48830 Human Behavioral Ecology and Evolution	.3
Architecture (ARCH)	
30001 Site Design	.1
40001 Sustainable Design	.1
Art Crafts (ARTE)	
45008 Professional Practices	.3
45009 Senior Project: Crafts	.4
Art Education (ARTE)	
41003 Art Education: Field Experience	.3
Art Fine Arts (ARTF)	
44090 Senior Project: Fine Arts	.3
Art History (ARTH)	
42000 Research and Writing in Art History	.3
Biological Sciences (BSCI)	
40600 Writing in the Biological Sciences	.1
Career Technical Teacher Education (CTTE)	
46001 Organization of Career and Technical Education	.3
Center for Applied Conflict Management (CACM)	
41010 Reconciliation Versus Revenge: Transitional Justice	.3
49091 Seminar in Conflict Management	.3
Chemistry (CHEM)	
30102 Quantitative Analysis Laboratory	.1
30104 Instrumental Analysis Laboratory	.2
40251 Advanced Biological Chemistry Laboratory	.2
Classics (CLAS)	
41503 Greek Literature in Translation	.3
Communication Studies (COMM)	
35864 Organizational Communication	.3
36001 Public Communication in Society	.3
40001 Advanced Interpersonal Communication	.3
45154 Rhetorical Criticism	.3
45902 Communication and Influence	.3
45957 Language and Meaning	.3

Computer Science (CS)	
33006 Social and Ethical Issues in Computing	.3
Dance Education (DAN)	
47163 Dance History II	.3
Early Childhood (ECED)	
40126 Developmental Reading and Writing: Early Years	.3
Economics (ECON)	
42075 International Economic Relations	.3
42191 Senior Seminar in Economics	.3
English (ENG)	
30001 English Studies	.3
31006 World Englishes	.3
41001 Sociolinguistics in Schooling	.3
49091 Senior Seminar	.3
Fashion Design and Merchandising (FD&M)	
30083 Professional Seminar	.3
45035 Historic Textiles	.3
Finance (FIN)	
46059 Financial Policy	.3
French (FR)	
33335 Introduction to the French Theatre	.3
33336 Introduction to French Poetry	.3
33337 Introduction to the French Novel	.3
43230 Advanced Translation Practice: French	.3
Geography (GEOG)	
40191 Seminar in Geography	.3
Geology (GEOL)	
34061 Invertebrate Paleontology	.4
German (GER)	
41216 Contemporary German Culture	.3
41230 Advanced Translation Practice: German	.3
41330 20th-Century German Authors	.3
41365 Classical German Literature	.3
Gerontology (GERO)	
44030 Adult Development and Aging	.3
Health Education (HED)	
32542 Methods and Applications of Health Education	.5
History (HIST)	
32050 The Historian's Craft	.3
42297 Colloquium: China and Japan	.3
42397 Colloquium: Women in Europe from Antiquity to Renaissance	.3
42497 Colloquium: Women in Modern Europe	.3



SCHOOL OF ART
INTERDEPARTMENTAL CORRESPONDENCE

ON 13 August, 2007

TO Anne Reid, Academic and Advising Services, College of the Arts

FR Christine Havice, Director, School of Art *CH*

RE Changes in Writing Intensive Course Requirement, BFA degree, Fine Art, School of Art

Proposal:

With this memo I convey the decision of the School of Art Faculty Advisory Committee (2 May, 2007) to require the course currently known as Professional Practices Crafts (ARTC 45008) for BFA students in Fine Art majors as their Writing Intensive Course. This will replace the course ARTF 44099, Senior Project Fine Art, as the WIC for that degree program; thus, we also propose that ARTF 44099 no longer be used to satisfy the WIC (forms attached).

The Professional Practices course will, per related memos, have a new prefix, number and title as follows to reflect the broader participation of a range of studio practices:

Old: ARTC 45008 Professional Practices Crafts

New: ART 40008 Professional Practices in the Visual Arts

Rationale:

Recent revisions to guidelines for KSU Writing Intensive Courses suggest that at least 50% of the final grade be based on written work. This is demonstrably the case for the former ARTC 45008 (64% of final grade based on written submissions of various sorts), while it cannot be so for the senior project, in which visual work, its presentation in an exhibition, and its defense before a faculty review committee constitute major areas of effort and dominate the written component of the final grade.

In addition, other topics addressed by the former ARTC 45008 – preparation of images in photographic and digital formats, preparation of resumes, cover and application letter-writing, and related matters of interest to students electing the pre-professional BFA degree – have long attracted students outside the crafts division within the School.

Immediate Effects:

Accordingly, the division of Fine Art has decided and recommended to the School's FAC that the previous WIC for BFA students in Fine Arts be changed, with the course, Professional Practices in the Visual Arts (modified in prefix, number and title to reflect the broader participation beyond students in the crafts division), added to the BFA requirements. This comes in addition to ARTF 44099, Senior Project, which is still required for all BFA students. (This change does not affect BA students, who are not required to complete a senior project and may take their WIC in any discipline of their choice.)

This proposal will add another 3 credit hours of required work to the BFA in Fine Arts, although, in compensation, the number of general electives will be reduced from 8-9 to 5-6, keeping the total credit hours required for the BFA to 125.

Impact:

The excellence of the extant course ARTC 45008 and its rigor, its focus on important aspects of professionalism in the arts, and its tested syllabus recommend it for this purpose; it is taught by a faculty member with a Ph.D. in comparative arts, so well prepared to deal creatively and productively with written assignments of various sorts. This will provide some consistency in final encounters with student writing, which was not possible when the faculty advisor for the student's senior project was determined first of all by visual arts discipline, rather than by preparation in writing pedagogy.

This proposal impacts no other undergraduate program within the School of Art and no other program beyond it. It does, however, have the potential to establish a model writing-intensive course in the studio disciplines of the visual arts, with demonstrable writing improvement related to important capstone experiences.

Resources:

The School of Art will add a second section of the Professional Practices class each semester, for which additional internal funding will be sought. Some minor adjustments to the scheduling of field trips and guest speakers, to accommodate the larger number of participating students, will follow, but no additional outlay of resources for these activities beyond what might be expected for normal inflation is anticipated.

Outcomes:

We expect to see relatively significant impact on the quality of undergraduate writing related to the senior project (proposal, research presentation, artist's statement) in short order. This will respond to observations concerning AQIP reviews in the past two years; we will explore how to demonstrate significant improvement in student writing at the conclusion of the undergraduate career.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **27-Aug-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **Art**
 College **CA - The Arts**
 Proposal **~~select one~~ Course Revision**
 Course Subject **ARTC** Course Number **45008**
 Course Title **Professional Practices Crafts**
 Minimum Credits **3** Maximum Credits **3**

Checked Items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input checked="" type="checkbox"/> Writing-Intensive add
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

We will double the number of sections of this course offered each semester to accommodate BFA students in Fine Art as well as in Crafts. No other change in impact.

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

none

REQUIRED ENDORSEMENTS

Christine Fauce
Department Chair / School Director / Campus Dean

Gene Beal
College Dean

Executive Dean of Regional Campuses

Senior Vice President for Academic Affairs and Provost

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9 / 17 / 06

 / /

 / /

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date	27-Aug-07	Requested Effective Term	Fall 2008
Course Subject	ART	Course Number	40008
Course Title	Professional Practices in the Visual Arts		
Title Abbreviation	Prof Practices in Visual Arts		
NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)			
Slash Course	/ /	Cross-listed with	Cross-list Banner code _____
	4/5, 4/5/7 or 6/7		NOTE: To be completed by Curriculum Services.
Minimum Credit	3 <input checked="" type="checkbox"/> to <input type="checkbox"/> or	Maximum Credit	3 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours	<input checked="" type="checkbox"/> Lecture	Minimum Hours	3.00 <input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
Per Week	<input type="checkbox"/> Laboratory	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
	<input type="checkbox"/> Other	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
NOTE: Contact hours should be per week.			
Repeat Status	NR - Course may not be repeated		
	If repeats, course limit OR maximum hours		
Course Level	UG - Undergraduate		
Grade Rule	B - Letter		
Schedule Type(s)	LEC - Lecture		
Course Attribute(s)	WIC - Writing-Intensive Course		
Credit By Exam	N - Credit by Exam Not Approved		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s)

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration **Senior standing in crafts or fine art.**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **17**

OBR Subsidy Code **08**

OBR Course Level **3**

CIP Code **500201**

Catalog Description **An introduction to the concerns and practices of the professional artist/craftsperson. Prerequisite: senior standing in crafts or fine art. Special fees: \$30/credit hour - subject to change. This course may be used to satisfy the writing-intensive requirement for majors in the School of Art.**

Complete the following only if applicable:

Previous Title **Professional Practices Crafts**

Previous Subject **ARTC** Previous Number **45008**

Term Start **200580** Term End **200810** NOTE: To be completed by Curriculum Services.

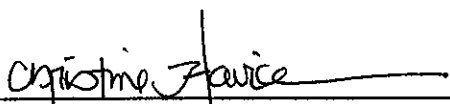
Content Outline (include contact hours for each section)

Contact Hours	Outline
6.0	Exhibitions/representation: entering shows, gallery representation, shipping, guest professionals
9.0	Photography: hands-on digital imaging workshop; photoshop; field trip to photo lab
4.5	Business/legal issues: contracts, copyright, taxes, guest professional
3.0	Studio Design: studio design project, field trip
4.5	Funding/income sources: grants, fellowships, commissions, guest professional
6.0	Concept Statement/critical issues: artist statement, critical theory research
6.0	Resume/Self-promotion: curriculum vitae, artist presentations, networking
3.0	Professional Correspondance: cover letter, informal contracts, courtesy
3.0	Career Research: career research paper

45.00 Total Contact Hours

Textbook(s) Used in this Course	A Practical Handbook for the Emerging Artist
Writing Expectations	resume, grant writing, artist's statement, other
Instructor(s) Expected To Teach	Litchfield
Instructor(s) Contributing to Content	Lessman-Moss

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

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Changes to Catalogue Copy ARTC 45008 > ART 40008

Previous ARTC 45008 Professional Practices Crafts (3)

An introduction to the concerns and practices of the professional artist/craftsperson.

Prerequisite: senior standing in crafts. Special fees : \$30/credit hour -- subject to changes.

This course may be used to satisfy the writing intensive requirement with approval of major department.

Revised ART 40008 Professional Practices in the Visual Arts

An introduction to the concerns and practices of the professional artist/craftsperson.

Prerequisite: senior standing in crafts or fine art. Special fees : \$30/credit hour – subject to changes. This course may be used to satisfy the writing intensive requirement for

majors in the School of Art.

WRITING-INTENSIVE COURSE (WIC) INFORMATION FORM

Revised 2007

Please consult the WIC Guidelines as you respond to each item on this form.

Course Subject and Number: ART 40008 **Credit Hours:** 3 **Effective Term:** Fall, 2008

Course Title: Professional Practices in the Visual Arts

☐ **New Proposal** ☒ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and 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)

Research writing on career options in art (6-8 pages); artist's resume (1-4 pages); cover letter (1 page); artist's statement (1 page); studio design project with narrative (3-4 pages); artist's biography (3 pages).

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)

All assignments relate to professional experiences of visual artists, with assignments ranging from materials to be published (artist's statement, bio, resume) to those used in seeking gallery representation, jobs, and residencies, all of which our students are prepared to produce. The professor and imported speakers during the semester demonstrate how these types of writing apply to various scenarios students are likely to encounter in their professional lives. All BFA students will also write a statement in connection with their senior project/exhibition (a separate course required for graduation).

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)

Professor presents and discusses models, works with students to revise drafts before final submissions.

4. Which writing assignment(s) provide an opportunity for *revision prior to grading*? (Guidelines: Item 4)

All.

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)

For three of the writing assignments initial drafts are due on specified dates, usually the class meeting following the discussion of that assignment. Comments / suggestions for revisions are written on the draft, and it is returned to the student the following class meeting. Subsequent drafts may be turned in for comment at any time thereafter, up to the final due date at the end of the semester. The remaining three writing assignments have specific due dates during the semester. Students are encouraged to see the professor during office hours for additional guidance on each of these projects.

6. What *elements of writing* are included in the *assessment* of the student's writing performance? (Guidelines: Item 5)

While attention is given to basic writing skills, assessment of writing performance is based primarily on the relevance of content and appropriateness of style. Each written assignment addresses a specific writing task, and each is graded accordingly.

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)

Career Options - 14%; Artist's Resume - 14%; Cover Letter - 12%; Artist's Statement - 14%; Studio Design - 6%; Artist's Biography - 4%. Total percentage of final course grade based on writing: 64%

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)

Classes are capped at 15.

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?

Right now this course is taught by a faculty member with a Ph.D. in comparative arts, who has refined the syllabus and developed the assignments as related to key activities and goals. This is the standard which has attracted students to this course in its more focussed orientation (to crafts majors) and which made it attractive to colleagues in the division of fine art, which now proposes the course to satisfy WIC requirements for its BFA students as well. With this very specialized thrust and structure, the course must adhere strictly to the information on the basic data sheet and syllabus whenever, and by whomever, it is taught.

URCC Use Only

Date Received by URCC _____

Date Approved by EPC _____

Date Approved by URCC _____

Date Removed as WIC _____

Syllabus PROFESSIONAL PRACTICES

Course #: ART - 40008
TR 5:30 – 7:00
ART 206

Stephen Litchfield
Office: ART 305A
Office Hours: TR 7:00 - 8:00
Phone: 330 672-2192 (message)
330 297-9969 (home)

PURPOSE:

This course is designed specifically for the senior or graduate student in Crafts and Fine Arts. Its purpose is to help prepare you to meet the demands of a professional career in visual arts. Individual class meetings will be in the form of lectures, discussions, demonstrations, hands-on practice, presentations by guest speakers, or field trips. Each class is designed to provide the fundamentals pertinent to a particular skill that you, as an emerging artist, will likely find necessary.

TEXT: *The Practical Handbook for the Emerging Artist*, 2nd ed., by Margaret R. Lazzari

ATTENDANCE:

You are expected to attend all class sessions in their entirety. You will be permitted two unexcused absences without penalty to your grade. I suggest that you save these for use in case of minor illness, car trouble, family problems, etc. Your final grade will drop one letter grade for each subsequent unexcused absence. If you are late to class it is YOUR responsibility to notify me after class of your lateness so that you are not counted as absent for that class meeting. There will be no recourse to make adjustments at a later date. Extreme lateness (15 MIN.) or chronic lateness will be treated as partial absence: 4 times late or one hour total lateness will count as one absence. You are responsible for all covered material that you miss because of lateness or absence, excused or unexcused.

OUTSIDE WORK:

You will be expected to do all of the assignments outside of class as class time will be taken up with lectures and discussions. Reading assignments, in the form of handouts or sections of the text, will be given when required for the next class meeting. Some written assignments will have specific due dates. The grade for written assignments not turned in at the beginning of class on their due date will be lowered one letter grade, and lowered another letter grade for each subsequent class period that they are late. You should maintain a notebook containing all of the materials generated during the semester – handouts, your notes, recommended resource materials, etc. These will be included in a Notebook that will comprise a percentage of your final grade.

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).

PROPER ENROLLMENT

It is the policy of Kent State University that students are not permitted to attend classes for which they are not officially enrolled. It is the student's responsibility to ensure proper enrollment in classes. You are advised to review your official class schedule during the first two weeks of the semester to ensure proper enrollment. Should you find an error in your class schedule, you have until Friday of the second week of classes to correct it. If registration errors are not corrected by that date and you do continue to attend and participate in classes for which you are not officially enrolled, you are advised now that you will not receive a grade at the conclusion of the semester.

Plus / Minus Grading System

In the Fall semester of 2005 the new Plus/Minus grading system went into effect. The following are the number grade / letter grade equivalents for this class:

95 – 100	A
90 – 94	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
00 – 59	F

Keep in mind that if you are taking this class for your Writing Intensive requirement you must earn a C (73% or higher) to pass

GRADES:**UNDERGRADUATE**

<u>Portfolio (57%)</u>	
Cover letter*	12%
Statement*	14%
Resume*	14%
Labeled slides/disc*	14%
Presentation	3%
<u>Graded Assignments (38%)</u>	
Career Options	14%
Studio Design	12%
Writing component	6%
Drawing component	6%
Notebook/resource materials	8%
History / Invoice / Bio	4%
<u>Class Participation (5%)</u>	

GRADUATE

<u>Portfolio (53%)</u>	
Cover letter*	10%
Statement*	14%
Resume*	12%
Labeled slides/disc*	14%
Presentation	3%
<u>Graded Assignments (42%)</u>	
Career Options	14%
Studio Design	12%
Notebook/resource material	4%
History / Invoice / Bio	4%
Commission/Presentation	8%
<u>Class Participation (5%)</u>	

*each of these can be critiqued and improved throughout the semester

COURSE OUTLINE: PROFESSIONAL PRACTICES

I. Career options

studio artist	gallery or museum employee
designer/ technician	production- limited or industrial
graduate school	workshops
teaching- full-time, part-time	other
writers	

2. Professional presentation

computer skills	documentation of work- film, digital
resume writing	slide labeling
cover letters	shipping, crating and packaging
statements	presentation of work

3. Business practices

bookkeeping	leases
taxes	insurance
copyright	contracts

4. Studio practice

studio design	venues
materials	galleries
equipment	museums
health and safety	competitions
ergonomics	fairs
utilities	coops
marketing	consultants
publications and promotion	selling out of your studio to collectors
grant writing	
commissions	



PROFESSIONAL PRACTICES

Grading system

For Portfolio Items:

First drafts of Resume, Cover Letter, and Artist's Statement are due on specific dates, usually one week following my in-class discussion of that project. Subsequent drafts of each of these documents will be due at two-week intervals throughout the semester, but you may turn in improved drafts at any time for evaluation. In either case, drafts will be handed back with certain corrections and/or suggestions concerning how that particular draft could be improved. There will also be a number, like 3, indicating how close I feel you are to having a finished document. The numbers range from 1 (lowest) to 5 (highest). These are not actual grades, but are an indication of the progress you've made, and the grade you would get if that draft were handed in as your final version. As you improve both the form and the content of a particular document, the number will increase until you receive a 5, at which point no further corrections are necessary.

The number-to-grade correspondences are as follows. (Use this to estimate your progress):

1 -	20% - F
2 -	40% - F
3 -	60% - low D
3 ½ -	70% - D+ / C-
4 -	80% - C+ / B-
4 ½ -	90% - B+ / A-
5 -	100% - A

Remember that each of these documents is fluid; each should be adjusted to suit changing circumstances or to reflect a change in your thinking about your work or your career decisions. Some of this change may occur during the semester - be flexible.

For graded assignments:

The Career Options assignment, your Studio Design, the History / Bio / Invoice assignment and your Notebook are due on specific dates announced in class. You are not required to hand in rough drafts of these assignments, and you cannot redo them for additional credit. You can, of course, consult with me for advice during office hours if you have questions.

Point values for these assignments are listed in your syllabus. You can figure the numerical grade - the percentage grade for that particular assignment - by dividing the points that you received by the point value for that assignment.

School of Art



Additional Grading / Evaluation info:

Slides and digital images of your work can be brought to class and discussed at any time. Keep in mind that, for this class, the quality of your images will be graded, not the quality of the work itself.

Presentation, listed under Portfolio for Undergrads and Grads, refers to the overall look of your final portfolio. You need: clean, crisp copies, clearly labeled slides in a new slide sheet, correctly formatted digital images, appropriate folder, and business card.

Commission / Presentation, listed under Graded Assignments for Graduate students refers to a slide presentation to be given for the class towards the end of the semester. These may take the form of a commission proposal, such as would be presented to a commission-granting panel, or an artist's slide lecture, such as those given in conjunction with an exhibition. This assignment will be discussed with the Grad students individually.

A **Class Participation** grade, for both Grads and undergrads, is a grade reflecting my evaluation of your overall contributions to classroom discussions, demonstrations, etc.

Additional Attendance info:

Field Trips - There are several out-of-classroom experiences currently being scheduled. These include a visit to a professional photo lab, a trip to Columbus, Ohio (fall semester only), and visits to artists studios. All are required - not optional. These may involve more than the regularly scheduled class time. If there are conflicts with other classes, work schedules, etc., you need to discuss them with me. A mutually suitable resolution can be worked out for any legitimate scheduling conflict.

School of Art



SCHOOL OF ART
INTERDEPARTMENTAL CORRESPONDENCE

ON 6 September, 2007
TO Anne Reid, Academic and Advising Services, College of the Arts
FR Christine Havice, Director
RE Proposal to drop WIC status of ARTC 45099 Senior Project

This proposal, which was endorsed by a majority of the faculty in the division of Crafts, removes the Senior Project in Crafts (ARTC 45099) as a WIC course. No other changes to the course are proposed.

Background Information

Once the Professional Practices Crafts course (formerly ARTC 45008, now being revised to ART 40008) was established as a requirement for students in the BFA degree program in Crafts (1997), and once it was simultaneously approved as a Writing Intensive Class, Crafts faculty intended to drop ARTC 45099 as a WIC course. Effectively, no BFA student has used the Senior Project for WIC purposes since that time, and the faculty apparently lost track of this piece of unfinished business. The listing of ARTC 45099 as a WIC course seems also to have been dropped from the BFA Crafts degree requirements in the undergraduate catalogue and on school worksheets, as we were made aware of its continued appearance on the WIC course list only from that list in the LER section of the catalogue..

This proposal parallels changes in our other studio division, Fine Art, where Professional Practices will be required of BFA students and will satisfy the WIC requirement in that program. A similar proposal to drop the Senior Project Fine Art (ARTF 44099) as a WIC course is being submitted in parallel with this one.

Effect/Impact

This proposal simply removes a vestigial notation from university documentation, as, again, Crafts BFA students have been using ARTC 45008 to satisfy the WIC requirement for almost a decade now.

Timetable and Actions Required

School of Art approval, Fall, 2007; College of the Arts Curriculum Committee approval, Fall, 2007; EPC approval, Fall 2007; effective date Fall 2008.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Sep-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **Art**
 College **CA - The Arts**
 Proposal **Revise Course**
 Course Subject _____ Course Number **45099**
 Course Title **Senior Projectⁱⁿ Crafts**
 Minimum Credits **4** Maximum Credits **4**

Selected items are new	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input type="checkbox"/> Prerequisites	<input checked="" type="checkbox"/> Writing-Intensive <i>removal</i>
	<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

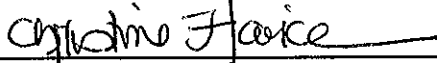
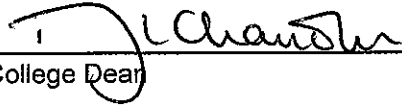
Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

Drop Writing Intensive Course designation for this course. NO OTHER CHANGES

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

n/a

REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director / Campus Dean	<u>6 / 11 / 07</u>
 _____ College Dean	<u>10 / 10 / 07</u>
_____ Executive Dean of Regional Campuses	<u> / / </u>
_____ Provost	<u> / / </u>

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **6-Sep-07** Requested Effective Term **Fall 2008**
 Course Subject **ARTC** Course Number **45099**
 Course Title **Senior Project in Crafts**
 Title Abbreviation **Unchanged Senior Project in Crafts**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
 4/5, 4/5/7 or 6/7
 Minimum Credit **4** ☐ to ☐ or Maximum Credit **4** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **C - Letter and In Progress (IP)**
 Schedule Type(s) **STU Studio SRP - Senior Project**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s)

Test Score(s)

Corequisite(s)

Registration is by permission only ☐ Yes ☒ No

Restrict Registration **Senior standing, Crafts major**
 (e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **17**

OBR Subsidy Code **08**

OBR Course Level **03**

CIP Code **500201**

Catalog Description **Remove final sentence "This course may be...major department."**

Previous Title

Previous Subject

Previous Number

Independently conceived project in crafts submajor. Includes completion of undergraduate thesis review presentation documentation (slide form) exhibition and faculty review.

Content Outline (include contact hours for each section)

Contact Hours	Outline
10.00	Completed undergraduate Thesis with advice of faculty advisor
30.00	Documentation
15.00	Exhibition and review
45.00	Project (body of work)

100.00 Total Contact Hours

Textbook(s) Used in this Course **n/a**

Writing Expectations **completed undergraduate thesis**

Instructor(s) Expected To Teach **Crafts faculty**

Instructor(s) Contributing to Content **Crafts advisor**

REQUIRED ENDORSEMENT

Department Chair / School Director / Campus Dean

____/____/____



SCHOOL OF ART
INTERDEPARTMENTAL CORRESPONDENCE

ON 6 September, 2007
TO Anne Reid, Academic and Advising Services, College of the Arts
FR Christine Havice, Director
RE Proposal to drop WIC status of ARTF 44099 Senior Project

This proposal, which was endorsed by the faculty in the division of Fine Art, removes the Senior Project in Fine Art (ARTF 44099) as a WIC course. No other changes to the course are proposed.

Background Information

Now that Professional Practices in the Visual Arts (formerly ARTC 45008, now being revised to ART 40008) is being established as a requirement for students in the BFA degree program in Fine Art, they will no longer need the Senior Project course to fulfill the WIC requirement. This removes the need for the Senior Project course to meet the newly increased percentage of the course that must be based on writing.

This proposal parallels changes in our other studio division, Crafts, where Professional Practices has been required of BFA students since 1997 and will satisfy the WIC requirement in that program. A similar proposal to drop the Senior Project Crafts (ARTC 45099) as a WIC course is being submitted in parallel with this one.

Effect/Impact

This proposal puts the writing emphasis in a course already taught by a seasoned instructor, with a Ph.D. in comparative arts and extensive writing instruction experience and, while students still must write a thesis statement for their senior project, that course returns to a balance among writing, concept, presentation, and oral defense, as spelled out in the divisional AQIP criteria.

Timetable and Actions Required

School of Art approval, Fall, 2007; College of the Arts Curriculum Committee approval, Fall, 2007; EPC approval, Fall 2007; effective date Fall 2008.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **28-Aug-07** Curriculum Bulletin _____Effective Date **Fall 2008** Approved by EPC _____

Department **Art**
 College **CA - The Arts**
 Proposal **Revise Course**
 Course Subject **ARTF** Course Number **44099**
 Course Title **Senior Project Fine Art**
 Minimum Credits **3** Maximum Credits **3**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input type="checkbox"/> Prerequisites	<input checked="" type="checkbox"/> Writing-Intensive <u>withdraw</u>
	<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

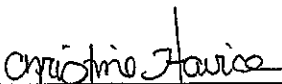
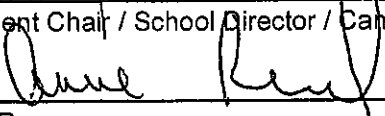
Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

Withdraw this course from WIC status; no change in content but an alternative WIC course has been identified and proposed for BFA /BA students.

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

n/a

REQUIRED ENDORSEMENTS

 Department Chair / School Director / Campus Dean	<u>28 / VIII / 07</u>
 College Dean	<u>9 / 18 / 07</u>
_____ Executive Dean of Regional Campuses	____ / ____ / ____
_____ Senior Vice President for Academic Affairs and Provost	____ / ____ / ____

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **6-Sep-07** Requested Effective Term **Fall 2007**
 Course Subject **ARTF** Course Number **44099**
 Course Title **SENIOR PROJECT**
 Title Abbreviation **Senior Project**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 NOTE: To be completed by Curriculum Services.
 Minimum Credit **03** ☐ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours ☐ to ☐ or Maximum Hours
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **C - Letter or In Progress (IP)**
 Schedule Type(s) **STU - Studio**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **SENIOR STANDING**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code 17

OBR Subsidy Code 08

OBR Course Level 3

CIP Code 500799

Catalog Description **INDEPENDENTLY CONCEIVED PROJECT BY SENIOR FINE ART MAJOR INCLUDING WRITTEN PROPOSAL AND UNDERGRADUATE THESIS, CULMINATING IN AN EXHIBITION AND REVIEW.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
	I. Introduction: Presentation and discussion of purpose; goals, performance expectations and requirements; evaluation procedures and material requirements and sources for the course.
	II. Critical and Studio Practice.
	Week 1. Typed proposals for Senior Project submitted to student's faculty advisor. Proposals must demonstrate evidence of scholarly research and indicate an understanding of their historical and/or contemporary content.
	Weeks 2-5 Review by faculty committee, subject to approval/denial by advisor/committee to proceed to paper/project stage.
	Weeks 5-6 Development and definition of both written and studio work with faculty advisor(s). Return of paper with corrections and suggestions.
	Weeks 6-7 Students required to submit 2 typed draft copies of their paper to advisor. Return of paper with corrections and suggestions.
	Weeks 8-9 Continued development of written and studio work.
	Weeks 10-11 Students resubmit 2 copies of revised draft to advisor. Return of paper with corrections and suggestions.
	Weeks 11-15 Gallery installation of studio component, if space permits and subject to approval of advisor. Oral defense of senior project.
	(Weeks 15 - 30 If needed: Development and definition of written/studio work with faculty advisor(s). Gallery installation and oral defense by student.)

Total Contact Hours

Textbook(s) Used in this Course

Writing Expectations

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT


Department Chair / School Director / Campus Dean

____/____/____

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost

From: Don Williams, Interim Dean; Co-chair, URCC 

Subject: Course Proposal for EPC Action

Date: October 8, 2007

The University Requirements Curriculum Committee has approved the following course for Writing-Intensive Course status, effective Fall 2008:

GEOG 44010, Geography in the Global Economy, 3 cr. hrs.

This course will provide the WIC for International Relations majors.

Relevant cover memos, CCP, BDS, WIC information form, sample syllabus, and catalog changes are attached.

Cc: Therese Tillett, Curriculum Services
Diedre Badejo, College of Arts and Sciences
Mary Ann Haley, Department of Geography
URCC

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost
From: Don Williams, Interim Dean; Co-chair, URCC *Don*
Subject: Course Proposal for EPC Action
Date: October 8, 2007

The University Requirements Curriculum Committee has approved the following course for Writing-Intensive Course status, effective Fall 2008:

RIS 44098, Research in Medical Imaging, 3 cr. hrs.

This course will provide the WIC for Radiologic and Imaging Sciences majors.

Relevant cover memos, CCP, BDS, WIC information form, sample syllabus, and catalog changes are attached.

Cc: Therese Tillett, Curriculum Services
Kristen Figg, Salem Campus
URCC

Writing-Intensive Course Requirement

91

WRITING-INTENSIVE COURSE REQUIREMENT

The purpose of the writing-intensive course requirement is to assist undergraduates in becoming effective writers within their majors. This graduation requirement became effective for all undergraduate students who enrolled as new freshmen in fall semester 1992 or later; all students with an effective *Catalog* year of 1994 or later must fulfill this requirement. At least one upper-division course designated from the following list must be completed with minimum C (2.0) grade. While the intent is that the requirement be fulfilled within the major, students may use a writing-intensive course in another discipline to fulfill the requirement if permitted by the department/school of their major.

The following are the approved writing-intensive courses.

Accounting (ACCT)

43010 Principles of Auditing and Control3

Adolescent/Adult Education (ADED)

32142 Principles of Teaching Adolescents3

American Sign Language (ASL)

49309 Introduction to Deaf Studies3

Anthropology (ANTH)

38480 Archaeological Analysis3

48214 Politics of Culture3

48830 Human Behavioral Ecology and Evolution3

Architecture (ARCH)

30001 Site Design1

40001 Sustainable Design1

Art Crafts (ARTC)

45008 Professional Practices3

45099 Senior Project: Crafts4

Art Education (ARTE)

41003 Art Education: Field Experience3

Art Fine Arts (ARTF)

44099 Senior Project: Fine Arts3

Art History (ARTH)

42000 Research and Writing in Art History2

Biological Sciences (BSCI)

40600 Writing in the Biological Sciences1

Career Technical Teacher Education (CTTE)

46001 Organization of Career and Technical Education3

Center for Applied Conflict Management (CACM)

41010 Reconciliation Versus Revenge: Transitional Justice3

49091 Seminar in Conflict Management3

Chemistry (CHEM)

30102 Quantitative Analysis Laboratory1

30104 Instrumental Analysis Laboratory2

40251 Advanced Biology Chemistry Laboratory2

Classics (CLAS)

41503 Greek Literature in Translation3

Communication Studies (COMM)

35864 Organizational Communication3

36001 Public Communication in Society3

40001 Advanced Interpersonal Communication3

45154 Rhetorical Criticism3

45957 Language and Meaning3

Computer Science (CS)

33006 Social and Ethical Issues in Computing3

Dance Education (DAN)

47163 Dance History II3

Early Childhood (ECED)

40126 Developmental Reading and Writing: Early Years3

Economics (ECON)

42075 International Economic Relations3

42191 Senior Seminar in Economics3

English (ENG)

30001 English Studies3

31006 World Englishes3

41001 Sociolinguistics in Schooling3

49091 Senior Seminar3

Fashion Design and Merchandising (FD&M)

30083 Professional Seminar3

45035 Historic Textiles3

Finance (FIN)

46059 Financial Policy3

French (FR)

33335 Introduction to the French Theatre3

33336 Introduction to French Poetry3

33337 Introduction to the French Novel3

43230 Advanced Translation Practice: French3

Geography (GEOG)

40191 Seminar in Geography3

Geology (GEOL)

34061 Invertebrate Paleontology4

German (GER)

41216 Contemporary German Culture3

41230 Advanced Translation Practice: German3

41330 20th-Century German Authors3

41365 Classical German Literature3

Gerontology (GERO)

44030 Adult Development and Aging3

Health Education (HED)

32542 Methods and Applications of Health Education5

History (HIST)

32050 The Historian's Craft3

42297 Colloquium: China and Japan3

42397 Colloquium: Women in Europe from Antiquity

to Renaissance3

42497 Colloquium: Women in Modern Europe3

Insert GEOG 44010 Geography of the
Global Economy 3cr.

Writing-Intensive Course Requirement

43697 Colloquium in Tudor and Stuart England	3
43797 Colloquium on Victorian England	3
45597 Colloquium in Russian History	3
45697 Colloquium: Social History of Latin America	3
45797 Colloquium: Comparative Latin American Revolutions ..	3
46597 Colloquium: 20th-Century European Diplomacy	3
47697 Colloquium: Post-1945 Europe	3
48097 Colloquium: 20th Century U.S. Foreign Relations	3
48697 Colloquium: U.S. Middle Period, 1820-1900	3
48997 Colloquium: The Immigrant in American History	3
Hospitality Food Service Management (HM)	
43027 Hospitality Human Resource Management	3
Integrated Health Studies (IHS)	
44091 Professional Seminar in Integrated Health Studies	3
Interior Design (ID)	
44534 History of Interiors to 1600s	4
Italian (ITAL)	
35331 Early Italian Literature	3
35332 Recent Italian Literature	3
Journalism and Mass Communication (JMC)	
40010 Ethics and Issues in Mass Communication	3
Justice Studies (JUS)	
32400 Research Methods in Justice Studies	3
36703 Juvenile Delinquency	3
38006 Applied Legal Research and Litigation	3
Management and Information Systems (M&IS)	
44048 Software Integration	3
44065 Strategies in Production and Operations Management ..	3
44150 Total Quality Management	3
Marketing (MKTG)	
35011 Marketing Tools	3
45084 Marketing Policies and Strategies	3
Mathematics (MATH)	
41001 Introduction to Modern Algebra I	3
41002 Introduction to Modern Algebra II	3
42001 Introduction to Analysis I	3
42002 Introduction to Analysis II	3
42091 Seminar: Modeling Projects	3
Middle Childhood Education (MCEd)	
40006 Reading and Writing in Middle Childhood	6
Music (MUS)	
32212 Music History, 1750-1900	3
Nursing (NURS)	
30000 Professional Nursing Concepts	2
40000 Professional Nursing Development	2
40085 Introduction to Nursing Inquiry and Research	3
Nutrition and Dietetics (NUTR)	
43013 Experimental Methods in Nutrition	3

Pan-African Studies (PAS)	
32010 The Pan-African Essay	3
37000 Oral and Written Discourses in Pan-African Studies	3
43320 Politics of Culture	3
47091 Senior Seminar in Pan-African Studies	3
Philosophy (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
Physical Education Professional (PEP)	
35010 Psychological Dimensions of Motor Behavior	3
35065 History and Philosophy of Sport and Physical Activity ..	3
Physics (PHY)	
30020 Intermediate Physics Laboratory	2
40020 Advanced Physics Laboratory	2
Political Science (POL)	
40191 Seminar in American Politics	3
40391 Seminar in Public Policy	3
40591 Seminar in International Relations-Comparative Politics ..	3
Portuguese (PORT)	
37330 Early Brazilian Literature	3
37331 Recent Brazilian Literature	3
Psychology (PSYC)	
41573 Laboratory Experience in Psychological Research:	
Social/Clinical	3
41574 Laboratory Experience in Psychological Research:	
Cognitive/Learning	3
41990 Writing in Psychology	1
Recreation, Park and Tourism Management (RPTM)	
46030 Dynamics of Leisure Behavior	3
Russian (RUSS)	
32303 Modern Writers	3
32325 Russian Poetry and Folklore	3
32350 Russian Prose	3
32354 Russian Drama	3
32421 Russian Civilization	3
42230 Advanced Translation Practice: Russian	3
Secondary Education (SEED)	
32147 Language, Literacy and Learning	3
Sociology (SOC)	
42126 Sociological Theories	3

→ INSERT: Radiologic and Imaging Sciences (RIS)
44098, Research in Medical Imaging

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Dr. Don Williams, Chair, URCC

From: Diedre Badejo, Associate Dean of Curriculum
College of Arts and Sciences

Date: September 24, 2007

Subject: WIC Status Requests and URCC Consideration



The following curricular changes were approved at the September 20, 2007 meeting of the College of Arts and Sciences Curriculum Committee:

A. DEPARTMENT OF GEOGRAPHY

1. Revise GEOG 44010, Geography of the Global Economy [03-03] wic
Prerequisites: GEOG 34070 or ECON 22061
Writing-Intensive: Status

INTER-DEPARTMENTAL CORRESPONDENCE

DEPARTMENT OF GEOGRAPHY
KENT STATE UNIVERSITY

To: Deidre Badejo, Associate Dean
College of Arts and Sciences

From: Mary Ann Haley, Undergraduate Coordinator and CCC Representative
Department of Geography



Subject: Course Revision – GEOG 44010

Date: August 27, 2007

Attached please find the required forms to revise GEOG 44010 Geography of the Global Economy, an existing course. The forms include CCP, BDS, WIC Information and the course syllabus (as it is currently taught).

The changes proposed for this course are WIC status and prerequisite.

Currently the only regularly offered WIC course for the International Relations program is ECON 42075 International Economic Relations. The Economics Department has had the removal of WIC status approved by URCC and EPC (effective Fall 2008). Therefore unless another WIC course is added to the International Relations program, it ^{will} not be in compliance with university policy. The Geography Department is proposing WIC status for GEOG 44010 Geography of the Global Economy to meet this need.

The prerequisite for the course will be changed, adding ECON 22061 Macroeconomics (in addition to GEOG 34070 Economic Geography). This will allow International Relations students to enroll in the course using one of the program's currently required courses as a prerequisite. This will avoid adding further coursework to their programs.

GEOG 57

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **27-Aug-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **GEOG**
College **AS - Arts and Sciences**
Proposal **Revise Course**
Course Subject **GEOG** Course Number **44010**
Course Title **GEOGRAPHY OF THE GLOBAL ECONOMY**
Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input checked="" type="checkbox"/> Writing-Intensive <i>addition</i>
	<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

Course will be made available to INTL majors who will not have a regularly offered WIC in their major beginning Fall 2008.

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

INTL

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Executive Dean of Regional Campuses

Senior Vice President for Academic Affairs and Provost

8/28/2007

9/24/2007

____/____/____

____/____/____

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date	27-Aug-07	Requested Effective Term	Fall 2008
Course Subject	GEOG	Course Number	44010
Course Title	GEOGRAPHY OF THE GLOBAL ECONOMY		
Title Abbreviation	Geog Of The Global Economy NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)		
Slash Course	/ 5 / 7 4/5, 4/5/7 or 6/7	Cross-listed with	Cross-list Banner code GAQ NOTE: To be completed by Curriculum Services.
Minimum Credit	03 <input checked="" type="checkbox"/> to <input type="checkbox"/> or	Maximum Credit	03 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory <input type="checkbox"/> Other	Minimum Hours	03.00 <input checked="" type="checkbox"/> to <input type="checkbox"/> or Maximum Hours 03.00 <input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours <input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
Repeat Status	NR - Course may not be repeated If repeats, course limit OR maximum hours		
Course Level	UG - Undergraduate		
Grade Rule	B - Letter		
Schedule Type(s)	LEC - Lecture		
Course Attribute(s)	WIC - Writing-Intensive Course		
Credit By Exam	N - Credit by Exam Not Approved		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite
Course(s) **GEOG 34070 OR ECON 22061**
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No
NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration
(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES	
OBR Program Code	33
OBR Subsidy Code	07
OBR Course Level	3
CIP Code	450701

Catalog Description **Geographic analysis of the increasing interconnectedness of economic activity. The social, technological and political changes associated with globalization are also discussed.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
4.00	International Trade
4.00	International Production
4.00	Theory of Uneven Development
4.00	Imperialism
4.00	Processes of Capitalism Development
3.00	Outsourcing
3.00	Offshoring
4.00	Globalization and Urban Development
3.00	IMF, World Bank, WTO
4.00	Anti-Globalization
3.00	Student Presentations
5.00	Exams

45.00 Total Contact Hours

Textbook(s) Used in this Course

The New Imperialism by David Harvey; The Mystery of Capital by Hernando DeSoto; The World is Flat by Thomas Friedman; Globalization and Its Discontents by Joseph Stiglitz; The Endgame of Capitalism by Neil Smith

Writing Expectations

Reaction Papers, Essay Exams, Annotated Bibliography, Research Paper Outline, Research Paper Draft and Final Version (15 pages each)

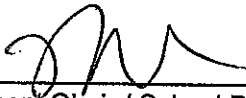
Instructor(s) Expected To Teach

Banasick

Instructor(s) Contributing to Content

Haley, Banasick

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

8/28/2007

WRITING-INTENSIVE COURSE (WIC) INFORMATION FORM

Revised 2007

Please consult the WIC Guidelines as you respond to each item on this form.

Course Subject and Number: GEOG 44010 **Credit Hours:** 3 **Effective Term:** Fall 2008

Course Title: GEOGRAPHY OF THE GLOBAL ECONOMY

☒ **New Proposal** ☐ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and 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)

Writing assignments for the course will include: 1) peer reviewed reaction papers (1-2 pages in length, uploaded to WebCT for review by other students, graded); 2) an annotated bibliography (15 entries, all related to the student's research proposal topic, graded); 3) a research proposal outline (2-3 pages, submitted at mid-term, graded); 4) a research paper draft (at least 15 pages, submitted 3 weeks before the final exam, required submission, but not graded - returned to student with instructor comments); 5) final version of the research paper (at least 15 pages, submitted before finals week, graded); 6) mid-term and final exams (essay format, generally 3-4 handwritten pages in length).

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)

Social science majors need to deepen their knowledge of social theory as well as expand their familiarity with issues related to global economic security. Accordingly, the objective of this course will be to help majors in the Social Sciences develop their writing skills so that they will be able to make use of theoretical literature, understand major analytical perspectives and key concepts, and explore the complex issues. Both the research paper and the weekly peer reviewed writing assignments are characteristic of the type of writing in the field. The research paper in particular will help the students to develop a conceptual foundation for producing documents such as policy reports, academic research proposals, and position papers.

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)

During lectures the instructor will provide guidance on writing in the discipline. For the weekly peer reviewed papers students will be tasked with a series of critical thinking exercises aimed at gradually increasing their ability to analyze, synthesize and evaluate complex issues. Through this weekly practice it is expected that students will not only improve their ability to logically structure an argument but also become more persuasive in their writing. In addition to the regular lecture material, guest lecturers from Library and Media Services will provide the students with instruction on the bibliographic software and other digital resources that the library provides.

4. Which writing assignment(s) provide an opportunity for *revision prior to grading*? (Guidelines: Item 4)

The required research paper will present students with an opportunity for guided revision before being assigned a final grade for the project. The students will have the opportunity to revise the document at least twice before the final grade is assigned.

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)

The required research paper for the class will progress through three stages before the final version is submitted by the student. The first step will be an annotated bibliography of relevant research materials (a graded assignment). The student will receive written feedback from the instructor regarding the annotated bibliography. Next, the student will produce an outline of the paper (a graded assignment). The outline will also have written instructor feedback. However, in addition to the instructor's written feedback at this point the students will also have several in-class exercises that help them to refine the outline. Finally, the students will produce the draft of the research paper (not graded). The draft will receive written comments from the instructor, and the students will be required to have a meeting with the instructor to discuss revisions.

6. What *elements of writing* are included in the *assessment* of the student's writing performance? (Guidelines: Item 5)

The students' writing will be assessed according to both their ability to express general issues relevant to the discipline as well as specific writing techniques. Regarding general issues, the students' writing will be evaluated on the basis of theoretical approach, overall structure, quality of research questions, and evidence of critical thinking. Specific writing techniques for evaluation will include the format and style of citations and bibliography, inclusion of an effective conclusion to the paper, and spelling/word usage.

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)

For this course 100% of the course grade will be based on individual writing assignments.

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)

The expected class size is 20-25 students

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?

Any new instructor for this course will be provided the BDS and WIC form. New and previous instructors will meet to discuss the history of this course's offerings.

URCC Use Only

Date Received by URCC 24-Sep-07

Date Approved by EPC _____

Date Approved by URCC 8-Oct-07

Date Removed as WIC _____

GEOGRAPHY OF THE GLOBAL ECONOMY

Kent State University

Department of Geography

Dr. Shawn Banasick

sbanasic@kent.edu

Office: Room 437, McGilvrey Hall

Office Hours: MWF 12:30 - 2:00

or by appointment.

Geography 44010

Fall Term 2007

Wed. 5:30-8:15

Course Overview

Since the early 1990s globalization has received a great deal of attention in the popular media and in academic circles. But, what exactly is globalization? Is it just the expansion of trade and investment by multinational firms? Does it represent a new era of heightened tensions and conflict over resources? In this course we'll explore these types of questions, paying special attention to the ways in which geographic concepts are employed in the arguments surrounding globalization.

Evaluation

1,000 points total for the class. The grade breakdown is as follows:

- Online Pre-Discussion material (15%)
- Class Participation (30%)
- Annotated Bibliography (5%)
- Research Paper draft (10%)
- Research Paper critiques (10%)
- Research Paper Presentation (5%)
- Research Paper (25%)

Required Texts

Smith, Neil: *The Endgame of Globalization*

Friedman, Thomas: *The World is Flat*

Stiglitz, Joseph: *Making Globalization Work*

De Soto, Hernando: *The Mystery of Capital*

Klare, Michael: *Blood and Oil*

Research Papers All research paper topics must be approved by the instructor. Final papers should be at least 3,000 words in length. Research Paper topics are due on October 10, 2007. The annotated bibliography is due on October 31, 2007 (uploaded to Google Docs). The research paper draft is due on November 16, 2007 at 5:00pm (uploaded to Google Docs). The critiques of other students' papers are due before class on November 28, 2007 (emailed). The paper presentations will be held on Wednesday December 12, 2007 at 5:45pm. The research paper is due on Thursday, December 13, 2007 at 5:00pm (uploaded to Google Docs). Late assignments will lose one letter grade for every 24 hours late.

Grading Scale

899 – 880 = “B+”;	1000 – 920 = “A”;	919 – 900 = “A-”;
799 – 780 = “C+”;	879 – 820 = “B”;	819 – 800 = “B-”;
699 – 680 = “D+”;	779 – 720 = “C”;	719 – 700 = “C-”;
599 – 0 = “F”	679 – 600 = “D”;	

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 see me at the beginning of the semester or when receiving an assignment for which accommodation is required. Students with disability must verify eligibility through the Office of the Student Accessibility Services located on the ground floor of DeWeese Health Center. Phone: Voice/TTY (330) 672-3391; Fax: (330) 672-3763.

Academic Honesty Academic honesty and integrity is expected at all times. Academic dishonesty, including but not limited to plagiarism and cheating, and other forms of academic misconduct, will not be tolerated. Cases of academic dishonesty will be handled according to University guidelines

Class Expectations **ATTENDANCE IS EXPECTED FOR ALL CLASS SESSIONS.** Please try not to disrupt the class by coming late or leaving early. If you know you must leave the class early, please have the courtesy to sit near the door so your departure will not disturb the rest of the class.

Course Schedule and Reading Assignments

(I reserve the right to alter reading assignments with advance notice!)

Week 1 – August 27 – 31

Introduction to the Course

Discussion: What is geography? Economic Geography, Basic Concepts, “Globalization”

Week 2 – September 3 – 7

Crisis, the Spatio-Temporal Fix, and “Globalization”

Harvey: Space as a Keyword

Harvey: Geopolitics of Capitalism

Smith and Dennis: Coalescence and Fragmentation

Week 3 – September 10 – 14

Nationalism, “Globalization” and American Power

Smith: Endgame of Globalization pgs. 1-121

Week 4 – September 17 – 21

Nationalism, “Globalization” and American Power II

Smith: Endgame of Globalization pgs. 122-210.

Week 5 – September 24 – 28

Neo-Liberal Perspectives

Friedman: World is Flat pgs. 1-224

GEOG 64

Week 6 – October 1 – 5	Neo-Liberal Perspectives II
Friedman: World is Flat pgs. 225-469	
Harvey: Neo-liberalism and the Restoration of Class Power	
Harvey: Accumulation by Dispossession	
Week 7 – October 8 – 12	Money, Power and Space – G7/8 and Plaza Accord
Brenner: Plaza Accord	
Leyshon: the Geo-economic Offensive	
Week 8 – October 15 – 19	Money, Power and Space II – Economic Bubbles
Oizumi, Brenner, Katz	
Week 9 – October 22 – 26	Money, Power and Space III – Asian Fin. Crisis
Brenner	
Week 10 – October 29 – November 2	Making Capitalism Work I
De Soto: Mysteries of Capital pgs. 1-228	
Week 11 – November 5 – 9	Making Capitalism Work II
Stiglitz: Making Globalization Work pgs. 3-160	
Week 12 – November 12 – 16	Making Capitalism Work III
Stiglitz: Making Globalization Work pgs. 161- end.	
Week 13 – November 19 – 23	<i>Thanksgiving Recess – no class</i>
No Class	
Week 14 – November 26 – 30	Resource Wars I
Klare: Blood and Oil pgs. 1-112	
Week 15 – December 3 – 7	Resource Wars II
Klare: Blood and Oil pgs. 113-212	
Week 16 – December 10 – 14	FINALS WEEK
Presentations	Wednesday December 12, 2007 at 5:45pm.

INTER-DEPARTMENTAL CORRESPONDENCE

INTERNATIONAL RELATIONS PROGRAM
KENT STATE UNIVERSITY

To: Diedre Badejo, Associate Dean
College of Arts and Sciences

From: Mary Ann Haley, Director
International Relations



Subject: WIC Status for GEOG 44010

Date: August 27, 2007

The International Relations program supports WIC status for GEOG 44010 Geography of the Global Economy. Effective Fall 2008 the only regularly offered WIC course in the IR program will have that status removed. Once WIC status is approved for GEOG 44010 it can be added to the IR program so that students can fulfill this university requirement within their major.

GEOG 66

Transmittal Memo

This memo requests a change in the Writing Intensive Course for the RIS major from IHS 44091, Professional Seminar in Integrated Health Studies to RIS 44098, Research in Medical Imaging.

Proposal Summary

Title: Establish RIS 44098, Research in Medical Imaging, as the Writing Intensive Course for the Radiologic and Imaging Sciences (RIS) major.

Subject Specification

This proposal is requesting the establishment of RIS 44098, Research in Medical Imaging as a writing intensive course for students in the Radiologic and Imaging Sciences (RIS) major with a concentration in Computed Tomography (AAA, ABA, BAA), Diagnostic Medical Sonography (DBA, DCA, HAA), Magnetic Resonance Imaging (BBA, CAA, DAA), Nuclear Medicine Technology (CBA, CCA, EAA), or Radiation Therapy (KAA, LAA, MAA). The proposal also requests the removal of the current Writing Intensive Course: IHS 44091, Professional Seminar in Integrated Health Studies, from the programs for fall 2008.

Background Information

The Radiologic and Imaging Sciences programs at the Salem Campus include concentrations in Computed Tomography, Diagnostic Medical Sonography, Magnetic Resonance Imaging, Nuclear Medicine Technology, and Radiation Therapy. The RIS majors earn the Bachelor of Radiologic and Imaging Sciences Technology degree upon completion of requirements. Courses were first offered in 2002. As the RIS programs were developed, IHS 44091 Professional Seminar in Integrated Health was selected as the writing-intensive course for the degree programs. While this course is not within the RIS major, it was selected because it was an existing course with a focus on health care delivery services.

A required course within the RIS major is RIS 44098 Research in Medical Imaging. This course delivers content on research methodology sufficient for the undergraduate level, and focuses on research in medical imaging. The students are required to do a substantial amount of writing in the RIS 44098 course.

The designation of this course as writing intensive conforms to the mission of the Radiologic and Imaging Sciences programs, which includes preparation of the graduates to think critically and solve problems within the field of medical imaging.

Conformity of action with mission of RIS program

The changes conform to the mission of the RIS program which is to "...educate Radiologic and Imaging Sciences students in the knowledge, skills, and attitudes to become qualified, professional practitioners who provide quality service and care to the community and to prepare students for the changing needs of the profession." The changes will enhance the learning outcomes of the program by keeping abreast of changes in the field of radiologic and imaging sciences through the research course.

Assessment Plan (AQIP)

The Radiologic and Imaging Sciences programs have Outcome Assessment programs that assess five learning outcomes:

1. Graduates will successfully complete all academic requirements for the Bachelor degree in Radiologic and Imaging Sciences.
2. Graduates will be able to effectively utilize critical thinking and problem-solving skills in the practice of radiologic and imaging sciences.
3. Graduates will be able to effectively communicate in oral and written form with patients, customers, and all members of the health care team.
4. Graduates will be able to successfully perform imaging procedures consistent with entry-level requirements.
5. Graduates will be able to determine the value of professional growth and development and conduct themselves in a professional manner.

The Research in Medical Imaging course, as a WIC, will enhance Learning Outcome #3 through improvement in writing skills beyond graduation.

All concentrations complete an outcome assessment program in order to comply with programmatic accreditation requirements as well as AQIP requirements.

Effect on current programs, offerings, staff and students

The effect of this action on current programs is minimal since all students in the RIS major already take this course as a degree requirement. The course is offered once a year in the spring semester.

There is no fiscal impact on staffing since an RIS faculty member has been teaching the research class for four years. The instructor who currently teaches the Integrated Health Studies course will be teaching a different course and will maintain load.

There is no substantial impact on student hours due to other changes within the RIS major in each concentration. Hours were revised in other courses as appropriate for each concentration to accommodate the decrease in hours due to the loss of the IHS course.

Alternatives and Consequences

The alternative is to continue to use the IHS 44091 Professional Seminar in Integrated Health course to fulfill the writing intensive degree requirement. While this course has been suitable for students, the RIS 44098 course allows students the opportunity to write substantially within their major.

Specific Recommendation and Justification

The recommendation is that RIS 44098 Research in Medical Imaging be designated as a writing-intensive course. This will allow the students to earn writing-intensive credit for a course in which they are already performing substantial writing within their major.

Timetable and Actions Required

Approved by the FAC of the School of Speech Pathology and Audiology Sept. 2007

Approval by the Undergraduate Council of the College of Education, Health, and Human Services September 2007

Approval by the University Requirements Curricular Committee (URCC), October 2007

Approval by the university's Educational Policies Committee, October 2007

Implementation for fall 2008

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **14-Aug-07** Curriculum Bulletin _____
Effective Date **Fall 2008** Approved by EPC _____

Department **RIS Regional Campuses**
College **RC - Regional Campuses College and Grad School of Ed, Hlth & Human Sves.**
Proposal **Revise Establish Course**
Course Subject **RIS** Course Number **44098**
Course Title **Research in Medical Imaging**
Minimum Credits **3** Maximum Credits **3**

Selected items are new

<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
<input checked="" type="checkbox"/> Prerequisites	<input checked="" type="checkbox"/> Writing-Intensive add
<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

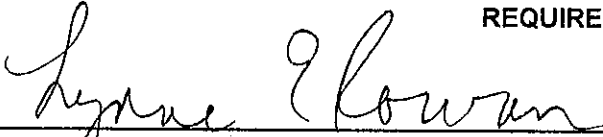
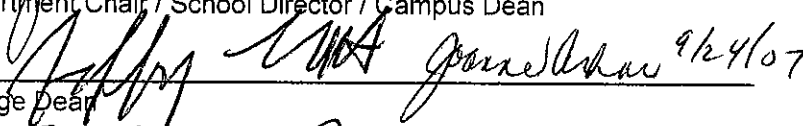

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

Affects all of the concentrations of the Bachelor of Technology in Radiologic and Imaging Sciences to include Computed Tomography, Diagnostic Medical Sonography, Magnetic Resonance Imaging, Nuclear Medicine and Radiation Therapy. No impact on other programs.

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

School of Speech Pathology and Audiology, College of EHHS

REQUIRED ENDORSEMENTS

	<u>9.15.07</u>
Department Chair / School Director / Campus Dean	
	<u>9.12.07</u>
College Dean	
	<u>9.27.07</u>
Executive Dean of Regional Campuses	
Provost	<u> / / </u>

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **21-Aug-07** Requested Effective Term **Fall 2008**
Course Subject **RIS** Course Number **44098**
Course Title **Research in Medical Imaging**
Title Abbreviation **Research In Medical Imaging**
Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
Minimum Credit **3** ☒ to ☐ or Maximum Credit **3** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours ☒ Lecture Minimum Hours **3** ☒ to ☐ or Maximum Hours **3**
Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
Contact hours should be per week.
Repeat Status **NR - not repeatable**
If repeats, course limit OR maximum hours
Course Level **UG - Undergraduate**
Grade Rule **B - Letter**
Schedule Type(s) **RES - Research**
LEC - Lecture
Course Attribute(s) **WIC - Writing-Intensive Course**
Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **Majors only**

Test Score(s)

Corequisite(s)

Registration is by permission only ☒ Yes ☐ No

Restrict Registration **RIS majors**

(e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **93**

OBR Subsidy Code **09**

OBR Course Level **3**

CIP Code **510907**

Catalog Description **Fundamental concepts and procedurs for systemic collection, analysis, critique and application of qualitative and quantitative data in medical imaging.**

Previous Title

Previous Subject

Previous Number

WRITING-INTENSIVE COURSE (WIC) INFORMATION FORM

Revised 2007

Please consult the WIC Guidelines as you respond to each item on this form.

Course Subject and Number: RIS 44098 **Credit Hours:** 03 **Effective Term:** Fall 2008

Course Title: Research in Medical Imaging

☒ **New Proposal** ☐ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and 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)

a. Ethics paper – Each student is required to write a three page paper as a response to a film viewed in class. The film is about the Tuskegee Study. The paper must relate the events of the Tuskegee Study to the ethical principles of the federal research guidelines outlined in the Belmont Report. The students are also asked to include their feelings in response to the film, and the impact (if any) watching the film had on their perception of the events as compared to class lecture.

b. Research proposal – The content of entire course builds toward the students' preparation of a research proposal on a topic within medical imaging. During the course, students are asked to submit elements of the proposal (topic, hypothesis, literature review, outline, rough draft and final copy of the proposal). The literature review must include qualified sources in medical imaging literature. An entire class session is devoted to developing the skill of preparing the literature review. The research proposal does not have a minimum length, but most submissions are 8-10 pages in length to include all elements as required by the assignment grading rubric.

c. Literature review – As part of the process of developing the research proposal, each student prepares a literature review on the topic chosen for the research proposal. The literature review must include proper attribution, information regarding the information from each source, and a written summary of the current body of knowledge on the topic.

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)

The students must use terminology specific to medical imaging disciplines in the proper context in the research proposal. The writing skills developed in this course are similar to the skills needed to write grant proposals, journal articles and research proposals in the medical imaging profession.

The writing assignments in this course are highly integrated with course content. The students are required to develop a research proposal for a topic in medical imaging during the course. The proposal is developed logically and sequentially, with submission of elements in a progressive fashion after lecture has provided appropriate information. The sequencing of writing assignments within the course allows students to apply lecture information while improving their skills in performing literature reviews and writing within the discipline. The paper on ethics in medical research is written after viewing an in-class film, and then used for a class discussion exercise.

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)

The students are provided with a rubric for writing assignment, and expectations are discussed in class. Samples of well written research proposals are available to students throughout the course. Articles from medical imaging professional journals are used throughout the course, and serve as examples of appropriate writing within the discipline. Guided revision assists students in developing the ability to write in the discipline.

4. Which writing assignment(s) provide an opportunity for *revision prior to grading*? (Guidelines: Item 4)

A rough draft of the research proposal must be submitted for instructor review, and then is returned to the student, without a grade, for revision. The rough draft of the research proposal is also used for peer review, which permits guided revision opportunity. The student may seek assistance from the course instructor when questions arise about any other assignments.

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)

a. Peer review - The students complete an anonymous peer review assignment. The assignment is a three page worksheet that guides review of a classmate's rough draft of the research proposal. The completed peer review assignment is returned to the author for use in revision of the proposal.

b. Instructor feedback - Each student is required to submit a rough draft of the research proposal to the instructor. The rough draft is not graded. Written feedback on the strengths and deficiencies in the rough draft is provided by the instructor. Individual conferences are available with the instructor for clarification and guidance on revision.

6. What *elements of writing* are included in the *assessment* of the student's writing performance? (Guidelines: Item 5)

The students' writing assignments are assessed for quality of content, effectiveness of organization, grammar and spelling, and proper documentation.

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)

The individual writing assignments are included in the final course grade as follows: ethics paper 10%, research proposal 28.5%, literature review 10%. The additional elements included in the preparation of the research proposal (topic, hypothesis, outline, peer review) comprise an additional 31% of the course grade.

All writing assignments combined (including elements of preparation of the research proposal) comprise 70% of the final course grade.

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)

All RIS students seeking the bachelor's degree are already required to take RIS 44098 per program requirements. The maximum class size will be capped at 25, with additional sections

added as needed.

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?

Expectations will be communicated by the Senior Program Director, Radiologic and Imaging Sciences. Grading rubrics for the writing assignments will be maintained by the department to ensure continuity by subsequent instructors.

URCC Use Only

Date Received by URCC _____

Date Approved by EPC _____

Date Approved by URCC _____

Date Removed as WIC _____

KENT STATE UNIVERSITY - SALEM CAMPUS

RESEARCH IN MEDICAL IMAGING

Course Number RIS 44098

SPRING SEMESTER 2007

COURSE SYLLABUS

INSTRUCTOR: Cyndi Peterson, BS, RT(R), RDMS, RVT

EMAIL: peterson@saalem.kent.edu

OFFICE PHONE: (330) 337-4277

OFFICE: 72

OFFICE HOURS: Mondays 9:30 a.m. – 1:30 p.m., Tuesdays 8:45 – 9:45 a.m.

CLASS SESSIONS: Thursdays 1:00 – 3:30 p.m.

TEXTBOOK: Nursing Research: Principles and Methods, 7th Ed.
by Polit and Beck

COURSE OUTLINE

- I. Introduction to research
- II. Quantitative research
- III. Qualitative research
- IV. Research process
- V. Hypothesis
- VI. Research design
- VII. Literature review
- VIII. Ethics
- IX. Statistics
- X. Evaluating published research
- XI. Research proposal development

COURSE OBJECTIVES

Upon completion of the course, the student will be able to do the following:

- 1. Describe the purpose of research in medical imaging
- 2. Differentiate between quantitative and qualitative research
- 3. Describe the research process and scientific method
- 4. Generate valid hypotheses
- 5. Utilize ethical conduct and protect human subjects in medical imaging research
- 6. Perform literature reviews
- 7. Describe methods of sampling, measurement and statistical analysis used in medical imaging research
- 8. Critically evaluate published research
- 9. Write a proposal for a research project pertaining to medical imaging that will meet the professional standards of the discipline

COURSE CONTENT		RESEARCH IN MEDICAL IMAGING	SPRING 2007
DATE	CONTENT	READING	ASSIGNMENT
1/18/07	Syllabus/ Introduction to Research	Ch. 1	Introduction due
1/25/07	Quantitative and Qualitative Research	Ch. 2	
2/1/07	Quant./ Qual. Research; Research Problem and Purpose	Ch. 3, Ch. 4, pgs. 65 - 76	
2/8/07	Hypothesis	Ch. 4, pgs. 77 - 86	Topic due
2/15/07	Research Design	Ch. 8	
2/22/07	Exam 1; Literature Review	Ch. 5	Hypothesis due
3/1/07	<i>Literature Review</i>		
3/8/07	Ethics and Protection of Human Subjects	Ch. 7	Literature review due
3/15/07	Ethics and Protection of Human Subjects		
3/22/07	Writing a research proposal	Ch. 25	Summary on Ethics in Research due
3/29/07	<i>SPRING BREAK – NO CLASS</i>		
4/5/07	Statistics	Review Ch. 19 - 21	Outline due
4/12/07	<i>Writing a research proposal</i>		
4/19/07	Published research	Ch. 26 & 27	Rough draft of proposal due x 2 (not graded)
4/26/07	<i>Research proposal</i>		Peer review due
5/3/07	Exam 2		Final copy of proposal due

All items in **bold** are graded work unless otherwise noted.

Instructor reserves the right to alter the schedule of material if deemed necessary.

All changes announced in class are binding.

ACADEMIC DISHONESTY

Students are expected to submit original work. Cheating will not be tolerated. The instructor reserves the right to request an electronic copy of any work submitted by the student, which shall be submitted in a timely fashion (within 48 hours after request). Failure to submit an electronic copy of work in a timely fashion will result in the standard penalty assessed in this class for late work. Refer to the student handbook and Kent State University Rules and Regulations for further information regarding consequences of proven academic dishonesty.

WORKLOAD

The student can expect to have an additional 6-8 hours a week of study and work outside of class time. This is the average amount of time necessary for the absorption of this material and an average grade.

CLASS ASSIGNMENTS

1. The student will be responsible for reading the material listed beside each lecture topic before each class session.
2. There will be 2 tests that will be counted collectively in the total points for the class. Each test will be worth 50 points. Tests will be announced at least one week prior to administration. If a student misses a test, he/ she will take the same test or an alternate test in the Academic Center. The test must be completed by the next class session attended.
3. In addition to the tests, announced or unannounced quizzes may be given. The scores from these quizzes will be added into the point total for the class. Make-up quizzes will not be given.
4. There may be worksheets or exercises to be completed in class and outside of class to contribute to the students' understanding of the material. These worksheets may be collected and graded.
5. The student will be required to write a short (no less than 3 pages, double spaced, 12 point font and standard margins) summary of the in-class film and the ethics of human subject research. This summary will be used for in class discussion and will be submitted as a 35 point assignment.
6. The student will be required to use material covered in class to develop a research proposal. Each student will be required to submit a research proposal the last week of class. The timeline for submission of elements of the proposal is included in the course schedule (previous page).
7. Each assignment must be submitted by the beginning of class on the appropriate deadline date to receive full possible points. A 25% deduction will be assessed for each class session the element is late. If a student is absent, assignments should be submitted by email or fax by the beginning of class to receive full credit. Any email submissions must be submitted in MS Word or MS Works.
8. Students are encouraged to keep track of their grades. If there is a chance of a student receiving a D or F for the course, the student should see the instructor for assistance prior to the end of the semester.
9. ALL class assignments must be completed to receive a course grade.

STUDENTS WITH DISABILITIES

Kent State University Salem Campus recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University Policy, if you have a documented disability, you may request accommodations to obtain equal access and to promote learning in this class. Please contact the Disability Coordinator on Campus, Becky Rigney (Office 54, phone number (330) 337-4214). After your eligibility is determined, you will be given a letter which, when presented to instructors, will help us know best how to assist you.

ATTENDANCE

1. Regular and prompt attendance is essential to accomplish the objectives of the course. Students are expected to arrive and be ready for class on time. Tardiness is defined as greater than 5 minutes after scheduled class start time. Students are expected to remain until class is formally dismissed. Students who are tardy and/or leave early more than three times during the semester will incur a 1% deduction from final course grade for each subsequent occurrence.
2. A student can miss no more than 2 classes. Each absence after that will drop the final grade by one letter for each absence unless an extended illness is involved or special circumstances exist or the student brings in an excuse (physician's excuse or court date are examples). Excuses in excess of two during a semester will be evaluated by the program faculty and subject to review.
3. The student is responsible for notifying this instructor that he/ she will be absent by contacting the instructor. A student must inform all instructors for that day of an absence. The student is also responsible for getting class notes, handouts, and assignments from a classmate. Following an absence, the student must be prepared for all assignments and or tests during the class session.
4. All students are responsible for creating a pleasant and culturally sensitive learning environment within the classroom. Any student who, at the instructor's judgment, is not contributing to such an environment will be asked to leave the classroom immediately. Removals from the classroom are subject to disciplinary action by the program faculty.

GRADING SCALE

The grade for the course will consist of points from the tests, paper, and components of the proposal. Any worksheets or quizzes will be added to the point total. The point allocation/grading system will be as follows:

Exam 1	50 points	Literature review	35 points
Exam 2	50 points	Outline	20 points
Ethics Summary	35 points	Peer review	30 points
Topic	10 points	Proposal	100 points
Hypothesis	15 points	Introductory form	5 points

The grading scale for this course is the department standard:

94 – 100% = A	85% = B-	76% = D+
93% = A-	84% = C+	69 – 75% = D
92% = B+	78 – 83% = C	68 and below = F
86 – 91% = B	77% = C-	

Any final grade of "C-" or below in any RIS core course will be cause for dismissal from the program according to the student handbook.

EXTRA CREDIT

In order to encourage students to actively seek information on medical research studies, students may earn extra credit by submitting information regarding ongoing or completed medical research studies. The student should submit a copy of the source (i.e., journal, publication, qualified Internet source) along with a typed paragraph summarizing the information. One course point will be awarded for each submission, with a maximum of ten points total for the semester. The submitted articles may not be used for the literature review or research proposal bibliography. All extra credit must be turned in by the beginning of the last regularly scheduled class session (May 3rd) to be considered for credit.

EMERGENCY CLOSINGS AND CLASS UPDATES

Emergency closings of the University and/or Campus will be posted on the Campus web page at www.salem.kent.edu. Also, under Quick Links, you can get information about individual classes by clicking on "class cancellation." In case of a campus closing or faculty absence, students are expected to be familiar with and able to use the "My Classes" function of Web for Students, where instructors may post updates to the syllabus, class assignments, copies of handouts, or other materials that will allow students to stay current with the work of the course. Please remember that as a student you are responsible for checking e-mail on a regular basis, as well as confirming registration, grades, and attempted withdrawals on Web for Students

PLAGIARISM

To "plagiarize" means to take and present as one's own a material portion of the ideas or words of another, or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. This definition includes using another student's work as your own as well as inadequately referencing other sources in your work. Plagiarism carries a variety of sanctions, ranging from lowering of a grade to dismissal from the University. The University Policy on Plagiarism is published in the University Rules and Regulations (available on line). Please read it.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **28-Aug-07** Curriculum Bulletin _____Effective Date **Fall 2008** Approved by EPC _____

Department **Art**
 College **CA - The Arts**
 Proposal **Revise Program**
 Program Name **~~BFA~~ Fine Arts **ARTS****
 Degree **BFA - Bachelor of Fine Arts**

Establishing six options with the new Interdisciplinary concentration.
 (IDP) Interdisciplinary - drawing/painting
 (IDP) Interdisciplinary - drawing/printmaking
 (IDS) Interdisciplinary - drawing/sculpture
 (IPP) Interdisciplinary - painting/printmaking
 (IPS) Interdisciplinary - painting/sculpture
 (ISP) sculpture/printmaking

Description of proposal:

Initiate a new concentration, "Interdisciplinary" within the BFA program. *Interdisciplinary -*

125 cr. hrs.
 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 direct impact; updates offerings

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

n/a

REQUIRED ENDORSEMENTS

Christine Fauce
 Department Chair / School Director / Campus Dean

Gene Reed
 College Dean

Executive Dean of Regional Campuses

Provost

*28/VIII/07**9/11/2007*

____/____/____

____/____/____



SCHOOL OF ART
INTERDEPARTMENTAL CORRESPONDENCE

ON 28 August 2007

TO Anne Reid, Academic and Advising Services, College of the Arts

FR Christine Havice, Director 

RE Proposal to add Interdisciplinary Concentration to BFA in Fine Art

This proposal, which was endorsed by the Faculty Advisory Committee on 7 February, 2007, establishes an interdisciplinary concentration in the BFA degree program in the division of Fine Art. The title of the concentration will be "Interdisciplinary."

Background Information

Currently the BFA in Fine Art within the School of Art offers four concentrations; Drawing, Painting, Printmaking and Sculpture. Students in each concentration, as part of their major requirements, take 27 hours of upper division fine arts electives among which at least 12 hours must be completed in the area of their concentration. They also complete a senior project (ARTF 44099) which includes an exhibition and a formal review of the work they have done in their concentration area.

In response to growing student requests to undertake interdisciplinary projects, the Division of Fine Art is seeking to add "Interdisciplinary" as a new concentration. Students requesting this option are simply reflecting the new and diverse creative practices that are now evident in the contemporary art world.

Since the 1980's a plurality of styles and a blurring of the boundaries of traditional artistic media have distinguished contemporary art. New strategies such as installation combined with the growing use of video and photography have transformed artistic practices. Painting, and particularly sculpture, were expanded, transgressed, and replaced with highly hybridized forms of expression. Typical among those challenging traditional definitions were artists as different as Kiki Smith, Jeff Koons, Damien Hirst and Matthew Barney, who combine diverse imagery and media. More recently digital processes have begun to impact how artists use and develop both imagery and form, especially blurring the boundary between painting and printmaking.

When they declare the Interdisciplinary concentration, students will list the two disciplines to be involved on their Change of Major form. They will then complete 27 hours of upper-division fine art electives, of which two 9-hour blocks will be in the two chosen disciplines and the remaining 9 hours divided among the fine art media in any way. Students will also complete the senior project which will reflect the interdisciplinary nature of their work. The senior project committee will include at least one faculty member from each of the two disciplines selected by the student.

Effect/Impact

This new addition to current range of concentration/submajor choices offers undergraduates increased flexibility in forming their artistic practice, to reflect realities in the contemporary art world. The change requires only minor adjustments or additions to the basic program description in the catalogue and on the BFA worksheet (attached). Students will be able to combine practices only from within our current concentration options: drawing, painting, printmaking and sculpture. There will be no fiscal impact on the program or the School of Art

Timetable and Actions Required

School of Art FAC approval, Spring, 2007; College of the Arts Curriculum Committee approval, Fall, 2007; EPC approval, Fall 2007.

College of the Arts

133

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133
134

ARTF 14000 Drawing I	3
14001 Drawing II	3
14022 Two-Dimensional Composition	3
14055 Sculpture I	3
14060 Painting I	3
24001 Drawing III	3
24055 Sculpture II	3
ARTH 22006 Art History I: Ancient and Medieval Art	3
22007 Art History II: Renaissance to Modern Art	3
Art history electives (upper-division)	6
Crafts upper-division courses	18
(Must be in one concentration: fiber/textiles, ceramics, glass or jewelry/metals/enameling)	
Crafts electives	6
Fine arts/crafts electives	6
V. General Electives***	5-6
TOTAL	125

Minimum 39 upper-division credit hours required for graduation.

*Course fulfills writing-intensive requirement.

**Each crafts major is required to plan and execute a senior project in an area of specialization (ceramics, textile arts, glass or jewelry/metals). The project is presented to a committee of at least three faculty members from the School of Art. The committee chair must be from the area of specialization and records the grade for the course. The senior project consists of a written summation, an exhibition in the School of Art and an image documentation of the project.

***See the Pass/Fail Policy in this Catalog.

B.F.A. in Fine Arts

Drawing, Painting, Printmaking, Sculpture

The intention and emphasis of the Bachelor of Fine Arts in Fine Arts is the preparation of students to function in a variety of artistic roles and to prepare them for further study in the visual arts. Specifically, the program's goals are to develop technical skills, competence in the use of media, artistic sensibility and responsiveness to aesthetic form. Students must know the major achievements and achievers in the history of art and must understand contemporary art forms and their underlying theories. They must be able to assess the quality of works of art and the intellectual value of contemporary theory and criticism.

A complete list of Liberal Education Requirements (LER) courses can be found on Pages 85-87.

- I. General College or University Requirements1
US 10097 First Year Colloquium1
II. Liberal Education Requirements36-37
A complete list of Liberal Education Requirements (LER) courses is on Pages 85-87.

Composition

- ENG 11011 College Writing I3
21011 College Writing II3

Mathematics and Critical Reasoning3

Humanities and Fine Arts9

Minimum one course from humanities category and minimum one course from fine arts category outside the School of Art.

Social Sciences6

Must be selected from two curricular areas.

Basic Sciences6-7

Must include one laboratory course.

Additional LER Courses6

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.

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; the second course may be taken as a second LER, within a minor or as a general elective. A complete list of diversity courses is on Pages 89-91.

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 ARTF 44099. A complete list of writing-intensive courses is on Pages 93-95.

ART 4000

IV. Major Requirements79

- ARTF 14000 Drawing I3
14001 Drawing II3
14022 Two-Dimensional Composition3
14055 Sculpture I3
14060 Painting I3
24001 Drawing III3
* 24005 Sophomore Review: Fine Arts1
24010 Introduction to Fine Arts Photography3
24040 Printmaking I3
24055 Sculpture II3
24060 Painting II3
34001 Drawing IV3
* 44099 Senior Project: Fine Arts3
ARTH 22006 Art History I: Ancient and Medieval Art3
22007 Art History II: Renaissance to Modern Art3
32066 Late Modern Art3

21011
DIGITAL
ART 4000ART 4000
ARTH 22006
ARTH 22007
ARTH 32066

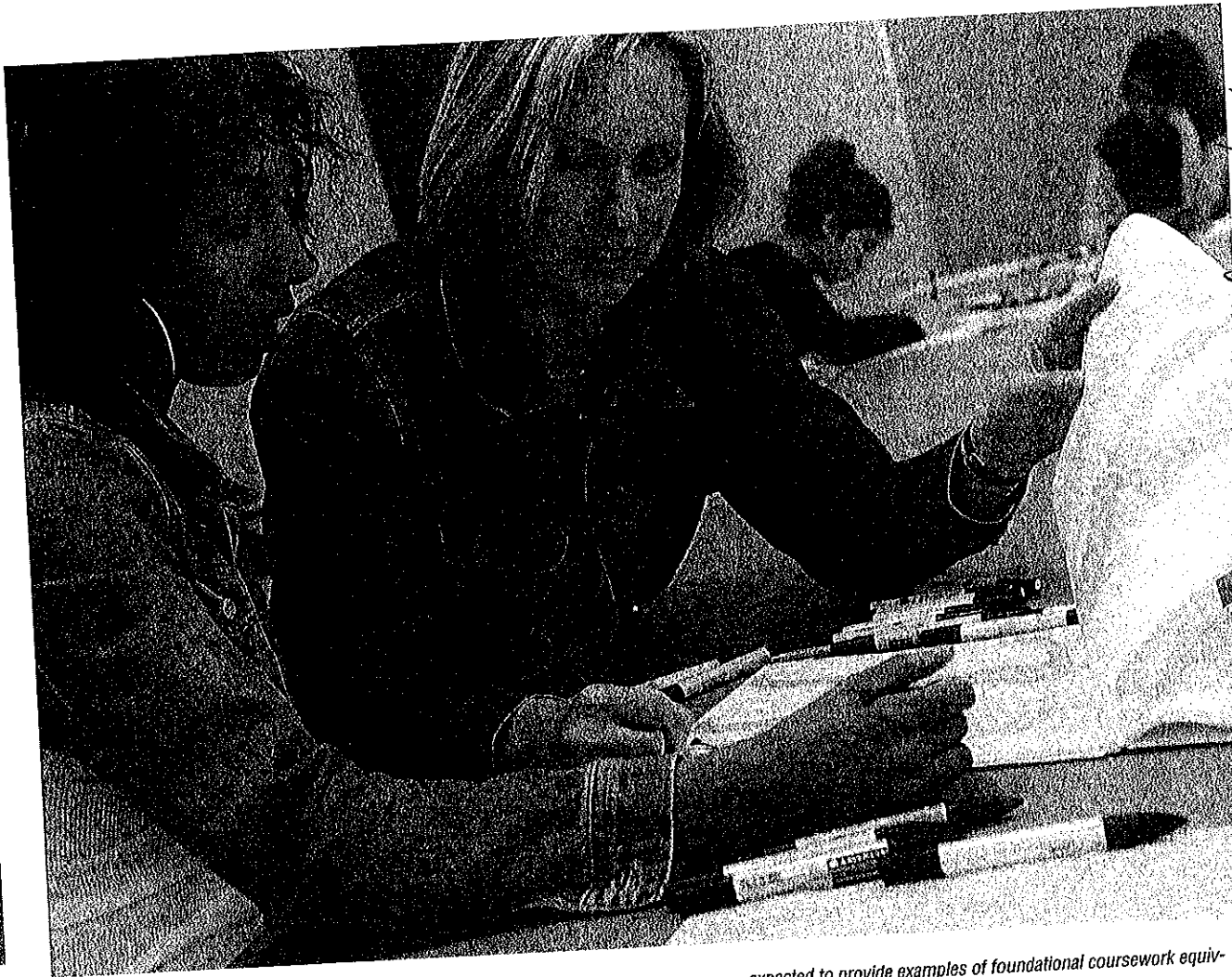
2008 Catalog

other hours chosen as desired.

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College of the Arts

College of the Arts



Art history upper-division elective	3
Fine arts upper-division electives***	27
Printmaking, choose from the following:	3
ARTF 34040 Printmaking: Intermediate Intaglio (3)	
34041 Serigraphy I (3)	
34042 Lithography I (3)	
V. General Electives****	8-9
TOTAL	125

Minimum 39 upper-division credit hours required for graduation.

*No upper-division fine arts courses may be taken without successfully completing ARTF 24005. At the completion of the "foundation" sequence (ARTF 14000, 14001, 14022, 14055, 14060, 24001, 24010, 24040, ARTH 22006 and 22007), fine arts majors register for ARTF 24005 and submit a portfolio of representative studio work selected from these courses to a fine arts faculty committee for review. An examination of knowledge of art history also will be included. Incoming transfer students are

expected to provide examples of foundational coursework equivalent to School of Art requirements for sophomore review. The review is a proficiency examination and is diagnostic in nature. Action by the committee may include the assignment of additional studio work over the normal graduation requirements in areas of apparent deficiencies, or a recommendation that a student not continue in the B.F.A. curriculum.

**Course fulfills writing-intensive requirement. Students are required to plan and execute independently a senior project exhibition that is presented for review to a fine arts faculty committee. The senior project includes a written proposal and a written senior thesis that introduces and defends the exhibited work. Students should work closely with a fine arts faculty advisor on all aspects of the senior project.

***Minimum 12 credit hours must be taken in one studio area selected from drawing, painting, printmaking or sculpture.

****See the Pass/Fail Policy in this Catalog.

see email
for correct
wording
↓

taken in one concentration selected from the disciplines of drawing, interdisciplinarity, painting, sculpture. Students selecting the an

must complete nine hours each of two selected concert rate area plus interdisciplinary

TILLET, THERESE

From: HAVICE, CHRISTINE
Sent: Tuesday, October 09, 2007 2:57 PM
To: TILLET, THERESE
Cc: MICHAEL LODERSTEDT
Subject: Re: BFA new concentration - interdisciplinary

That sounds like a great combination of the desired terminology (interdisciplinary) and the needed specificity for registrar and tracking purposes ! Thanks.

On 10/9/07 12:31 PM, "TILLET, THERESE" <ttillet1@kent.edu> wrote:

What about adding the word "interdisciplinary" to the beginning of each new concentration I listed?

For example:
Interdisciplinary—drawing/painting
Interdisciplinary—drawing/printmaking
Interdisciplinary—drawing/sculpture
Etc.

Then the sentence structure for the catalog would change slightly by making "interdisciplinary concentration" plural.

I suggested creating the six specific concentrations instead of one general so that it more visible what the student is choosing – for advisers, for KAPS report, for ultimate placement on the students' transcript.

Please let me know if this suggestion is agreeable to you.

Therese

From: HAVICE, CHRISTINE
Sent: Tuesday, October 09, 2007 12:18 PM
To: TILLET, THERESE
Cc: MICHAEL LODERSTEDT
Subject: Re: BFA new concentration - interdisciplinary

Hi, Therese -

The sentiment of the division of Fine Arts was that "Interdisciplinary" as an option in addition to the extant options was what they wanted. The term means something to others in the profession and while the pairings you note would be in fact what the students would be taking, the faculty want the "Interdisciplinary" as the specific title for any of these pairings.

With that in mind, the six pairings could certainly be listed, and we bow to your greater familiarity with the specifics of using "concentration" in our text, which would then read:

"Minimum 12 credit hours must be taken in one concentration selected from the disciplines of drawing, painting, printmaking or sculpture, or the interdisciplinary concentration. Students selecting the interdisciplinary concentration must complete nine hours each of two selected disciplines -- painting and drawing, printmaking and painting, sculpture and painting, drawing and printmaking, sculpture and drawing, or printmaking and sculpture -- plus nine other hours chosen as desired."

Or a clearer way of listing the pairings in a single sentence, as advisable.

Christine Havice
Director
School of Art
Kent State University
PO Box 5190
Kent, OH 44242-001
Office: 330-672-2192
Fax: 330-672-4729

On 10/9/07 11:27 AM, "TILLET, THERESE" <ttillet1@kent.edu> wrote:

Hello, Christine,

Have you heard anything? I can hold this program proposal for the November EPC meeting, if you want. The effective date will still be fall 2008.

Therese

From: HAVICE, CHRISTINE
Sent: Thursday, September 20, 2007 8:07 AM
To: TILLET, THERESE
Subject: Re: MFA new concentration - Interdisciplinary

Therese,
I need to check with the division coordinator in Fine Art on this, but meanwhile, please note that is is for the BFA, not the MFA as your subject line suggested. We will be back in touch shortly. Thanks for keeping on top of this. Ch

Christine Havice
Director
School of Art
Kent State University
PO Box 5190
Kent, OH 44242-001
Office: 330-672-2192
Fax: 330-672-4729

On 9/19/07 5:46 PM, "TILLET, THERESE" <ttillet1@kent.edu> wrote:

I'm reviewing the proposal for inclusion on the October EPC agenda.

Since you will be requiring students to declare two main disciplines (of which they will complete 18 upper-division credits total, compared to 12 credits for students choosing one discipline as a concentration), I'm wondering if you would want to make it more precise in Banner what they are choosing, to better communicate to advisers, faculty members, etc. when reviewing their program requirements, and to be listed on their transcript.

So, instead of one new concentration, interdisciplinary, you would create six new concentrations:

drawing/painting
drawing/printmaking
drawing/sculpture
painting/printmaking
painting/sculpture
sculpture/printmaking

This is only a suggestion. Interdisciplinary may have greater context in your area than in mine (I deem it too vague when not paired with something).

Also, a revised notation in the catalog copy in regards to this new concentration (page 134) is a little confusing (words in underline are revised/new):

"Minimum 12 credit hours must be taken in one concentration selected from drawing, interdisciplinary, painting, printmaking or sculpture. Students selecting the Interdisciplinary option must complete nine hours each of two selected concentrations plus nine other hours chosen as desired."

I'm assuming that the first reference to interdisciplinary should be deleted since it has more unique requirements than the others and is explained in the next sentence. Also, the word "option" (used in the second sentence) is an official term for a sub-concentration and should not be used here. "Concentration" is appropriate.

Would you consider listing the courses in this section that are approved for each concentration?

Therese

Therese E. Tillett
Director of Curriculum Services
Office of Academic Affairs
KENT STATE UNIVERSITY
Tel: 330-672-8558 ~ Fax: 330-672-2644
ttillet1@kent.edu <mailto:ttillet1@kent.edu> ~ www.kent.edu
<<http://www.kent.edu/>>

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 19-Sep-07 Curriculum Bulletin _____
 Effective Date Fall 2008 Approved by EPC _____

Department Nursing
 College NU - Nursing
 Degree *Nursing* MSN - Master of Science in Nursing
 Program Name *Acute Care Nurse Practitioner* Program Code NURS
 Concentration(s) *Nurse Practitioner* Concentration(s) Code(s) *ACNP*
 Proposal Establish Program

Description of proposal:

The addition of an Acute Care Nurse Practitioner concentration within the Master of Science in Nursing program. Graduates will be eligible for credentialing as Acute Care Nurse Practitioners (ACNP).

42 cr. hrs.

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)

There are no Acute Care Nurse Practitioner programs in the Kent State system and the closest state competing program is at Ohio State University. With marketing, planned by the College of Nursing's Marketing Coordinator, the program certainly will increase graduate enrollment for the College of Nursing. Anticipated enrollment in the first academic year offered (2008-2009), based on informal agreement with CCF, is expected to be eight. We have ability to absorb the increase in the number of students without adding more than one FTE in the clinical courses (candidates are available). An increase in overall enrollment and trend likely will mandate us to permanently offer NURS60041 Advanced Health Assessment in two sections with new programming as CCF program continues to evolve.

The Adult Nurse Practitioner program likely will see a loss of 2-3 students that will select the ACNP tract. Currently the ANP program has an overall enrollment of 50 students a year with stable enrollment. Clinical sites in ACNP settings are more readily available than those for the Adult NP program. Clinical partnerships with the CCF and Summa Health system have been developed.

Units consulted (other departments, programs or campuses affected by this proposal):
 Approved by College of Nursing Master's Curriculum and Faculty Committees.

REQUIRED ENDORSEMENTS

_____ / _____ / _____

Department Chair / School Director / Campus Dean

College Dean

Executive Dean of Regional Campuses

Senior Vice President for Academic Affairs and Provost

____/____/____

____/____/____

____/____/____



INTEROFFICE MEMORANDUM

TO: Dr. Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum
 Dr. Daniele Finotello, Associate Dean, Graduate Studies
 Ms. Therese Tillett, Coordinator of Curriculum Services

FROM: *KWB*
 Dr. Karen W. Budd, Director, Graduate Programs, College of Nursing

SUBJECT: Proposal to Add Acute Care Nurse Practitioner Concentration

DATE: September 19, 2007

CC: EPC File

On recommendation of the College of Nursing Master's Curriculum Committee and approval of the faculty, we submit this proposal to add an Acute Care Nurse Practitioner concentration within the Master of Science in Nursing program. Graduates will be eligible for credentialing as Acute Care Nurse Practitioners. Enclosed are the proposal summary, CCP, assessment plan, catalog copy, and full-time and part-time program plans (Graduation Requirement Sheet) to add the concentration. Also enclosed are CCP forms and Basic Data Sheets adding three new courses (listed below) that are included in the program plans.

Course No.	Course Name	Effective Semester/Year
NURS***** <i>60021</i>	Acute Care Nurse Practitioner	Fall 2008
NURS***** <i>60022</i>	Acute Care Therapeutics	Fall 2008
NURS***** <i>60712</i>	Acute Care NP Role Practicum	Fall 2008

We request this item be placed on the Agenda for the October 22, 2007, EPC meeting, and if approved, that a sub-major code be assigned to this new Acute Care Nurse Practitioner concentration.

Please contact me with any questions.

/alw

Enclosures

**Kent State University
College of Nursing**

**PROPOSAL: ADDITION OF AN ACUTE CARE NURSE PRACTITIONER
CONCENTRATION**

Subject Specification

This proposal requests the addition of an Acute Care Nurse Practitioner concentration within the Master of Science in Nursing program. Graduates will be eligible for credentialing as Acute Care Nurse Practitioners (ACNP).

Background Information

The ACNP concentration previously was offered at KSU CON in the mid nineties as a post-master's certificate program in collaboration with the Summa Health System and Akron General Hospital. All students were recruited from these two hospitals; the program was taught by S. Fleming and P. Cukr (now deceased). On completion of one cohort, students no longer were accepted into the program secondary to a faculty shortage and increased enrollment in our Adult Nurse Practitioner program.

In the past ten years, the demand for ACNPs has kept pace with the rapid growth in complexity in the acute healthcare environment. These advanced practice nurses are prepared to provide advanced nursing and or specialized medical care to adults with complex, acute illnesses in a variety of acute care settings. Such settings include specialty clinics; emergency departments; and acute, sub-acute, and intensive/critical care units in hospital-based settings. Recognizing the cost-effectiveness and high quality outcome of ACNP care, hospitals and agencies are creating positions on their staffs for them and have mounted aggressive recruitment campaigns in an attempt to hire them. To prepare graduates for the demand, currently there are over 70 educational programs nationwide and several international programs. Only two regional programs exist, however, one at Case Western Reserve University and one at Ohio State University. In the past few years, representatives from both Summa and the Cleveland Clinic (CCF) have requested we establish an ACNP concentration; and in the past few months, CCF has made tentative verbal commitments related to supporting a cohort of students.

Description of Action: The 42 credit hour program is composed of core and clinical courses. The core courses provide a conceptual base for holistic advanced nursing practice, professional role differentiation, and research utilization. The ACNP clinical training can encompass any setting in which patient care requirements include complex monitoring and therapies, high-intensity nursing intervention, or continuous nursing vigilance within the range of high-acuity care. While most ACNPs practice in acute care and hospital based settings, the continuum of acute care services spans the geographic settings of home, ambulatory care, urgent care, and rehabilitative care. In addition to managing patient care, the ACNP utilizes invasive interventions and procedures to promote physiologic stability. ACNPs perform a wide variety of skills and procedures, and the skill set of an ACNP is often dependent on the specific patient population and specialty-based area of practice. Restorative care is the focus of the ACNP, and short-term goals include patient stabilization, minimization of complications, and promotion of physical and psychological well-being. The long-term goal is to restore maximal health potential while evaluating risk factors in achieving this outcome.

The curriculum emphasizes the Advanced Practice Model with critical thinking, case analysis, diagnostic reasoning, and problem solving. The facilitating of the research process in collaboration with other health care professionals and research utilization are also emphasized. Students must complete a minimum of 600 clinical hours of supervised clinical practice. The ACNP program course work typically will be completed in 2 years for full-time and 3-3 ½ years for part-time students. Students will enroll in one Adult NP course (Adult Primary Care I) and in an NP practicum course that is common to all NP students. Three new ACNP courses will be offered: Acute Care Therapeutics, Acute Care NP, and Acute Care NP Role Practicum.

Conformity of action with the Mission of the College: 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."

Duplication; Encroachment; Impact on College; Resources

There are no Acute Care Nurse Practitioner programs in the Kent State system and the closest state competing program is at Ohio State University. With marketing, planned by the College of Nursing's Marketing Coordinator, the program certainly will increase graduate enrollment for the College of Nursing. Anticipated enrollment in the first academic year offered (2008-2009), based on informal agreement with CCF, is expected to be eight. We have ability to absorb the increase in the number of students by adding one FTE in the clinical courses (candidates are available). An increase in overall enrollment and trend likely will mandate us to permanently offer NURS60041 Advanced Health Assessment in two sections with new programming and additional faculty as CCF program continues to evolve.

The Adult Nurse Practitioner program likely will see a loss of 2-3 students that will select the ACNP tract. Currently the ANP program has an overall enrollment of 50 students a year with stable enrollment. Clinical sites in ACNP settings are more readily available than those for the Adult NP program. Clinical partnerships with both CCF and Summa Health system have been developed.

Timetable and Action Required

College of Nursing Master's Curriculum Committee
College of Nursing Faculty
University Educational Policy Council

September 10, 2007
September 17, 2007
October 22, 2007

**MASTER OF SCIENCE IN NURSING
ACUTE CARE
NURSE PRACTITIONER
Graduation Requirement Sheet
[Full Time Program Plan]**

Year 1	Fall Semester	CHRS
N60041	Advanced Assessment for Adult Health	3
N60101 ^w	Theoretical Basis in Nursing	3
N60045	Advanced Human Physiology & Pathology	3
	Total	9
Year 1	Spring Semester	CHRS
N60042	Adult Primary Care I	5
N60441 ^w	Advanced Pharmacology (required for prescriptive authority)	3
N60206	Ambulatory Diagnostics	2
	Total	10
Year 1	Summer Semester	CHRS
N60092	NP Practicum	2
N60401 ^w	Nursing Research Methods I	2
	Total	4
Year 2	Fall Semester	CHRS
N*****60020	Acute Care Nurse Practitioner	5
N60402 ^w	Nursing Research Methods II	3
N*****60022	Acute Care Therapeutics	3
	Total	11
Year 2	Spring Semester	CHRS
N*****60412	Acute Care NP Role Practicum	4
N60450 ^w	Ethical & Cultural Issues	2
N60451 ^w	Health Policy & Delivery System	2
	Total	8
	Total Program Credit Hours	42

*6 Chrs of Thesis may be substituted for Nursing Research Methods. II.

W = Web-based course

Students must complete 600 hours of supervised clinical practice as a part of this program for National certification.

NOTE: Graduate courses are held just one day a week. First year students attend on Tuesdays; second year and thereafter on Wednesdays.

Web-based courses fall into one of the three following categories:

¹**Web-Synchronous** = Student is required to be online (at home or on campus) at the specified day/time stated for class participation.

²**Web-Asynchronous** = Class meets on campus first day at specified day/time for instruction. Thereafter, online coursework may be completed at any time that is convenient for student within specified guidelines set forth by instructor.

³**Web-Enhanced** = Class meets on campus first day at specified day/time for instruction. Thereafter, most online coursework is completed at time convenient for student; however, intermittent attendance on campus at specified dates and times may be required.

**MASTER OF SCIENCE IN NURSING
ACUTE CARE
NURSE PRACTITIONER
Graduation Requirement Sheet
[Part Time (3 year) Program Plan]**

Year 1	Fall Semester	CHRS
N60101 ^w	Theoretical Basis in Nursing	3
N60045	Advanced Human Physiology & Pathology	3
	Total	6
Year 1	Spring Semester	CHRS
N60441 ^w	Advanced Pharmacology	3
N60450 ^w	Ethical & Cultural Issues	2
	Total	5
Year 1	Summer Semester	CHRS
N60401 ^w	Nursing Research Methods I	2
	Total	2
Year 2	Fall Semester	CHRS
N60041	Advanced Assessment for Adult Health	3
	Total	3
Year 2	Spring Semester	CHRS
N60042	Adult Primary Care I	5
N60402 ^w	Nursing Research Methods II	3
N60206	Ambulatory Diagnostics	2
	Total	10
Year 2	Summer Semester	
N60092	Nurse Practitioner Practicum	2
	Total	2
Year 3	Fall Semester	CHRS
N***** ⁶⁰⁰²¹	Acute Care Nurse Practitioner	5
N***** ⁶⁰⁰²²	Acute Care Therapeutics	3
	Total	8
Year 2	Spring Semester	CHRS
N***** ⁶⁰⁷⁹²	Acute Care NP Role Practicum	4
N60451 ^w	Health Policy & Delivery System	2
	Total	6
Total Program Credit Hours		42

*6 Chrs of Thesis may be substituted for Nursing Research Methods II.

W = Web-based course

Students must complete 600 hours of supervised clinical practice as a part of this program for National Certification.

NOTE: Graduate courses are held just one day a week. First year students attend on Tuesdays; second year and thereafter on Wednesdays.

Web-based courses fall into one of the three following categories:

¹**Web-Synchronous** = Student is required to be online (at home or on campus) at the specified day/time stated for class participation.

²**Web-Asynchronous** = Class meets on campus first day at specified day/time for instruction. Thereafter, online coursework may be completed at any time that is convenient for student within specified guidelines set forth by instructor.

³**Web-Enhanced** = Class meets on campus first day at specified day/time for instruction. Thereafter, most online coursework is completed at time convenient for student; however, intermittent attendance on campus at specified dates and times may be required.

**MASTER OF SCIENCE IN NURSING
ACUTE CARE
NURSE PRACTITIONER
Graduation Requirement Sheet
[Part Time (3 ½ year) Program Plan]**

Year 1	Spring Semester	CHRS
N60101 ^w	Theoretical Basis in Nursing	3
N60450 ^w	Ethical & Cultural Issues	2
	Total	5
Year 1	Summer Semester	CHRS
N60401 ^w	Nursing Research Methods I	2
	Total	2
Year 2	Fall Semester	CHRS
N60045	Advanced Human Physiology and Pathology	3
	Total	3
Year 2	Spring Semester	CHRS
N60402 ^w	Nursing Research Methods II	3
N60441 ^w	Advanced Pharmacology	3
	Total	6
Year 3	Fall Semester	CHRS
N60041	Advanced Assessment for Adult Health	3
	Total	3
Year 3	Spring Semester	CHRS
N60042	Adult Primary Care I	5
N60206	Ambulatory Diagnostics*	2
	Total	7
Year 3	Summer Semester	CHRS
N60092	Nurse Practitioner Practicum	2
	Total	2
Year 4	Fall Semester	CHRS
N***** 60021	Acute Care Nurse Practitioner	5
N***** 60022	Acute Care Therapeutics	3
	Total	8
Year 4	Spring Semester	CHRS
N60451 ^w	Health Policy & Delivery System	2
N***** 60792	Acute Care NP Role Practicum	4
	Total	6
	Total Program Credit Hours	42

*6 Chrs of Thesis may be substituted for Nursing Research Methods II. W = Web-based course

Students must complete 600 hours of supervised clinical practice for National Certification.

NOTE: Graduate courses are held one day a week. First year classes are on Tuesdays; second year and thereafter on Wednesdays.

Web-based courses fall into one of the three following categories:

¹**Web-Synchronous** = Student is required to be online (at home or on campus) at the specified day/time stated for class participation.

²**Web-Asynchronous** = Class meets on campus first day at specified day/time for instruction. Thereafter, online coursework may be completed at any time that is convenient for student within specified guidelines set forth by instructor.

³**Web-Enhanced** = Class meets on campus first day at specified day/time for instruction. Thereafter, most online coursework is completed at time convenient for student; however, intermittent attendance on campus at specified dates and times may be required.

**MASTER OF SCIENCE IN NURSING
ACUTE CARE NURSE PRACTITIONER CONCENTRATION
ASSESSMENT PLAN**

I. LEARNING GOALS AND MEASURABLE LEARNING OBJECTIVES

A. Assessment of Health Status

1. Assesses the complex acute, critical, and chronically-ill patient for urgent and emergent conditions, using both physiologically and technologically derived data, to evaluate for physiologic instability and potential life-threatening conditions.
2. Obtains and documents a health history for complex acute, critical, and chronically-ill patients.
3. Performs and documents complete, system-focused, or symptom-specific physical examinations on complex acute, critical, and chronically-ill patients.
4. Assesses the need for and performs additional screening, based on initial assessment findings.
5. Performs evaluations for substance use, violence, neglect and abuse, barriers to learning, and pain.
6. Distinguishes between normal and abnormal developmental and age-related physiologic and behavioral changes in complex acute, critical, and chronic illness.
7. Assesses for multiple interactive and synergistic effects of pharmacological agents, including over-the-counter (OTC) preparations and alternative and complementary therapies, in patients with complex acute, critical, and chronic illness.
8. Assesses the impact of an acute, critical and/or chronic illness or injury on the individual's:
 - a. Health status (physical and mental)
 - b. Functional status, including activity and mobility
 - c. Growth and development
 - d. Nutritional status
 - e. Sleep and rest patterns
 - f. Quality of life
 - g. Family, social, and educational relationships
9. Provides for the promotion of health and protection from disease by assessing for risks associated with care of complex acute, critical, and chronically-ill patients, such as:
 - a. Physiologic risk, including, but not limited to, immobility, impaired nutrition and immunocompetence, fluid and electrolyte imbalance, invasive interventions, therapeutic modalities, and diagnostic tests.
 - b. Psychological risk, including, but not limited to, impaired sleep and communication, and crisis related to threat to life, self-image, finances, medication side-effects, home and educational environment, and altered family dynamics.
 - c. Health care system risks associated with care of complex patients, including, but not limited to, multiple caregivers, continuity of care, coordination of the plan of care, polypharmacy, communication with family or between multiple care providers.

10. Prioritizes data collection, according to the patient's immediate condition or needs, as a continuous process in acknowledgement of the dynamic nature of complex acute, critical, and chronic illness.

11. Assesses the needs of families and caregivers of complex acute, critical, and chronically-ill patients.

B. Diagnosis of Health Status

1. Diagnoses acute and chronic conditions that may result in rapid physiologic deterioration or life-threatening instability.

2. Manages diagnostic tests through ordering, interpretation, performance, and supervision in the assessment of complex acute, critical, and chronically-ill patients.

3. Utilizes specialty-based technical skills in the performance of diagnostic procedures to confirm or rule-out health problems.

4. Synthesizes data from a variety of sources to make clinical judgments and decisions about appropriate recommendations and treatments.

5. Prioritizes health problems during complex acute, critical, and chronic illness.

6. Formulates differential diagnoses by priority considering multiple potential mechanisms causing complex acute, critical, and chronic illness states.

7. Diagnoses complications of complex acute, critical, and chronic illness considering multi-system health problems.

8. Diagnoses common mental health and substance use or addictive disorder/disease, such as anxiety, depression, and alcohol and drug use, in the presence of complex acute, critical, and chronic illness.

9. Reformulates diagnoses by priority based on new or additional assessment data and the dynamic nature of complex acute, critical, and chronic illness.

C. Plan of Care and Implementation of Treatment

1. Formulates a plan of care to address complex acute, critical, and chronic health care needs.

a. Integrates knowledge of rapidly changing pathophysiology of acute and critical illness in the planning of care and implementation of treatment.

b. Prescribes appropriate pharmacologic and nonpharmacologic treatment modalities.

c. Utilizes evidence-based practice in planning and implementing care.

2. Implements interventions to support the patient with a rapidly deteriorating physiologic condition, including the application of basic and advanced life support and other invasive interventions or procedures to regain physiologic stability.

3. Manages, through ordering, performance, interpretation, or supervision:

a. Interventions that utilize technological devices to monitor and sustain physiological function.

b. Diagnostic strategies and therapies to monitor and sustain physiological function and ensure patient safety, including, but not limited to, EKG interpretation, x-ray interpretation, respiratory support, hemodynamic monitoring, and nutritional support.

4. Performs therapeutic interventions to stabilize acute and critical health problems, such as suturing, wound debridement, line and tube insertion, and lumbar puncture.

5. Analyzes the indications, contraindications, risk of complications, and cost-benefits of therapeutic interventions.

6. Manages the plan of care through evaluation, modification, and documentation according to the patient's response to therapy, changes in condition, and to therapeutic interventions to optimize patient outcomes.
7. Manages the patient's response to life support strategies.
8. Manages pain and sedation for patients with complex acute, critical, and chronic illness.
 - a. Prescribes pharmacologic and nonpharmacologic interventions.
 - b. Monitors patient's response to sedation.
 - c. Evaluates patient's response to therapy and changes the plan of care accordingly.
9. Implements palliative and end of life care in collaboration with the family, patient (when possible), and other members of the multidisciplinary health care team.
10. Initiates appropriate referrals and performs consultations.
11. Assures that the plan of care is individualized, recognizing the dynamic nature of the patient's condition, reflecting the patient's and family's needs, and considering cost and quality benefits.
12. Coordinates inter- and intra-disciplinary teams to develop or revise plans of care focused on patient and/or family concerns.
12. Coordinates inter- and intra-disciplinary teams to develop or revise plans of care focused on patient and/or family concerns.
13. Incorporates health promotion, health protection and injury prevention measures into the plan of care within the context of the complex acute, critical, and chronic illness.
14. Facilitates the patient's transition between and within health care settings, such as admitting, transferring, and discharging patients.

D. Nurse Practitioner-Patient Relationship

1. Applies ethical principles in caring for complex acute, critical, and chronic patients.
2. Communicates effectively with the patient and the family experiencing complex acute, critical, and chronic illness.
3. Facilitates patient and family decision making regarding complex acute, critical, and chronic illness treatment decisions, end of life care, and organ donation.
4. Applies principles of crisis management in assisting the patient and family experiencing complex acute, critical, and chronic illness.
5. Functions as patient advocate for those unable to do so for themselves due to acute, critical, and chronic illness or injury or developmental level.

E. Teaching-Coaching Function

1. Develops with the patient, family, and caregiver(s) educational interventions appropriate to the complex acute, critical, and chronically-ill patient's needs, values, and cognitive level.
2. Demonstrates effective communication skills in addressing sensitive topics with patients and families such as life-threatening illness, organ transplantation, death, anxiety, substance use, palliative care and other related problems.
3. Provides anticipatory guidance that is age and developmentally appropriate within the context of complex acute, critical, chronic illness.
4. Incorporates the integration of self-care activities for complex acute, critical, and chronically ill patients.
5. Reinforces positive health behaviors among complex acute, critical, and chronically ill patients.

6. Teaches patients and families to advocate for themselves in complex acute health care environments.

7. Demonstrates leadership of the health care team through teaching, coaching, and supporting to advance the plan of care for complex acute, critical, and chronically ill patients.

F. Professional Role

1. Participates in formal and informal education provided to other health care professionals to promote positive outcomes during complex acute, critical, and chronic illness.

2. Integrates research to promote evidence-based practice for patients with complex acute, critical, and chronic illness.

3. Contributes to research that promotes positive outcomes during complex acute, critical, and chronic illness.

4. Participates in professional organizations that influence the health of acute, critical, and chronically-ill patients and support the role of the ACNP.

5. Interprets the ACNP role to other health care providers and to the public.

6. Integrates the ACNP role into systems, processes, and decision making to function fully within the health care team.

7. Serves as a knowledge resource in the design and development of complex acute, critical, and chronic health services.

8. Integrates knowledge of stress management principles when faced with complex acute or traumatic situations.

G. Managing and Negotiating Health Care Delivery Systems

1. Works collaboratively with a variety of health professionals to promote stabilization and restoration of health in complex acute, critical, and chronic illness.

2. Promotes collaboration among members of the multidisciplinary health care team to facilitate optimal care for complex acute, critical, and chronic patients.

3. Utilizes principles of case management when overseeing and directing health care services for complex acute, critical, and chronic illness.

4. Maintains current knowledge regarding state and federal regulations impacting ACNP practice.

5. Promotes efficient use of resources and provision of quality care to achieve optimal cost-effective outcomes.

H. Monitoring and Ensuring the Quality of Health Care Practice

1. Utilizes internal resources (e.g. ethics committee, risk management, legal department) and external resources (e.g. professional organizations, government officials, and community agencies) to facilitate the resolution of patient advocacy, moral, and ethical issues.

2. Promotes an environment for ethical decision-making and patient advocacy.

3. Promotes valuing of lifelong learning and evidence-based practice while continually acquiring knowledge and skills needed to address questions arising in practice to improve patient care.

4. Contributes to the knowledge base of the healthcare community through research, presentations, publications, and involvement in professional organizations.

I. Cultural Competence

1. Utilizes research and knowledge of cultural diversity in caring for patients from various cultures.

II. LIST AND DESCRIBE THE APPROPRIATE METHODS THAT WILL BE USED TO ASSESS HOW WELL STUDENTS ARE MEETING THE ARTICULATED OBJECTIVES (OUTCOMES)

- A. All students will be given midterm & final written examinations in each clinical course.
- B. A clinical paper will be required to be submitted to a peer reviewed nursing journal.
- C. Clinical performance testing will be done in Advanced Health Assessment & in Acute Care for Nurse Practitioners in conjunction NEOUCOM or SIM center using standardized patients computer scored and videotaped.
- D. Clinical evaluation will be carried out by faculty preceptor with input from clinical preceptor/s in each clinical course using a written clinical evaluation tool and direct observation of student and indirect through review of written clinical documentation.
- E. Clinical experiences will be data-based using the Typhon student tracking system. Students will also submit a written self-evaluation twice in during the clinical training program.

III. INCLUDE A TIMELINE FOR IMPLEMENTATION OF THE ASSESSMENT PLAN

- A. Data from clinical preceptors, faculty preceptors, faculty coordinator/s, student self evaluations will be analyzed at the end of each semester starting in Fall 2008.
- B. Testing Data from the 2 National Certification Agencies will monitored for pass rates, strengths and weaknesses yearly.
- C. Post graduation EBI surveys will be distributed and data collection completed by the Director of Graduate Programs.

COLLEGE OF NURSING

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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 prac-

tices. 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.

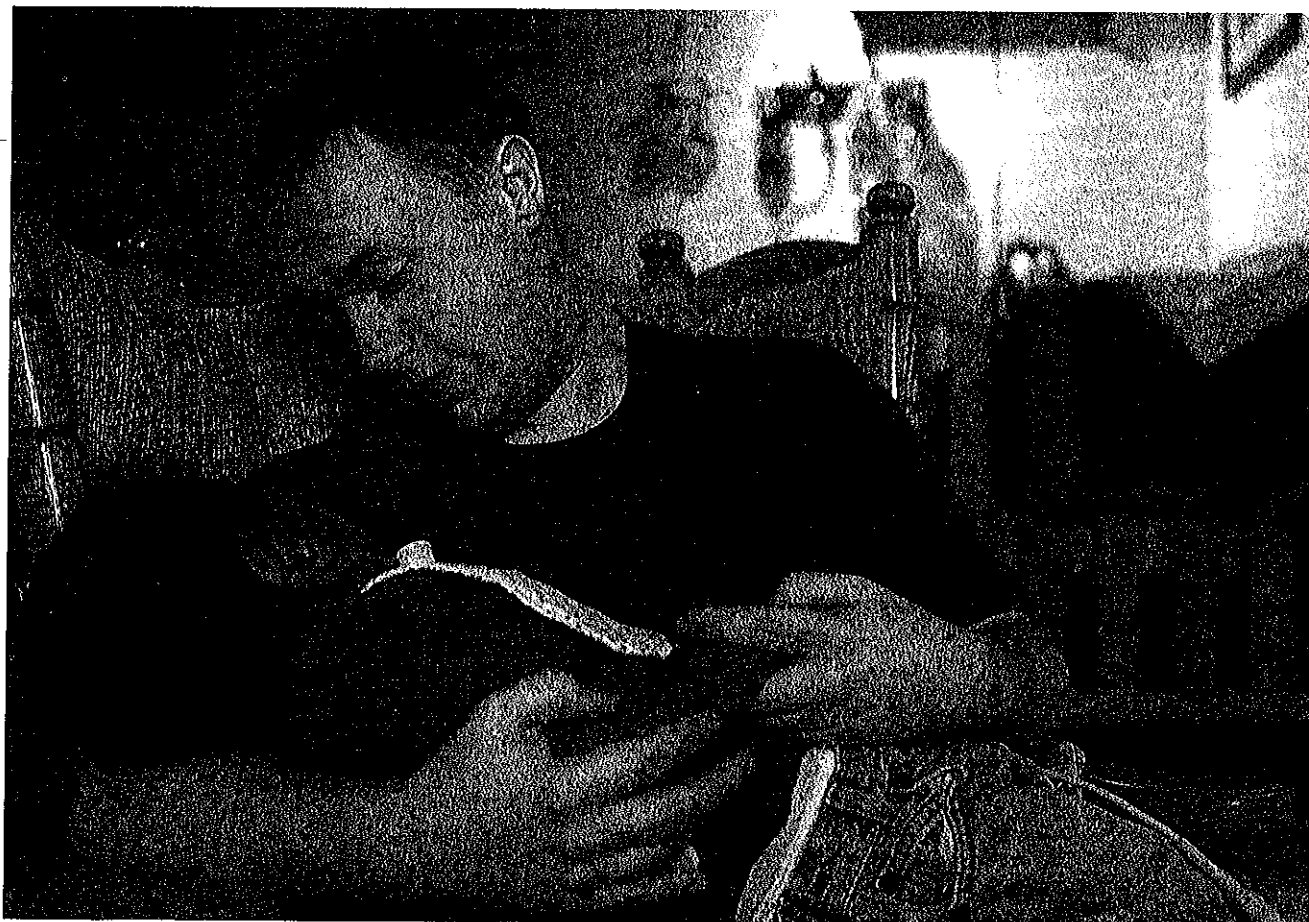
The Master of Science in Nursing (M.S.N.)

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.

The M.S.N. has concentrations in the areas of nursing of the adult, family, geriatric, nursing and health care management, psychiatric-mental health, women's health and pediatric nursing. The roles of Clinical Nurse Specialist (CNS) and Nurse Practitioner (NP) exist in all the clinical concentrations except family, geriatric and women's health, where only the NP is available. 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.

Acute Care,

Acute Care,



Proposal Summary

New Degree Program: Bachelor of Science Degree in Music Technology

Subject Specification: *The proposal describes a new baccalaureate program in music technology which has been developed by the faculty of the Stark campus music program. The B.S. in Music Technology will be delivered at the Stark campus, although students may choose to take some courses on the Kent campus.*

Background Information:

Rationale

This new major has been developed in response to student interest, to developments in the music industry and to the potential for growth in this field within higher education programs throughout the country. Refer to Appendix I for needs assessment documentation.

The development of music technology has had an enormous impact on the music industry. There are many career opportunities for talented musicians in music technology. Skilled musicians can apply formal training to recording careers, studio performance, arranging or producing, and live performances. Opportunities are also available in non-traditional, contemporary popular music venues, the movie industry, television, multi-media events, and music for advertising as well as traditional performing arts venues. In addition, personal entrepreneurship is often a road to achieving success for musicians. While advances in technology present new opportunities, they also present challenges. The growth of music technology has made knowledge and experience in this area a necessity for all students preparing for a career in any area of the music industry. To compete effectively in the contemporary music world, one must possess a strong traditional music background, plus the technical expertise required to make the most of a rapidly changing and developing technology.

The demand for baccalaureate programs in music technology has grown, as evidenced by the number of currently successful programs, new degree programs, and technology courses that have been added to music programs in numerous colleges and universities. Examples of well-developed baccalaureate programs in music technology include Florida State University (Bachelor of Arts, Commercial Music Emphasis); Florida Atlantic University (Bachelor of Music with a Major in Commercial Music); Belmont University, Nashville, Tennessee (Bachelor of Music in Commercial Music that includes choices of four emphasis areas); Duquesne University, Pittsburgh, Pennsylvania (Bachelor of Music in Music Technology); and Capital University, Columbus, Ohio (Bachelor of Music in Music Industry). At present, there is one undergraduate baccalaureate degree

program in music technology within Stark and surrounding counties. That program is offered at Malone College, a private religious affiliated institution. Stark State College of Technology offers a two-year associate degree in music technology. However, there are no undergraduate baccalaureate degrees in music technology at state universities in northeastern Ohio. Offering this degree at Kent State Stark will provide opportunities designed to meet the needs of current and future students who desire to pursue music-related careers in diverse areas of music technology, but who choose to pursue their college educations close to home, in a state university, and with affordable tuition.

At the Kent State Stark Campus, the increasing interest in studying music technology in preparation for careers in commercial music has resulted in the addition of special topics courses in music production currently offered as elective courses. These include Music Production I- Introduction to Digital Audio, Music Production II – Sequencing, Audio Recording I – Introduction to Audio Recording, and Audio Recording II – Advanced Audio Recording. Music Production I has been offered for four semesters beginning in fall semester, 2003. The enrollment numbers for semesters when the course was offered are as follows:

<u>Semester, Year</u>	<u>Students Enrolled</u>
Fall, 2003	14
Fall, 2004	16
Fall, 2005	12
Spring, 2006	9
Fall, 2006	14
Spring 2007	17
Fall, 2007	20

The other courses are new additions to the music technology course offerings and have been offered for one or two semesters each.

Two special topics performance-based musicianship courses are being offered as electives at Kent State Stark. They are Studio Combo and Musicianship Development. These will be important courses for music technology majors who need to prepare themselves as competent studio musicians as are needed in the commercial music field. This is the third semester that these courses are being offered as special topics courses at Kent State Stark.

Current Programs

The Hugh A. Glauser School of Music offers two baccalaureate degrees in music. The Bachelor of Music degree is a professional degree providing specialization in one of the following areas: music composition, music theory, music education, and instrumental, piano or vocal performance. The primary emphasis is on the development of the skills, concepts, and sensitivity essential for those wishing to pursue music as a profession. The Bachelor of Arts degree

requires the same core music requirements as the Bachelor of Music degree with general elective requirements that may include completing a minor in another field of study.

The Kent State Stark music program offers traditional courses in music theory, music history, performance study in voice, piano, guitar, and orchestral instruments, and ensemble performance opportunities including University Chorus, Lyric Theatre Workshop, University Band, Thai Ensemble, Percussion Ensemble, Guitar Ensemble, woodwind and brass chamber ensembles, and Studio Combo. Technology is incorporated into instruction in theory and composition and in the new music production.

There has been a noticeable increase in the number of bright and musically talented students who were not involved in traditional high school band, orchestra, and choir programs and who desire a career in the music field. These young people are interested in an academic program which will open paths to commercial music careers, but they do not necessarily want to pursue traditional careers as music educators or professional musicians. A curriculum that combines requirements in music technology, studio musicianship development, theory and composition, music history (traditional and contemporary), basic business skills, and general computer science will meet the needs of these students.

There are precedents for offering all four years of a degree program at Kent State Stark Campus. Currently, Kent State Stark can offer the coursework for all four years of the following programs: Management (a major of the BBA), Middle Childhood Education, Nursing, English, History, Justice Studies, Mathematics (the B.A. only), Psychology, and the Bachelor of General Studies (depending upon the areas of concentration). With distance learning courses offered by the department, Kent State Stark offers all coursework for Applied Communication. The Salem Campus offers an undergraduate degree in Radiologic and Imaging Sciences Technology.

The academic home of the Bachelor of Science Degree in Music Technology 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. All courses required in the new degree program will be offered at Kent State Stark, allowing students to remain at the Stark campus without transferring to Kent Campus. However, students may opt to take courses at both the Kent and Stark campuses.

Description of action and intended effect:

The goal is to develop a program of study that prepares students as musicians well qualified for placement within the field of music technology. Students will study courses designed to develop expertise in basic computer technology (non-

music) and in numerous aspects of music computer technology for application in the recording industry, audio-engineering, and music production. Students will develop instrumental and/or vocal skills through one-on-one lesson training, and ensemble rehearsal and performance experiences in contemporary and traditional music. Through the study of music theory and ear training, music composition, and music history (global, traditional European, and contemporary popular), students will attain a level of musicianship and career versatility that will provide them with the competitive edge in job placement. In addition, the inclusion of a core curriculum in the liberal arts provides a well-rounded education for success in the global market.

Job Market Opportunities/Demands

The curriculum will be designed to prepare students for opportunities in the following areas:

- Corporate and agency advertising
- Music publishing
- Radio, television, and film production
- Theaters
- Dance Organizations
- Opera Organizations
- Music Performance
- Freelance recording and production
- Music product development

Examples of jobs within the above listed career areas in commercial music include studio positions in the areas of recording, film-based audio production, as well as radio and television in roles such as recording engineering, production coordination, live sound engineering, digital remastering editing, internet streaming technician work, and many more.

Conformity of action with mission of sponsoring unit:

The proposed program will prepare students for productive musical careers within a complex and changing world through a dynamic learning environment that fosters creativity and innovation. This proposed program reflects the mission of the Glauser School of Music, which states that the purpose of the Kent State University Hugh A. Glauser School of Music is to provide quality music instruction for students who wish to pursue music as a career.

The proposed program responds to the mission of Kent State University Stark Campus to meet the region's educational 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*

and excellence in teaching and learning, focus on those we serve, and engage and connect with the world beyond our campuses.

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.

Effect on current offerings, students, staff:

Courses and facilities

Arrangements have been established with Lee Kopp, owner of Kopperhead Compositions, Inc. for the use of his recording studio for students taking audio recording courses. These courses will become part of the first 4 semesters of required music technology courses in the new program. Students majoring in music technology will be required to take a total of 8 semesters of music technology courses. Junior and senior level music technology courses will be in a seminar format. Beginning with the junior level, music technology majors may choose one of two areas of concentration (music production or audio recording), or may choose to combine these as music production/audio recording. There are two internship experiences built into the curriculum. The first internship experience will be incorporated into the requirements for Music Production III and Audio recording III. Some potential internship locations have already been identified. They include Telarc International (Cleveland, Ohio), Audio Technica (Stow, Ohio), Canton Symphony (Canton, Ohio), and Convincing Sounds Archives (North Canton, Ohio).

The special topics courses that have been added to the offerings in the Kent Stark Music Department to address the need for development of musicianship skills in the various styles of popular music will become required courses.

A new theory course will be developed to be titled Commercial Music Theory and Composition. In this course, application of the knowledge gained from Theory 11121 and 11122 will be applied to the study of popular music through practical applications, particularly composition, arranging and improvisation.

Three upper division courses that are taught at Kent Campus, but not currently taught at Kent State Stark will be requirements in the new program. They include MUS 37111 Functional Piano, MUS 41341 Jazz Improvisation, and MUS 34111 Elementary Conducting. These courses will now be offered at Stark, although students may also opt to take these courses at Kent Campus.

A senior-level internship course is being developed.

Staff

Lee Kopp, owner and president of Kopperhead Productions, Inc., has joined the music staff as adjunct instructor of the audio recording courses (MP II and IV). Adjunct instructor Erin Vaughn is the director of Studio Combo (Studio Ensemble), and an instructor in Musicianship Development/Applied Studio Musicianship (electric guitar and electric bass). Adjunct instructor Brian Bennett teaches drum set in Musicianship Development/Applied Studio Musicianship.

At Kent Stark there will be a need to hire additional adjunct faculty members to teach the following courses:

- MUS 41181 and Music Production I, and possibly Music Production II.
- Commercial Music Theory and Composition, a course that is yet to be developed.
- Jazz Improvisation –currently offered at Kent Campus
- America's Music –currently offered at Kent Campus
- Certain sections of Applied Studio Musicianship
- As the program grows, the need for an NTT position will develop. The need for a tenure track position could also develop.

Full-time music faculty members who will confer with the adjunct faculty members who are teaching the music technology courses will do advising.

A Coordinator will be needed to oversee the running of the program:

- Advising
- Teaching Assignments
- Internship
- Recruitment
- Evaluation

Scope of Action:

A maximum of 25 students will be accepted into the program the first year and each following year. Once the program is started the cumulative effect will be no more than 100 students at any given time. Through normal attrition, not all 25 students will be retained in the program so possibly a total number of 75-80 students will be impacted after the first four years of the program.

Fiscal Impact of action:

Fiscal impact was included in the Program Development Plan for the B.S. in music Technology that was sent to the Board of Regents for their review in spring 2007. A Copy of the plan was submitted to EPC in spring 2007 as well.

Alternatives and Consequence:

The alternative to approving this proposal would be to continue current music offerings, and offer the MP courses already in place, the Studio Combo

(Studio Ensemble) and Musicianship Development (Applied Studio Musicianship) as electives for students in the Bachelor of Arts music degree program.

The consequences of not approving this proposal would be that we would lose current students who want the program to officially begin, and fail to meet the needs of area students who want a baccalaureate program in music technology.

Specific Recommendations and Justification:

The Kent State Stark Music Department, as an integral part of the Glauser School of Music, recommends approval of the Bachelor of Science degree in Music Technology. This addresses the mission of the school through preparing students for productive musical careers, having developed the skills and intellect to be creative and innovative in a rapidly changing world.

Admission Procedures & Requirements for Declaring the Major:

- **Students desiring to enter this degree program will:**
 - Attend an individual interview with a member of the music technology faculty. Presentation of portfolios of current work is optional. Students without portfolios will be placed in the first level course, which is Music Production I. The purpose of the interview is to ascertain level of knowledge of music technology. This information will not be used to eliminate students from beginning the program. However, students whose portfolios demonstrate that they have already achieved the objectives of MP I will be placed at a higher level.
 - Complete a theory placement examination consisting of written and oral sections to evaluate level of knowledge and skill for placement into the appropriate theory course.
 - Evaluation of the student's keyboard skill through interview, and playing demonstration if the student has keyboard performance background. The purpose of this is for proper placement into piano classes.
 - Complete an audition on the major instrument or voice to evaluate placement into applied music. This may include the submission of a recording of the student's performance in his or her own band, if available.
- Following the procedure currently in place at Kent Stark for music students due to open enrollment policies, all students choosing to major in music technology will enter as College of Arts-General during the freshman first semester. Permission to officially declare the music technology major will occur at the end of the first semester of enrollment and will be based upon maintaining a 2.25 major GPA, meeting the ensemble requirement, passing the music production

class with a grade of “C” or better, satisfactorily passing a jury for applied music, and through a positive evaluation by the music technology faculty.

- In order to take the music technology courses at the 30000 level and above, students must present a personal portfolio containing their projects from all the music technology courses taken so far. In addition, these students must have received a grade of “C” or better in all music technology courses.
- Applied Studio Musicianship will count toward the music technology degree after students have successfully passed a threshold jury at the end of the second semester of Applied Music.

Minimum grade requirements for graduation:

- “C” or better in all music courses.
- 2.25 major GPA is required.
- 2.00 overall GPA is required.

Timetable and Actions Required:

- School of Music approval in fall, 2007
- CCC and EPC will approve the proposal in 2007
- Submission to NASM for approval by November, 2007.
- New students will be admitted as of Fall, 2008
- Current students who are now in the Bachelor of Arts program, and who meet all requirements will be accepted into the Bachelor of Science program.
- New courses now being taught as special topics courses will be approved by Fall, 2008

APPENDIX I

Demand for Music Technology Degree

A variety of industries offer opportunities for employment to students with a background in music technology. Of those, the most promising include the arts, entertainment and recreation industry, the broadcasting industry, and the motion picture and video industry. Projected growth for each industry according to the U.S. Bureau of Labor Statistics is included below.

Arts, Entertainment and Recreation Industry

Nature of the Industry

As leisure time and personal incomes have grown across the Nation, so has the arts, entertainment, and recreation industry. This industry includes about 115,000 establishments, ranging from art museums to fitness centers. Practically any activity that occupies a person's leisure time, excluding the viewing of motion pictures and video rentals, is part of the arts, entertainment, and recreation industry. The diverse range of activities offered by this industry can be categorized into three broad groups—live performances or events; historical, cultural, or educational exhibits; and recreation or leisure-time activities.

A variety of businesses and groups involved in live theatrical and musical performances are included in the live performances or events segment. Theatrical production companies, for example, coordinate all aspects of producing a play or theater event, including employing actors and actresses and costume designers and contracting with lighting and stage crews who handle the technical aspects of productions. Technology is a major part of producing arts, entertainment, and recreation activities; for example, lighting and sound are vital for concerts and themed events and elaborate sets often are required for plays.

Performers of live musical entertainment include popular music artists, dance bands, disc jockeys, orchestras, jazz musicians, and rock-and-roll bands. Orchestras range from major professional orchestras with million dollar budgets to community orchestras, which often have part-time schedules. The performing arts segment also includes dance companies, which produce all types of live theatrical dances. The majority of these dance troupes perform ballet, folk dance, or modern dance.

Demand

The arts, entertainment, and recreation industry provided about 1.8 million wage-and-salary jobs in 2004. About 58 percent of these jobs were in the industry segment *other amusement and recreation industries*—which includes golf courses, membership sports and recreation clubs, and physical fitness facilities (Table 1).

Table 1. Employment in arts, entertainment, and recreation by industry segment, 2004 (Employment in thousands)

Industry segment	Employment
Arts, entertainment, and recreation, total	1,833
Other amusement and recreation industries	1,060
Gambling industries	154
Amusement parks and arcades	137
Spectator sports	120
Museums, historical sites, and other institutions	117
Performing arts companies	115
Promoters of performing arts, sports, and similar events	73
Independent artists, writers, and performers	42
Agents and managers for artists, athletes, entertainers, and other public figures	15

Wage and salary jobs in arts, entertainment, and recreation are projected to grow 25 percent over the 2004-2014 period, compared with 14 percent for all industries combined. Rising incomes, leisure time, and awareness of the health benefits of physical fitness will increase the demand for arts, entertainment, and recreation services. In addition to these increases, employment in the performing arts will grow steadily, along with demand for entertainment from a growing population. Over the 2004-2014 period, wage and salary jobs for producers and directors in this industry are projected to grow 24 percent, while jobs for musicians, singers and related workers are projected to grow 34 percent. Musicians, singers and related workers include music directors, conductors, composers and arrangers, as well as musicians and singers.

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Career Guide to Industries, 2006-07 Edition*, Arts, Entertainment, and Recreation, <http://www.bls.gov/oco/cg/cgs031.htm>

Broadcasting

Nature of the Industry

The broadcasting industry consists of radio and television stations and networks that create content or acquire the right to broadcast taped television and radio programs. Networks transmit their signals from broadcasting studios via satellite signals to local stations or cable distributors. Broadcast signals then travel over cable television lines, satellite distribution systems, or the airwaves from a station's transmission tower to the antennas of televisions and radios. Anyone in

the signal area with a radio or television can receive the programming. Most Americans receive their television broadcasts through cable and other pay television providers.

Radio and television stations and networks broadcast a variety of programs, such as national and local news, talk shows, music programs, movies, other entertainment, and advertisements. Stations produce some of these programs, most notably news programs, in their own studios; however, much of the programming is produced outside the broadcasting industry. Establishments that produce filmed or taped programming for radio and television stations and networks—but do not broadcast the programming—are in the motion picture industry. Many television networks own production companies that produce their many shows.

Demand

Broadcasting provided about 327,000 wage and salary jobs in 2004. Although more than half of all establishments employed fewer than 10 people, most jobs were in large establishments; about 73 percent of all jobs were in establishments with at least 50 employees. Broadcasting establishments are found throughout the country, but jobs in larger stations are concentrated in large cities.

Growth projections for the jobs most relevant to the music technology field appear below (Table 2).

Table 2. Employment of wage and salary workers in broadcasting by occupation, 2004 and projected change, 2004-2014. (Employment in thousands)

Occupation	Employment, 2004		Percent change, 2004-2014
	Number	Percent	
All occupations	327	100.0	10.7
Producers and directors	21	6.5	10.0
Editors	4	1.3	7.0
Broadcast and sound engineering technicians and radio operators	29	8.8	5.2
Audio and video equipment technicians	4	1.2	5.9
Broadcast technicians	22	6.9	5.2
Sound engineering	2	0.7	5.8

Table 2. Employment of wage and salary workers in broadcasting by occupation, 2004 and projected change, 2004-2014. (Employment in thousands)

Occupation	Employment, 2004		Percent change, 2004-2014
	Number	Percent	
technicians			
Film and video editors	4	1.1	10.7

Employment of broadcast and sound engineering technicians in the cable and pay television portion of the broadcasting industry is expected to grow as the range of products and services expands, including cable Internet access and video-on-demand. Employment of these workers in the motion picture industry is expected to grow rapidly.

Employment of audio and video equipment technicians and sound engineering technicians is expected to grow faster than the average for all occupations. Not only will these workers have to set up audio and video equipment, but they will have to maintain and repair it as well.

Employment of broadcast technicians is expected to grow about as fast as the average for all occupations through 2014, as advancements in technology enhance the capabilities of technicians to produce higher quality radio and television programming. In addition to employment growth, job openings also will result from the need to replace experienced technicians who leave this field. Some of these workers leave for other jobs that require knowledge of electronics, such as computer repairer or industrial machinery repairer.

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Career Guide to Industries, 2006-07 Edition*, Broadcasting, <http://www.bls.gov/oco/cg/cgs017.htm>

Motion Picture and Video Industries

Nature of the Industry

The U.S. motion picture industry produces much of the world's feature films and many of its recorded television programs. The industry is dominated by several large studios, based mostly in Hollywood. However, with the increasing popularity and worldwide availability of cable television, digital video recorders, computer graphics and editing software, and the Internet, many small and medium-sized independent filmmaking companies have sprung up to fill the growing demand. In addition to producing feature films and filmed television programs, the industry produces made-for-television movies, music videos, and commercials. Establishments engaged primarily in operating motion picture

theaters and exhibiting motion pictures or videos at film festivals also are included in this industry. Other establishments provide postproduction services to the motion picture industry, such as editing, film and tape transfers, titling and subtitling, credits, closed captioning, computer-produced graphics, and animation and special effects.

Some motion picture and video companies produce films for limited, or specialized, audiences. Among these films are documentaries, which use film clips and interviews to chronicle actual events with real people, and educational films ranging from “do-it-yourself” projects to exercise films. In addition, the industry produces business, industrial, and government films that promote an organization’s image, provide information on its activities or products, or aid in fundraising or worker training. Some of these films are short enough to release to the public through the Internet; many offer an excellent training ground for beginning filmmakers.

Although studios and other production companies are responsible for financing, producing, publicizing, and distributing a film or program, the actual making of the film often is done by hundreds of small businesses and independent contractors hired by the studios on an as-needed basis. These companies provide a wide range of services, such as equipment rental, lighting, sound, special effects, set construction, and costume design, as well as much of the creative and technical talent that go into producing a film.

Demand

In 2004, there were about 368,000 wage and salary jobs in the motion picture and video industries. Most of the workers were in motion picture and video production. They are involved in casting, acting, directing, editing, film processing, and motion picture and videotape reproduction. Although seven major studios produce most of the motion pictures released in the United States, many small companies are used as contractors throughout the process.

Growth projections for the jobs most relevant to the music technology field appear below (Table 3).

Table 3. Employment of wage and salary workers in motion picture and video industries by occupation, 2004 and projected change, 2004-2014.
(Employment in thousands)

Occupation	Employment, 2004		Percent change, 2004-2014
	Number	Percent	
All occupations	368	100.0	17.1
General and operations managers	9	2.6	17.6

Table 3. Employment of wage and salary workers in motion picture and video industries by occupation, 2004 and projected change, 2004-2014. (Employment in thousands)

Occupation	Employment, 2004		Percent change, 2004-2014
	Number	Percent	
Operations specialties managers	4	1.0	27.1
Computer specialists	6	1.7	38.1
Multi-media artists and animators	7	2.0	39.5
Producers and directors	13	3.6	26.5
Entertainers and performers, sports and related workers, all other	43	11.8	27.3
Audio and video equipment technicians	8	2.2	27.7
Sound engineering technicians	4	1.0	28.2
Film and video editors	10	2.7	27.3

Wage and salary employment in the motion picture and video industries is projected to grow 17 percent between 2004 and 2014, which is faster than the 14 percent growth projected for wage and salary employment in all industries combined. Job growth will result from the explosive growth of demand for programming needed to fill an increasing number of cable and satellite television channels, both in the United States and abroad. Also, more films will be needed to meet in-home demand for videos, DVDs, and films over the Internet. Responding to an increasingly fragmented audience will create many opportunities to develop films. The international market for U.S.-made films is expected to continue growing as more countries and foreign individuals acquire the ability to view our films.

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Career Guide to Industries, 2006-07 Edition*, Motion Picture and Video Industries, <http://www.bls.gov/oco/cg/cgs038.htm>

Internal Letters of Support

Bachelor of Science in Music Technology



September 6, 2007

Members of the College Curriculum Committee:

As coordinator of the BBA in Business Management at the Stark Campus, I would like to lend support to the proposed Bachelor of Science in Music Technology program. It is an intriguing degree that combines the best of a fine arts program and its liberal education principles with a consideration of the practical realities facing those seeking to work in music-related positions. This proposed program will meet needs of students in our service area and seems well suited to the Stark Campus capabilities.

As part of this proposed degree, students will be required to take at least two business courses, BAD 10123—Exploring Business and ECON 22060—Micro Economics. These courses should serve Bachelor of Science in Music Technology students well as they will need to understand the fundamentals of business organizations and the underlying economic principles driving decisions and investments. These students should be capable of meeting the challenges of these courses as they often are taken by non-business majors. As the Bachelor of Science in Music Technology program grows, there is the potential to offer a targeted section of Exploring Business, for example, that draws examples and projects focused on music business concerns that are integrated into the general course goals. At the Stark Campus, we also offer the possibility for Bachelor of Science in Music Technology students to get a minor, or even a second major, in business management.

Given our service area and unique campus capabilities, I do believe this program will add value to our community and students. Please feel free to contact me should you have additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Victor L. Berardi". The signature is fluid and cursive, with a large initial "V" and "B".

Victor L. Berardi
Associate Professor, M&IS
Coordinator, BBA in Business Management
Stark Campus

GRUTZMACHER, PATRICIA

From: BLASE, GREGORY
Sent: Thursday, September 06, 2007 6:00 PM
To: GRUTZMACHER, PATRICIA
Cc: MALENE, JOANNE
Subject: Music Technology Degree

Pat,

The School of Journalism and Mass Communication supports the Stark Campus offering a Music Technology Bachelor of Science Degree.

We look forward to working with you in the future to explore offering JMC courses as part of this degree.

Greg

Gregory Blase
Director of Academic Programming
College of Communication and Information
Undergraduate Coordinator
Journalism and Mass Communication
Kent State University
Kent, OH 44242
330-672-8290
gblase@kent.edu

September 13, 2007

Professor Patricia Grutzmacher
School of Music
Stark Campus

Dear Professor Grutzmacher:

Thank you for sending me all of the information regarding the proposed degree program in music technology. We have reviewed the curriculum in the School of Theatre and Dance and find no issues of encroachment with our degree programs or Entertainment Arts and Certificate programs. While a bit of the course content may overlap, the goals of the programs are very different.

Please let me know if there is anything else I can do to support this exciting proposal.

Sincerely,



Cynthia R. Stillings
Director

Cc: Josef Knott, Director, School of Music
Betsy Boze, Dean, Stark Campus

School of Theatre and Dance

P.O. Box 5190 • Kent, Ohio 44242-0001

Theatre: 330-672-2082, Fax: 330-672-2889, Mail: B141 Music and Speech

Dance: 330-672-2069, Fax: 330-672-4897, Mail: 266 M.A.C.C. Annex

From: CHOWDHURY, RAJ
Sent: Friday, September 21, 2007 5:12 PM
To: CAPASSO, RUTH
Subject: RE: Music Technology program

Hi Ruth:

No encroachment issue at with the
TECH - Cultural Dynamics of Technology ...

I love music technology!!

Thanks.
Raj

Dr. A. R. (Raj) Chowdhury
Professor/ DEAN- College of Technology
202 Van Deusen Hall, P.O. Box 5190
Kent State University, Kent, OHIO 44242-0001

Phone: 330/ 672-9780 or 9781
Fax No.: 330/ 672-4818
E-Mail: Raj1@kent.edu or achowdhu@kent.edu

From: CAPASSO, RUTH
Sent: Friday, September 21, 2007 4:05 PM
To: CHOWDHURY, RAJ
Subject: Music Technology program

Dear Dean Chowdhury,
I believe that Pat Grutzmacher has sent you information on our proposed Music Technology program. It has been successfully reviewed at the School of Music and the College of the Arts levels. We're preparing materials for the EPC soon.

Because we have the course, Cultural Dynamics of Technology, as a requirement, we would like your review and affirmation that there is no encroachment with College of Technology programs. We feel that the Cultural Dynamics course would make a fine contribution to the program, because it focuses on the impact of technology on society. This is a terrific connection with a program that blends the arts and technological developments.

Please let me know if you need more information.

All my best,
Ruth Capasso

9/24/2007



September 6, 2007

Dear Curriculum Committee:

As a member of the Department of Computer Science of Kent State University, I would like to write in support of the Music Technology program at the Stark Campus. The program is very interesting, innovative, and meets the needs of the students in our service area by providing a set of courses that range from music-related topics to computer principles and technology, from business and management to liberal education courses. This new program appears to be quite exciting and should prove to be attractive to students, building interdisciplinary bridges between arts and technology.

As a part of this proposed degree, students are required and welcomed to take a course of CS10051 Introduction to Computer Science (4) and one of two CS courses: CS19995 ST: Introduction to Web Interface Design (3) or CS23021 CS I – Object Oriented Programming (4). The CS10051 Introduction to Computer Science course is 4 credit hours and introduces the student to the principles behind the technology at the base of all software applications, while the second course introduces the students to programming techniques. CS19995 ST: Introduction to Web Interface Design is a 3 credit hour course and introduces the students to programming for the creation of Web Interfaces that can be used by musicians to advertise, broadcast, and interact with the public in their profession. CS23021 CS I – Object Oriented Programming is a 4 credit hour course and introduces the students to more a general programming language and to programming techniques that can be used to create and generate customized programs for the profession. The above courses are all routinely taken by non-CS majors and therefore are suitable for the Music Technology program as well. As the program grows, there is the potential to offer targeted sections of Introduction to Computer Science that explore music oriented applications at the application level of the computer pyramidal model.

I am pleased to see that Music Technology students are required to take a course in technical writing, such as TECH 31000 Cultural Dynamics of Technology since such a course adds a valuable professional skill which will serve the students well in their careers where writing technical documentation is often required.

Please do not hesitate to contact me, for any additional question.

Sincerely,

Dr. Angela Guercio

COURIE, VANESSA

From: BARTON, SHIRLEY
Sent: Friday, October 05, 2007 9:34 AM
To: SEACHRIST, DENISE; COURIE, VANESSA
Subject: FW: JMC 23030

Shirley J. Barton, Ph.D.
Executive Dean, Regional Campuses
Kent State University
208 Michael Schwartz Center
Kent, OH 44242
330-672-2286

From: CAPASSO, RUTH
Sent: Friday, October 05, 2007 9:08 AM
To: GRUTZMACHER, PATRICIA
Cc: BARTON, SHIRLEY
Subject: FW: JMC 23030

From: BLASE, GREGORY
Sent: Thursday, October 04, 2007 3:32 PM
To: CAPASSO, RUTH
Subject: Re: JMC 23030

Ruth,

You can certainly use this exchange as part of your EPC packet. Since I'm full-time administration now, I'm not a voting member of EPC anymore. But I'm still a member and try to attend all the meetings. So I'll try to be at the meeting when this degree is discussed and offer JMC's support if needed.

I'll talk to Dave Smeltzer about what days and times would be good for him to come down to Stark to see if we can coordinate with your people. Since I now live about 5 minutes from the Stark campus I'll try to make it mid afternoon.

Greg

Greg,

Thank you for your response. We have occasionally offered Videography Basics (22002), but it isn't a requirement for the Music Tech degree, so the most likely scenario is that we would move the necessary content into 23030 as you suggest. We would happily accept your guidance on a professor for 23030; indeed, we can't hire an adjunct without departmental or school approval of the individual for each specific course. We could advise students about the implications of taking the modified course at our campus and direct them to Kent if the EMP degree is their true goal.

I'd be glad to meet with you, Professor Smeltzer, and the music faculty to ensure that these details are observed. If you don't mind, I'll include this exchange as part of our EPC packet, to indicate that you support the 23030 course for the Music Technology degree, with these provisions.

Ruth

10/5/2007



To: Ruth Capasso, Stark Campus, Kent State University
From: Feodor F. Dragan, Curriculum Coordinator, Department of Computer Science
Re: Stark Campus Proposal for a Bachelor of Science Degree in Music Technology.
Date: October 22nd, 2006

The Department of Computer Science fully supports the Stark Campus Proposal for a Bachelor of Science Degree in Music Technology. This new Music Technology Degree combines courses in technology and in music and allows students to pursue careers in the music industry.

CS courses (CS 10001 Computer Literacy, CS ST: Introduction to WEB Interface Design, CS 10051 Introduction to Computer Science, CS 10061 Introduction to Computer Programming, CS 23021 Introduction to Object-Oriented Programming) included into this program will give students a good understanding of basics of Computer Science and not just a hands-on training of software that is currently used in Music Technology. So, the graduates of the program will be able to adapt to rapid technology changes.

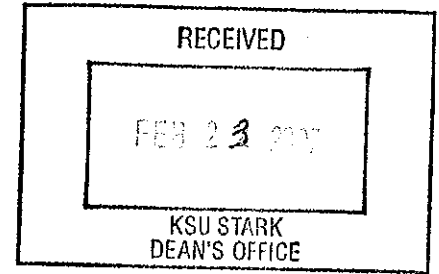
Department of Computer Science

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

External Letters of Support

Bachelor of Science in Music Technology



Dr. Betsy Boze
Dean of Kent State University Stark Campus
6000 Frank Ave. NW
N. Canton, OH 44720

February 19, 2007

Dear Dr. Boze:

Pat Grutzmacher suggested I write you a letter regarding the need for a degree program in music technology at Kent State.

As a former music professional, I learned that careers in music are about 10 percent in front of the microphone and about 90 percent behind the scenes. I owned a recording studio from 1977 to 2000 that specialized in jingles and we had clients around the world.

I had a very difficult time finding interns and employees who had any idea about how sound is constructed. There were plenty of guitar players and would-be rappers out there, but no one who really knew the emerging recording technology, microphone lore, acoustics, computer programs for notation and composing and in general had an understanding of how audio is put together.

As you know, changes in this industry now occur daily. I went from using tape recorders, audio tape and razor blades for editing... to workstation based recording. Now the new plug-ins, outboard gear, musical instrument development and processing have gotten to the point where a constant education is required.

There are many areas in which these grads could be employed including broadcast operations, commercial production, live event control and of course, making albums. While studios are consolidating, there are jobs out there for people who talk computer and know all the new toys and processes. What's more, there are very few schools offering such a degree program that I know of.

Please feel free to contact me if I can be of further assistance.

Ken Deutsch
Ken@kenr.com

A large, stylized handwritten signature of Ken Deutsch, written in black ink.

P.S. I have written two books
on the jingle industry -



CALIFORNIA STATE UNIVERSITY, LONG BEACH

DEPARTMENT OF MUSIC

September 10, 2007

To the members of the Kent State-Stark College Curriculum Committee:

I am writing in support of the curriculum proposal for a music technology degree at Kent State University, Stark Campus. I have reviewed the proposal and strongly believe it will provide many students with the background required to address the rigors of a highly competitive professional music world. Not every music student is interested in or suited for a career as a performer or educator. Even though far more employment opportunities exist for "behind the scenes" music professionals, many of our nation's music colleges appear content with music curricula that hasn't changed for decades. Pat Grutzmacher's proposal presents a tremendous opportunity for Kent State-Stark to be regarded as an insightful regional leader in training students for a critically important and popular field.

Great things can happen when a well-planned curriculum change or addition is implemented. I proposed an overhaul of the jazz studies curriculum at California State University, Long Beach. It was supported by the music department and the College of the Arts, but not by the university committee. After I personally presented the proposal to them, they approved my curriculum. I'm proud to report that the number of jazz studies majors at my university has tripled since announcing 10 new jazz courses two years ago. Another case in point - My friend Don Gorder started the Music Business and Industry Program at Berklee College of Music in Boston MA. He started with 7 students, and within four years the program grew to 150 music industry majors. Today it is the largest department at Berklee with 362 majors.

There is no doubt in my mind that introducing a comprehensive music technology degree at Kent State-Stark would position the institution for increased enrollment and prepare its students for a myriad of lucrative careers in the music technology field. I respectfully urge you to get behind this innovative and much needed program.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Jarvis", with a long horizontal line extending to the right.

Jeff Jarvis

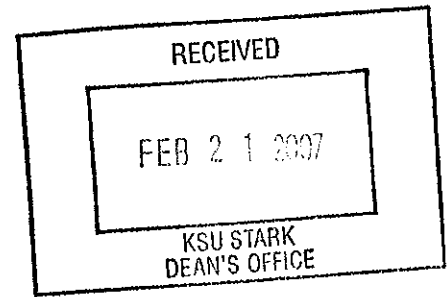
Director of Jazz Studies, California State University, Long Beach
CEO, Kendor Music Publishing
Past Vice-President, International Association for Jazz Education

kopperhead.compositions inc.

935 Schneider St. SE North Canton, OH 44720 330.494.8760

Dr. Betsy Boze, Dean
 Kent State University Stark Campus
 6000 Frank Ave. NW
 North Canton, OH 44720

February 15, 2007



Dear Dr. Boze,

Kopperhead Compositions Inc., has over thirty years of history and experience in audio recording and music production, and is known as one of the premier recording facilities in the Midwest. Located in North Canton, Ohio, we have a unique sense of what does and doesn't work in the middle and smaller sized markets, as we must be both proficient and capable in many different areas of audio and music production. In other words, we are not just a jingle house or rock n' roll studio, but rather a diverse and quickly adaptable audio recording and music production company. Those qualities were the prime reasons that Kopperhead was chosen by New England Digital Corporation, creator of the Synclavier Digital Music System, and Roland Corporation, creator of the VS-Series of hard disk recorders, as a beta test site for the development of their products and software.

We became aware of Kent State University Stark Branch's proposed Bachelor of Science Degree in Music Technology degree in October of 2006, and would like to discuss our reasons for urging the adoption of the same. As stated previously, our business is professional audio recording and music production. We are very aware of the "for profit" recording and "arts" schools such as the Recording Workshop and Full Sail. (In fact, one of our former staff members teaches at Full Sail.) Although very capable at what they do, these and other schools are teaching audio production with no requirements as to musicianship or musical education. In my opinion, this is paramount to being negligent. As this industry and its technology have evolved over the last three decades, the needed abilities have changed from utilization of a minimum of three people (engineer, producer, and musician/director) down to a single person with those combined abilities. These people are nearly impossible to find. The future will require that businesses similar to ours, and the newer single person businesses in these fields, be based upon talented individuals with a *combined* musical and technical education. The proposed KSU-Stark program addresses this.

Secondly, consider the student's point-of-view. The vast majority of graduating high school students that want to pursue music and/or music technology are simply not interested in the traditional college musical programs leading to education or traditional performance. These students include *both* those that were and were not involved with their H.S. instrumental and choral programs. They are extremely aware of and familiar with the new means and possibilities of music distribution (iTunes, iPods, etc.), music creation (MIDI, computer recording, etc.), and stardom (American Idol, You Tube, etc.). They recognize that with skill and hard work, their chances of success are actually much higher than those of a college athlete, and that that success can also include a small part-time recording company, a club band on weekends, or even being a "closet composer" that submits self-made demos of their original works to various publishing and record companies. Where do these students go for an education that *combines* the

traditional disciplines of musical theory, composition, and performance with the new technologies of computer recording, performance, and final product production? The proposed KSU-Stark program answers this need.

Lastly, the University itself must face the realities of tomorrow's musicians and audio producers and address their needs directly. Providing the traditional instrumental and vocal music education of the past will be less and less "sellable" to tomorrow's students. There is an enormous regional pool of high school instrumental and vocal students in this area. There is also a very large assortment of other potential KSU-Stark students from guitar players to those wanting to do live sound for their church. The reality is that very few people interested in audio and music choose to teach. And fewer still choose traditional on-stage performance. The KSU-Stark Bachelor of Science Degree in Music Technology directly addresses the needs and wants of these prospective students while pursuing a logical method for teaching the traditional musical skills and current technologies. Additionally, the program offers countless interdepartmental opportunities for other students in communications, media/broadcast, theater, advertising/marketing, business, and so on. From an audio/musical professional's perspective, this is the kind of program *required* to prepare students for tomorrow's music and audio production positions. And of equal importance, these skills are known to be used even if/when the student chooses a totally different career path. The success of our business is testament to that. From the University prospective, the program takes advantage of its existing skilled staff while moving into new methods and classes that will be attractive and desirable to more and more students. For all three entities (University, students, and businesses), this program is a win, win, win proposition.

In order to briefly consider my personal assessment of the proposed Curriculum Content for the Bachelor of Science Degree in Music Technology, I would first offer my collegiate experience. What I desired was a combined degree in "The Business of Music" and "The Music of Business". I wanted to own and operate a business that would create music for other businesses (jingles, audio/visuals, etc.) and for groups and individuals (a pop or rock band is a business, as is a solo artist's productions). Of course no such program existed then, so I changed majors between music and business as needed (and that was often!) in order to develop such a degree as best I could. After graduation, I honed my skills in various recording sessions here and in California, and then started Kopperhead.

Over the last thirty plus years, I have had the opportunity to grow alongside the changes in technology and to develop new skills and to hone my talents. Today's students however, do not have that opportunity, as the technology is now "in the box" and they must simultaneously develop musical skills while learning to master extremely complex software programs. Doing this efficiently and effectively is a challenge. By design, the Curriculum Content addresses all the issues I have discussed. The programs Core Music Requirements assure that the student will learn a fundamental understanding and awareness in music theory. Musicianship Development courses will address contemporary popular music performance proficiency, an absolutely essential requirement. Applied music training, both individual and group, will create diverse and capable performers. The Studio Combo requirement offers options for ensemble training applicable to a multitude of musical disciplines. (Few understand the term "producer" without having become aware of the group performance elements of music.) The program's inclusion of Piano/Keyboard is crucial. I would even favor expanding on it, as musical performance technology is now dependent upon a moderately high level of keyboard skills. Music History, Improvisation, and Acoustics and Technology in Music again are fundamental building blocks that every audio and music professional must have.

Referring back to my collegiate goals, I would state that the Curriculum Content's inclusion of Business and Business-Related Courses and math courses is exemplary. The most basic truth of tomorrow's music/audio students is that most will be starting their own businesses, subcontracting their services, or both. And the very poor results of these types of business over the past years is, in my opinion, because the focus was primarily artistic with a level of business knowledge ranging from slim to none.

As a professional in this combined industry of music and audio however, I believe the real core of this program is the Music Technology courses. It is correct that these are supported with General Technology Courses, but the essence of today's musical and audio production is found in the technologies utilized. These are now so sophisticated that it is beyond words to describe just how complex they are. As computer speed has increased exponentially, so has the capabilities of the multitude of software applications and plug-ins. Tomorrow's professionals must be proficient in an assortment of such programs, yet still maintain a musical understanding and approach to achieve a professional result/product. Therefore their education must be a coordinated effort in both the music and music technology disciplines.

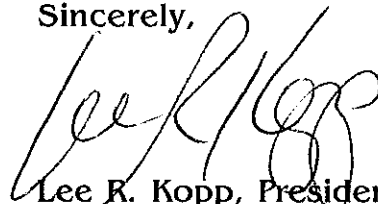
Additionally, new methods allow the utilization of the technology to improve the teaching of the traditional musical disciplines. For example, in the past, teaching arranging and the combination of multiple timbres required a trial and error method only usable when various proficient musicians were available. Today we can use synthesis and sampling technologies to explore possible combinations of traditional instrument timbres. (And yes, non-traditional timbres too.) Likewise, we can use sequencing to develop performance capabilities, teach motif development, and explore song structures, all the while learning more detail and depth about music that we would not otherwise be able to explore! *The interaction of these teaching methods are as superior as is the technology itself*, and the proposed program and it's curriculum are clearly designed to use these new tools and techniques in as many pedagogical ways as possible.

The value of this program is threefold;

- 1) a more thorough education of the student through the technology he/she will employ in the practicing of their craft,
- 2) a comprehensive program enabling the University to better educate, to do so to more prospective students, and to do so across departments and programs, and
- 3) to empower both student and the University to provide the business community with professional talent skilled in the tools necessary for today and tomorrow's music and audio production.

I encourage and urge the establishment of the proposed Bachelor of Science Degree in Music Technology at Kent State University Stark Branch as soon as possible.

Sincerely,



Lee R. Kopp, President
Kopperhead Compositions Inc.

Pat Grutzmacher

From: "Jeff McDonald" <jeff_mcdonald@sweetwater.com>
To: "Pat Grutzmacher" <PGRUTZMACHER@stark.kent.edu>
Sent: Thursday, March 15, 2007 2:34 PM
Subject: Re: Kent State Stark MusicTech Program

Dear Pat,

Here is the letter to Dr. Boze, sorry for the delay. You can paste this to a word document.

Dear Dr. Boze,

I have been asked, as Director of Human Resources here at Sweetwater, to detail what we do here at Sweetwater and discuss potential careers for graduates of your Music Technology program. Sweetwater is the premier retailer of professional audio equipment and technology in the music industry. We are also the fastest growing company of our kind, an important factor in potential hiring of your graduates. We did \$105,000,000 in business last year, representing our fourth year in a row of 20% plus growth. We sell professional recording applications, whether that be for the home hobbyist or the professional recording studio (or hundreds of universities like your own or thousands of churches and performance venues.) Each year for the past two years we have added several dozen salespeople to our organization, many of them recent college graduates of Music Technology programs at institutions like Ball State, Middle Tennessee State, Full Sail, The Conservatory of Recording Arts and Sciences, McNally Smith, and others. I am constantly recruiting graduates of these types of programs. Excellent candidates for us will have a strong background in music technology (recording of music on digital computer platforms such as Pro Tools, Logic, Reason, Digital Performer or Nuendo), excellent conversational and communication skills (our sales are over the phone) and a strong entrepreneurial work ethic. A program like the one you are designing would be an excellent source of potential candidates for our ever expanding business.

I hope this information is useful to you; don't hesitate to contact me should you require further assistance.

3/15/2007

Sincerely,

Jeff McDonald
Director of Human Resources
Sweetwater Sound, Inc.
5501 U.S. Highway 30 West
Fort Wayne, Indiana 46818
(800) 222-4700 x1052
jeff_mcdonald@sweetwater.com

On Wednesday, February 21, 2007 3:24 PM, Pat Grutzmacher
<PGRUTZMACHER@stark.kent.edu> wrote:

>Dear Jeff,

> Thank you for agreeing to write a letter of support for our
>proposed Bachelor of Science in Music Technology degree. The
>letter should be addressed to Dr. Betsy Boze, Dean of Kent State
>University Stark Campus, 6000 Frank Ave. NW, North Canton, Ohio
>44720.

> I have attached five word files & one excel document
>containing informatiion about our program. The excel spreadsheet is
>a proposed distribution of courses throughout the four years of
>study. It is still "in progress". If you print a color copy. the courses
>printed in blue are the music tech (MUS) and general computer tech
>(CT) courses. This includes the first two courses listed in semesters
>I through IV, and the first course listed for semesters V-VIII. The
>word documents include the following:

>

>The Music Production Sequence - all music tech courses outlined.
>Note that levels I through III are currently being taught. IV will be
>taught in the fall. The higher levels are in the process of being
>developed.

>

Convincing Sound Archives

"Preserving the past, embracing the future!"

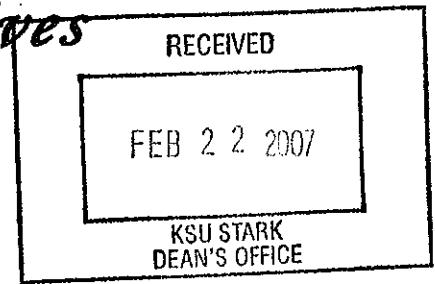
Gregory M. Vinci

P.O. Box 2402 NORTH CANTON, OH 44720

Cell (330) 268-4734

Internet: www.convincingsound.com

email: greg@convincingsound.com



February 18, 2007

Dr. Betsy Boze
Dean of Kent State University Stark Campus
6000 Frank Avenue. NW
North Canton, OH 44720

Dr. Boze,

I'm writing at the request of Dr. Patricia Ann Grutzmacher. She has asked for a statement of support of the proposed Bachelor of Science in Music Technology degree at Kent State University Stark Campus. Dr. Grutzmacher and I have enjoyed a long professional relationship since I have been recording the Kent Stark Concert Band since 1993.

As time marches on and technology advances, the musical education of students must evolve. There was a time when a student could simply study music thoroughly, practice enough, graduate from college and make his way into the world as a professional performer. Sadly, those days are at an end. Today's music scene is far more demanding. Yes, there are musicians who do just that, but the vast majority has to diversify efforts and cater to segments of the market that didn't exist before. With the advent of illegal digital downloads, the destruction of intellectual property protection for recorded music, and the demise of the traditional methods of music delivery to the public, not only must today's musician be very talented but also must be very business-savvy. This is because the public is extremely picky about the music they buy and because legions of people simply steal music daily with no conscious guilt whatsoever, thus robbing those creative professionals of much needed income. It's an extremely competitive market out there because money is rapidly vanishing from the industry.

College graduates in music must be able to start their own businesses and sell their skills directly to the public. That is a lesson I was taught when I graduated from College for Recording Arts in San Francisco in 1982. We had to take two semesters of business administration and write an effective business plan for our senior project. Many of our graduates simply implemented their business plans and went on to careers as recording engineer owners of those businesses. I am one such person. At that time, we were told that whatever entry-level jobs existed were few and far between and that if we wanted to succeed, we had to create our own opportunities. Simply giving students technical skills and not informing them of the realities of the marketplace is disingenuous. Without entrepreneurial skills, graduates are unlikely to succeed.

Despite the apparent doom and gloom of the industry as it struggles to cope with a changing marketplace, there are signs of hope. There is still a need for highly skilled recording engineers because the public has continued to buy music, albeit in different ways such as iTunes and the new Napster. Many entertainment industry markets need qualified audio and recording engineers and Kent State University is in a good position to provide them. In order to give you an idea of how this proposed degree would provide those skills, some proof is offered from my own experience.

I currently work as a professional audio engineer for IATSE Local 48 in Akron, Ohio. My job responsibilities include interacting with a wide variety of entertainment industry people and I provide many different audio and production services for them. I also run my own business, Convincing Sound Archives, where I undertake many diverse and interesting projects. Here are some examples from the past few years:

- I've run super-titles for Akron Symphony Orchestra concerts. This required me to read an orchestral score and have extensive knowledge of PowerPoint, video projection, and associated issues.
- I've designed, set up and mixed the audio for the Christmas Music Spectacular concerts at the Akron Civic Theatre. This show requires about 60 channels of audio, wireless microphones, music playback and related inputs. The performers were: a 19-piece orchestra, a 100-voice choir, singers, comedians, tap dancers and folk musicians. Several of the shows were also video and audio taped using a TV remote truck and a separate multi-track audio recording system. I supervised the entire audio setup of these events.
- I've recorded many area choir and band concerts. I've edited several albums that were commercially released and mastered a few others, that is, prepared the audio for proper reproduction so it can be heard properly in many different listening environments.
- I've transferred numerous recordings from old sources such as 78's, open-reel tape, cassettes, LP's and dictation machines. I've had to restore and prepare audio evidence for criminal cases and make audible muffled recordings of everything from courtroom recordings to answering machine messages using computer-based tools. Repairing the electronic playback machines so they yield quality audio is par for this type of work.

Needless to say, the skills required to do my job are extensive. One must understand many fields: music, sound, audio, computers, electronics, acoustics, and sound reinforcement systems. Acquiring those skills has taken me a lifetime of study, experimentation, lessons, advice, patience and cash. One must be, by definition, a self-learner. However, one must also have a firm foundation on which to build this knowledge. I could not have begun the process of learning without a good education provided in an institution of higher learning. I was taught by some of the best people in their fields. I believe that once a student has the proper introduction to what he or she doesn't know, yet needs to learn, it becomes a matter of choosing to be disciplined and dedicated to that craft. Education in this field must establish within the student the tools necessary to maintain a process of lifelong learning.

In recent years, the cost of recording equipment has plummeted. The recording capability of today's engineer far exceeds that of his counterpart 20 years ago and the tools available at a modest price are astonishing. Recording engineering is no different than learning to play the piano well. It takes time, and proper instruction. Yet, never before have so many wonderful tools been available to so many uneducated and ineffective sound engineers. In addition, lack of proper education has created many in the field who lack knowledge of well-established recording techniques, and such fundamental issues as choosing the correct equipment for specific tasks.

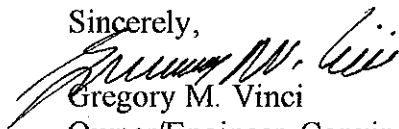
I have a pretty good idea of how the field of audio recording is being taught these days because I read the industry trade publications and interact with many graduates. What I've seen is less than impressive. Many people can record and edit audio with a computer, but can't make a listenable recording with cheap gear as any proper engineer should be able to do. Others can fix audible problems with software, but don't understand why those problems happen in the first place, so they continue to create them. No one knows how to solder, make cables, or fix equipment. Almost no one has any idea how to "test" a recording to see if has

been properly mixed. In short, there are many in the field lacking in the musical skills necessary to hear what is being recorded, lacking in the knowledge of the history of recording techniques, and lacking the skills to properly work with audio equipment.

Kent State University has an opportunity to create something unique in the world of higher education: a program where students are guided in developing the ability to think critically, creatively, and independently, are given a combination of musical and technical skills not taught anywhere else, and are properly prepared for careers as their own bosses. Such an undertaking symbolizes all that is good in America. The entrepreneurial spirit is what drives new industries, markets, and jobs. It begins with higher education.

Thanks for your consideration. Please contact me if you have any additional questions.

Sincerely,

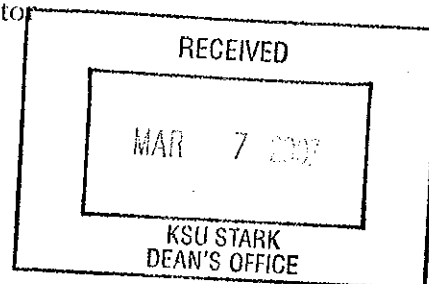
A handwritten signature in black ink, appearing to read "Gregory M. Vinci", written in a cursive style.

Gregory M. Vinci

Owner/Engineer, Convincing Sound Archives

Canton Symphony Orchestra

Gerhardt Zimmermann, Music Director



March 5, 2007

Dr. Betsy Boze

Dean, Kent State University Stark Campus
6000 Frank Avenue, N.W.
North Canton, OH 44720

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Marie-Hélène Bernard
President & CEO

Dear Dr. Boze,

We were recently made aware of the development of a new baccalaureate degree program in music technology at Kent State University Stark Campus.

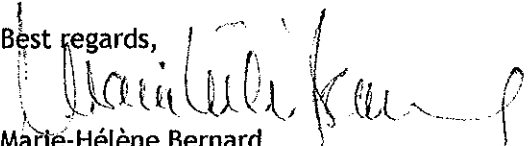
I am pleased to inform you that as one of Stark County's leaders in music performance, the Canton Symphony Orchestra commands and supports the creation of a **Bachelor of Science Degree in Music Technology at Kent State University Stark Campus**. Our Board and management will go forward in developing internship programs and activities that can support professional development for students and graduates of the program.

The demand for baccalaureate programs in music technology has grown, as evidenced by the number of currently successful programs, new degree programs, and technology courses that have been added to music programs in numerous colleges and universities. It is time that we offer the same in Stark County, as it is home to a vibrant and growing environment and to one of the greatest orchestras in the Northeast Ohio. We feel very strongly that students must be prepared for productive musical careers within a complex and changing world through a dynamic learning environment that fosters creativity and innovation.

Partnerships with local colleges and universities are important to the Canton Symphony Orchestra because of the wonderful skills and affordable resources that the student contingent offers. Given our recording and radio broadcast activities, we are confident to be able to offer a professional, on-site training to students who wish to apply their knowledge of music technology.

Please do not hesitate to contact me at (330) 452-3434 ext. 603 or Lisa Boyer, Director of Education, at (330) 452-3434 ext. 604.

Best regards,


Marie-Hélène Bernard
President & CEO

Cc Rachel Schneider, Chair of CSO Board; Lisa Boyer, Director of Education

College of the Arts

Catalog Copy for UG Catalog 2008-2009

(Refer to Pages 140-143 in 2007-2008 UG catalog)

Page 140, left column, paragraph 2:

The following undergraduate degrees are available to students who wish to major in music. Bachelor of Music (concentrations in performance, theory, composition or music education), Bachelor of Arts, and Bachelor of Science in Music Technology. Graduate degrees are described in detail in the *Graduate Schools Catalog*.

Page 140, right column, I. Ensemble Requirements, paragraph 4:

The above applies to all majors except students enrolled in either the B.M. in piano performance, the B.A. with guitar as the principal instrument, or the B.S. in music technology. Piano performance majors satisfy the eight-semester ensemble requirement as follows: 4 credit hours of MUS 45321 Accompanying, 2 credit hours of MUS 45311 Chamber Music and minimum 2 credit hours selected from chamber music or a major vocal or instrumental music ensemble. B.A. majors satisfy the eight-semester ensemble requirement as follows: 6 credit hours of MUS 45311 Chamber Music and minimum 2 credit hours selected from a major vocal or instrumental ensemble. B.S. in music technology majors satisfy the eight-semester ensemble requirement as follows: 2 credit hours selected from a major vocal or instrumental ensemble; 6 credit hours of MUS 35213 Studio Ensemble or 4 credit hours of MUS 35213 Studio Ensemble and 2 credit hours of ensembles chosen from MUS 45231 Jazz Ensemble, MUS 45311 Chamber Music (guitar majors only), or major ensembles.

Page 141 right column, III. Applied Music Requirements, following section D:

- E. Applied Music Requirements for the B.S. in Music Technology
- Music technology majors are required to complete a total of six semesters (12 credit hours) of applied music. A jury is performed at the end of each semester of study. For the first two semesters (4 credit hours) students are required to register for the 36000-level of applied music on the major instrument or voice. The faculty of each applied area will inform the students of the performance standards expected as an outcome of the first two semesters of study. Having completed these 4 credit hours of 36000-level applied music with a grade of C or above, and having met the performance standards through successfully performed juries at the end of both semesters, music technology majors may take MUS 36913 Applied Studio Musicianship to complete the remaining 4 semesters (8 credit hours) of applied study. At the end of the last required semester of applied study, performance level will be evaluated through jury performance. Although not required, Bachelor of Science in Music Technology degree candidates may perform a half or full recital, or performance of original compositions on the recommendation of a prehearing panel. Students who choose to complete all required six semesters of applied music through the 36000/46000 Applied Music series in place of MUS 36913, will be required to follow the performance standards guidelines and requirements for applied music established for the Bachelor of Arts-Music degree.

College of the Arts

**Page 141, right column, following paragraph D at bottom of page
insert the following section**

E. Music Technology Majors

Acceptance into music technology courses at the 30000 level and above is based on the evaluation of the student's personal portfolio containing their projects from MUS 21113, 21114, 21221, and 21222. The portfolio will be evaluated by the music technology faculty.

Page 142, left column, add the following paragraph to section VII.

Outcomes Assessment:

To graduate from Kent State University with the degree B.S. in music technology, students must have successfully completed a music technology internship through an evaluation by the supervisor and music technology faculty advisor, and students must have completed a senior portfolio for music production and audio production at the completion of all required music technology courses. The portfolio must pass an evaluation by the music technology faculty, and by external experts.

College of the Arts

B.S. in Music Technology

I. General College or University Requirements1

US 10097 First Year Colloquium1

II. Liberal Education Requirements36-37-38

A complete list of Liberal Education Requirements (LER) courses is on Pages 85-87.

Composition

ENG 11011 College Writing I3

21011 College Writing II3

Mathematics and Critical Reasoning

? MATH 11011 College Algebra.....4

Humanities and Fine Arts9

Minimum one course from humanities category and minimum one course from fine arts category.

Social Sciences3

ECON 22060 Principals of Microeconomics3
 Social Sciences LER course3
 Must be selected from two curricular areas.

Basic Sciences6-7

Must include one laboratory course.

Additional LER Courses6

COMM 15000 Introduction to Human Communications.3

Courses must be selected from two categories above. Select no more than one course from any category. PHIL 11009 Principles of Thinking may also be taken within this category.

Diversity Requirement

Students must complete a two-course diversity requirement, consisting of one course with a domestic (U.S.) focus and one with a global focus. One course must come from the LER; the second may be taken as a second LER, with the major or minor, or as a general elective. A complete list of diversity courses is on Pages 89-91.

III. Writing-Intensive Requirement

Students must complete a one-course writing-intensive requirement and earn minimum C (2.0) grade. This requirement is fulfilled within this major with TECH 31000 Cultural Dynamics of Technology. A complete list of writing-intensive courses is on Pages 93-95.

IV. Major Requirements

A. Music Core Requirements 20

MUS * 11121 Music Theory 3
 11122 Music Theory 3
 12211 Music of Western Cultures 2
 12212 Music of Nonwestern Cultures 2
 21341 Commercial Music Theory and Composition.3
 34111 Elementary Conducting 2
 41341 Jazz Improvisation 2

Choose from the following 3

MUS 32211 Music History to 1750 (3)

42131 America's Music (3)

42161 History of Jazz (3)

B. Music Technology Requirements28 11

MUS 21113 Music Production I 2
 21114 Music Production II 2
 21221 Audio Recording I 2
 21222 Audio Recording II 2
 40092 Music Technology Internship1
 41181 Acoustics and Technology in Music 2

C. Choose from the following concentrations: 12

Music Production 12

MUS 31113 Music Production III (3)

31114 Music Production IV (3)

41113 Music Production V (3)

41114 Music Production VI (3)

Audio Recording 12

MUS 31221 Audio Recording III (3)

31222 Audio Recording IV (3)

41221 Audio Recording V (3)

41222 Audio Recording VI (3)

College of the Arts

V. Additional Music Requirements 4

MUS 37111 Functional Piano2

Choose from the following based on placement2

MUS 17111 Piano Class (1)

17112 Piano Class (1)

27111 Piano Class (2)

27112 Piano Class (2)

36111 Applied Music Piano (2-4)

46111 Applied Music Piano (2-4)

VI. Major Ensembles (eight semesters) 8

All music technology majors must enroll in an ensemble appropriate to their major performance area each semester the students are registered full time as music majors. The first two credit hours must be taken in a major ensemble. Students may choose to complete 6 hours in MUS 35213 Studio Ensemble or 4 hours in MUS 35213 and two credit hours taken as ensemble electives (Choose from MUS 45231, MUS 25311 Guitar Ensemble (guitar majors), or major ensembles (see catalog for major ensembles list). The first four credit hours of ensemble apply as lower division hours; the remaining hours of ensemble apply as upper division hours.

VII. Applied Studio Musicianship and Applied Music (six semesters) 12

MUS 36111-36912 Applied Music (4)

Applied music must be elected for the first four credit hours at two hours per semester.

The remaining eight credit hours (two credit hours per semester) are to be selected from the following:

MUS 36913 Applied Studio Musicianship (8)

Students who meet performance requirements after the first four credit hours of applied music may complete the remaining eight credit hours by taking applied studio musicianship to meet graduation requirements.

MUS 36111-36912 Applied Music (8)

Students must meet the 46000 entry level requirement for graduation.

VIII. Additional Requirements.....12-13

**TECH 31000 Cultural Dynamics of Technology3

BUS 10123 Exploring Business3

JMC 23030 Basic Electronic Media Video Production....3

Choose from the following:3-4

CS 10051 Introduction to Computer Science (4).....4

CS 19995 ST: Introduction to Web Interface (3).....3

CS 23021 Object Oriented Programming (4).....4

IX. Upper Division Electives 6

*removed per
Pat Grutzmacher
28-Sep-07*

Total 123-125

*MUS 11111 Music Rudiments may be required prior to electing.

MUS 11121, based on the results of the theory placement evaluation. Details are available in the School of Music office.

**Course fulfills writing-intensive requirement.

Minimum C (2.0) grade required in all music courses.

Minimum 39 upper-division hours required for graduation. The first four semesters of ensemble do not apply as upper-division hours.

<p>1. Composition (6 hours) ENG 11011- College Writing I 3 _____ 21011- College Writing II 3 _____</p> <p>2. Mathematics and Critical Reasoning (3 hours) LER MATH 11011 College Algebra 4 _____</p> <p>3. Humanities and Fine Arts (9 hours) At least 3 hours should be taken in A&S; also, at least 3 hours in Fine Arts. A&S LER _____ 3 _____ Fine Arts LER _____ 3 _____ LER _____ 3 _____</p> <p>4. Social Science (6 hours) Courses must be selected from two curricular areas ECON 22060 Principles of Microeconomics 3 _____ LER _____ 3 _____</p> <p>5. Basic Science (6-7 hours) At least one laboratory course must be selected LER _____ 3 _____ LER _____ 3 _____</p> <p>6. Additional (6 hours) Select six hours from courses from categories 2 through 5 above; select no more than one course from any category (PHIL 11009 may be used as choices for this category) COMM 15000 Intro to Human Communication 3 _____ 3 _____</p> <p>7. Orientation US 10097-First Year Colloquium 1 _____</p> <p>8. Diversity Requirement: All students must complete a two course diversity requirement consisting of one course with domestic focus & one course with a global focus. One course must come from the LER; the second course may be taken as a second LER, within a minor, or as a general elective.</p>	<p>9. Writing Intensive Requirement: Note that a student must earn a "C" or higher in this course. See the Undergraduate Catalog for a list of approved courses.</p> <hr/> <p>10. Major Requirements A. <i>Core Requirements (22)</i> *11121-Music Theory 3 _____ 11122-Music Theory 3 _____ 21341-Commercial Music Theory and Composition 3 _____ 12211-Music of Western Cultures 2 _____ 12212-Music of Nonwestern Cultures 2 _____</p> <p>Choose 3 hours from: 42161, 32211, or 42131 3 _____</p> <p>34111-Elementary Conducting 2 _____ 41341-Jazz Improvisation 2 _____ 37111 -Functional Piano 2 _____</p> <p>B. <i>Music Technology(23)</i></p> <p>MUS 21113 - Music Production I 2 _____ 21114- Music Production II 2 _____ 21221- Audio Recording I 2 _____ 21222- Audio Recording II 2 _____ 40092 - Music Technology Internship 1 _____ 41181 -Acoustics and Technology in Music 2 _____</p>	<p>9. Writing Intensive Requirement: Note that a student must earn a "C" or higher in this course. See the Undergraduate Catalog for a list of approved courses.</p> <hr/> <p>10. Major Requirements A. <i>Core Requirements (22)</i> *11121-Music Theory 3 _____ 11122-Music Theory 3 _____ 21341-Commercial Music Theory and Composition 3 _____ 12211-Music of Western Cultures 2 _____ 12212-Music of Nonwestern Cultures 2 _____</p> <p>Choose 3 hours from: 42161, 32211, or 42131 3 _____</p> <p>34111-Elementary Conducting 2 _____ 41341-Jazz Improvisation 2 _____ 37111 -Functional Piano 2 _____</p> <p>B. <i>Music Technology(23)</i></p> <p>MUS 21113 - Music Production I 2 _____ 21114- Music Production II 2 _____ 21221- Audio Recording I 2 _____ 21222- Audio Recording II 2 _____ 40092 - Music Technology Internship 1 _____ 41181 -Acoustics and Technology in Music 2 _____</p>
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Choose from one of the following concentrations:

Audio Recording : (12 hours)

- MUS 31221 Audio Recording III (3)
31222 Audio Recording IV (3)
41221 Audio Recording V (3)
41222 Audio Recording VI (3)

Music Production: (12 hours)

- MUS 31113 Music Production III (3)
31114 Music Production IV (3)
41113 Music Production V (3)
41114 Music Production VI (3)

C. Ensembles (Two must be taken in a major ensemble, four in MUS 35213 Studio Ensemble, and two may be taken as electives) (8 hours)

D. Applied Studio Musicianship and Applied Music (12 hours). (First 4 hours music be Applied Music)

- Applied Music 4
Applied Studio Musicianship 8
or
Applied Music 8

E. Piano Select 2 hours from the following, based on placement:

- MUS 17111-Piano Class 1
17112-Piano Class 1
27111-Piano Class 2
27112-Piano Class 2
36111-Applied Music-Piano 2 or 4
46111-Applied Music-Piano 2 or 4

F. Additional Requirements: (12-13)

- BUS 10123-Exploring Business 3
+TECH 31000 -Cultural Dynamics of Technology 3
JMC 23030- Basic Electronic Media Video Production 3

Choose one from the following: (3-4)

- CS 10051- Introduction to Computer Science 4
CS 19995-ST: Introduction to WEB Interface 3
~~CS 23021- Object Oriented Programming 4~~

G. Upper Division Electives (6)

NOTES:

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

A minimum of 123-125 semester hours required.

A minimum of 2.00 overall GPA is required.

A minimum of 2.25 major GPA is required.

A grade of "C" (2.00) or better is required in all music courses.

Each music technology major must enroll in a major ensemble appropriate to the student's performance area each semester the student is registered as a full time music major.

The first four hours of major ensemble do not apply to upper division hours.

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

* Students who do not place into this course must first successfully complete MUS 11111, Music Rudiments (3 credit hours). Credit for MUS 11111 does not count toward graduation requirements.

+ Fulfills the Writing Intensive Course Requirement.

All music majors must attend a minimum of 21 music recitals each academic year (84 total for degree completion.)

Advisor: _____

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

Assessment Plan (AQIP)

Degree: Bachelor of Science in Music Technology
Kent State University Stark Campus
2008-2009 Undergraduate Catalog

Learning Goals of the Curriculum

The Bachelor of Science degree in music technology curriculum is designed to prepare students as musicians within a broad field of constantly changing technology. Students study in courses which will develop expertise in music computer technology and basic computer technology (non-music) for application in the recording industry, audio-engineering, and music production. Students develop instrumental and/or vocal skills through one-on-one lesson training, and ensemble rehearsal and performance experiences in contemporary and traditional music. Through the study of music theory and ear training, music composition, and music history (global, traditional European, and contemporary popular), students attain a level of knowledge and career versatility that provides them with the competitive edge in job placement. In addition, the inclusion of a core curriculum in the liberal arts provides a well-rounded education for success in the global market beyond the field of music.

The curriculum is designed to prepare students in two core areas in addition to the liberal education requirements. The core areas include the development of knowledge and applied skills in musicianship, and in music technology. The complete curriculum is flexible enough to allow individual tailoring of music performance study and technology for students who wish to focus their career goals, at the same time requiring core courses that will provide each student with long-term career flexibility. Careers in music technology fuse creative arts and technology arts. Each of these areas requires commitment to being a fine musician and one who uses technology as one of the primary creation tools.

In addition to liberal education requirements, the curriculum requires 46 hours of music coursework, including music theory (traditional and popular commercial music), music history, elementary conducting, jazz improvisation, piano, ensembles, applied music, and applied studio musicianship. Students are required to take 23 hours of music technology courses including two internship experiences, 12-13 hours of additional requirements in computer technology (non-music), business, and video production, and 6 hours of electives.

Student Learning Objectives

Students who complete the Bachelor of Science in Music Technology will have the knowledge and skills needed to function as competent and versatile professional studio musicians able to successfully perform in diverse commercial music venues. They will compose and arrange music as well as create appropriate sound for visual media. They will be skilled in creating music productions of professional quality. In the area of audio production they will be able to produce professional audio recordings, both live and in studio from start to finish.

Assessment Plan for the Program

1. We will seek accreditation from the National Association of Schools of Music (NASM) for the Bachelor of Science in Music Technology degree. The fall deadline for application for accreditation is November 1 for approval for the 2008-2009 school year.
2. The School of Music conducts a self-study every ten years as required by the accrediting agent, NASM. Following the report of the self-study to NASM, representatives of the accrediting agent visit campus for three days and file a status report. Included in the on-campus visit are meetings with the President, Dean, School of Music faculty, classes, and concerts.
3. We will establish an annual assessment of the program. This will involve external and internal reviewers. Internal sources of assessment will involve self-evaluation by music technology faculty, student evaluations of courses, and administrative assessment from within the School of Music. External evaluators will include representatives from the music industry and academia.
4. Assessment will occur when feedback is received from internship supervisors. This will occur as students are placed as interns during MUS 31113 and MUS 31221 (junior level music production and audio production courses), and again during MUS 40092.
5. Assessment will occur as we track our graduates as they are placed in various areas of the commercial music field.

Assessment Methods

Entrance Assessment

Students will:

1. Attend an individual interview with a member of the music technology faculty. Presentation of portfolios of current work is optional. Students without portfolios will be placed in the first level course, which is Music Production I. The purpose of the interview is to ascertain level of knowledge of music technology. This information will not be used to eliminate students from beginning the program. However, students whose portfolios demonstrate that they have already achieved the objectives of MP I will be placed at a higher level.
2. Complete a theory placement examination consisting of written and oral sections to evaluate level of knowledge and skill for placement into the appropriate theory course.
3. Be evaluated on keyboard skill through interview, and playing demonstration if the student has keyboard performance background. The purpose of this is for proper placement into piano classes.
4. Complete an audition on the major instrument or voice to evaluate placement into applied music. This may include the submission of a recording of the student's performance in his or her own band, if available.

Official Declaring of the Major

Following the procedure currently in place at Kent Stark for music students due to open enrollment policies, all students choosing to major in music technology will enter as College of Arts-General during the freshman first semester. Permission to officially declare the music technology major will occur at the end of the first semester of enrollment and will be based upon maintaining a 2.25 GPA, meeting the ensemble requirement, passing the music production class with a grade of C or better, satisfactorily passing a jury for applied music, and through a positive evaluation by the music technology faculty.

Progressive Assessment

In order to take the music technology courses at the 30000 level and above, students must present a personal portfolio containing their projects from all the music technology courses taken so far. In addition, these students must have maintained at least a 2.25 major GPA and a C in all music courses.

Applied Studio Musicianship will count toward the music technology degree after students have successfully passed a threshold jury at the end of the second semester of Applied Music.

Students are required to be in a major ensemble or studio ensemble every semester that the student is a full-time music major.

Requirements for receiving the Bachelor of Science degree in music technology

1. A minimum of 2.25 GPA in the music major
2. A minimum of 2.00 overall GPA
3. A grade of C or better in all music courses
4. Completion of all course requirements
5. Completion of all School of Music requirements as specified in the undergraduate catalog.
6. Successful completion of a music technology internship as evaluated by the supervisor and faculty advisor
7. Submission and acceptance of a senior portfolio for music production and audio production at the completion of MUS 4114 and MUS 41222 to be evaluated by external and internal experts.

Specific Learning Objectives and Assessment Methods

1. Goals: Identify and list the student learning goals
2. Articulate multiple measurable student learning outcomes
3. List and describe the appropriate methods that will be used to assess how well students are meeting the articulated outcomes
4. Timeline for implementation

Each identified learning goal is followed by responses to items 2, 3, and 4.

Music Production

Goal 1: To create appropriate sound for visual media

- Students will be able to create a soundtrack for a given video.
- Students must successfully create the sound track for a given video using music production software
- Assessed during MUS 41113 through individual projects

Goal 2: Composing Skills

- Students will be able to compose music that is realized using music production.
- Students must successfully complete projects of their own original compositions.
- Assessed in MUS 21114, 31113, 41113

Goal 3: Arranging Skills

- Students will be able to create an electronic arrangement of a pre-existing composition.
- Students must successfully complete projects that involve arranging.
- Assessed in MUS 21341, 31113, and 41113

Goal 4: External Professional Experience

- Students will gain external experience through a semester- long internship within a professional setting.
- Students must successfully complete the requirements of the internship.
- The students will be assessed by their supervisor and advisor

Goal 5: Critical listening skills

- Students will develop critical listening skills necessary to accurately evaluate the quality of their own work.
- Students must pass aural skill examinations, and write critiques of recordings and productions.
- Assessed during MUS 11121, 11122, and all upper level music technology courses.

Goal 6: Oral and written communication skills

- Students will be able to communicate accurately with professional musicians.
- Students must pass three courses in music theory.
- Students are evaluated during MUS 11121, 11122, and 21341 as well as throughout the music technology course sequence.

Goal 7: Expertise in Music Production

- Through the development of knowledge of the necessary tools and skills to create professional sounding music productions the students will create portfolios.
- Students will create portfolios of quality work that demonstrate their expertise in the field as they progress through the music production series.
- Assessment in MUS 31113, 31114, 41113, and 41114

Goal 8: Comprehensive portfolio

- Students will develop substantial individual comprehensive portfolios of quality work demonstrating knowledge of the necessary tools and skills to create professional sounding music productions.
- Each student will compile a substantial comprehensive professional portfolio of quality work at the completion of the music production courses.
- Assessment will occur in MUS 41222. The portfolios will be assessed by a panel of internal and external reviewers.

Audio Recording Technology

Goal 1: Knowledge of live and in-studio recording fundamentals and techniques

- Students will learn microphone types and techniques and will apply this knowledge through recording a live concert in stereo.
- Students must successfully record a concert into digital audio workstation software for editing and assembly, and burnt to CD.
- Assessed during MUS 21221 and 21222

Goal 2: Knowledge of multi-track miking and digital audio recording

- Students will learn multi-track recording session setup, management, and tracking utilizing digital audio workstation software and the professional recording studio.
- Students must successfully complete multi-track recording projects.
- Assessed during MUS 21222, 31221, 31222, 41221, and 41222

Goal 3: Knowledge of multi-track miking and digital audio recording

- Students will learn instrument/voice location, miking techniques, and recording processes.
- Students must successfully complete multi-track recording projects.
- Assessed during MUS 21222, 31221, 31222, 41221, and 41222

Goal 4: Knowledge of multi-track mixing with digital audio

- Students will learn the tools and techniques of mixing multi-track audio in digital audio workstation software.
- Students will complete successful mixes of single and collections of recorded songs.
- Assessment during MUS 31221, 31222, 41221, and 41222

Goal 5: Knowledge of multi-track mixing with digital audio

- Students will develop critical listening skills through individual and group evaluation of recorded tracks.
- Students will complete successful mixes of single and collections of recorded songs.
- Assessment during MUS 31221, 31222, 41221, and 41222

Goal 5: Comprehensive audio project

- Students will be able to produce an all-inclusive recording project from pre-production through post-production and final master creation.
- Students will complete an all-inclusive recording project from pre-production through post-production and the final master creation.
- Assessment during MUS 41222

Goal 6: Comprehensive portfolio

- Students will develop substantial individual portfolios of quality work, both in audible and DAW formats throughout the audio recording course sequence.
- Students will compile substantial individual comprehensive professional portfolios of quality work, both in audible and DAW formats.
- Assessment will occur in MUS 41222. The portfolios will be assessed by a panel of internal and external reviewers.

Musicianship**Goal 1: Individual Performance Skills**

- Students will demonstrate a professional level of skill on a major music instrument or voice. This involves many aspects of performance including but not limited to sight reading skills, technical facility, musical expression, tone production, knowledge of the instrument itself, and repertoire.
- Students will perform at a level of proficiency that meets or exceeds the applied music and applied studio musicianship standards established by the School of Music.
- Assessment will occur weekly through the evaluation of applied music and applied studio musicianship course instructors, in the form of juried individual performances at the end of each semester, through a threshold jury for upper level standing, and through participation in ensemble rehearsals and performances.

Goal 2: Improvisation Skills

- Students will develop improvisation skills as needed in the commercial music field.
- Students will demonstrate improvisation skills through performance during applied lesson instruction, ensemble rehearsals, and public performances.

- Assessment by instructors in applied music courses and by ensemble directors for music ensemble work as well as applied music juries each semester.

Goal 3: Knowledge of Diverse Performance Styles

- Students will develop knowledge of diverse traditional and popular music styles from a global perspective as needed in the commercial music field.
- Students will demonstrate the ability to perform, direct, and arrange music in diverse traditional and popular music styles from a global perspective.
- Assessment by instructors in applied music and by ensemble directors for music ensemble work as well as applied music juries each semester.

Goal 4: Versatility in Studio Musicianship

- Students will develop doubling skills on music instruments as required of commercial music studio musicians.
- Students will show the ability to perform competently on select multiple music instruments as required of music studio musicians in such performance venues as musical theatre and other staged productions where versatile musicianship is demanded.
- Assessment will occur in applied studio musicianship courses, and in ensembles such as MUS 35213 Studio Ensemble where the emphasis is on commercial music, and as evidenced by performances.

Goal 4: Competence in Ensemble Performance

- Students will become competent ensemble performers
- Students will demonstrate skills in playing, directing, and organizing ensemble rehearsals and performances.
- Assessment will be made by the faculty ensemble directors during rehearsals and performances.

College of the Arts

Catalog Copy for UG Catalog 2008-2009

(Refer to Pages 140-143 in 2007-2008 UG catalog)

Page 140, left column, paragraph 2:

The following undergraduate degrees are available to students who wish to major in music. Bachelor of Music (concentrations in performance, theory, composition or music education), Bachelor of Arts, and Bachelor of Science in Music Technology. Graduate degrees are described in detail in the *Graduate Schools Catalog*.

Page 140, right column, I. Ensemble Requirements, paragraph 4:

The above applies to all majors except students enrolled in either the B.M. in piano performance, the B.A. with guitar as the principal instrument, or the B.S. in music technology. Piano performance majors satisfy the eight-semester ensemble requirement as follows: 4 credit hours of MUS 45321 Accompanying, 2 credit hours of MUS 45311 Chamber Music and minimum 2 credit hours selected from chamber music or a major vocal or instrumental music ensemble. B.A. majors satisfy the eight-semester ensemble requirement as follows: 6 credit hours of MUS 45311 Chamber Music and minimum 2 credit hours selected from a major vocal or instrumental ensemble. B.S. in music technology majors satisfy the eight-semester ensemble requirement as follows: 2 credit hours selected from a major vocal or instrumental ensemble; 6 credit hours of MUS 35213 Studio Ensemble or 4 credit hours of MUS 35213 Studio Ensemble and 2 credit hours of ensembles chosen from MUS 45231 Jazz Ensemble, MUS 45311 Chamber Music (guitar majors only), or major ensembles.

Page 141 right column, III. Applied Music Requirements, following section D:

- E. Applied Music Requirements for the B.S. in Music Technology
- Music technology majors are required to complete a total of six semesters (12 credit hours) of applied music. A jury is performed at the end of each semester of study. For the first two semesters (4 credit hours) students are required to register for the 36000-level of applied music on the major instrument or voice. The faculty of each applied area will inform the students of the performance standards expected as an outcome of the first two semesters of study. Having completed these 4 credit hours of 36000-level applied music with a grade of C or above, and having met the performance standards through successfully performed juries at the end of both semesters, music technology majors may take MUS 36913 Applied Studio Musicianship to complete the remaining 4 semesters (8 credit hours) of applied study. At the end of the last required semester of applied study, performance level will be evaluated through jury performance. Although not required, Bachelor of Science in Music Technology degree candidates may perform a half or full recital, or performance of original compositions on the recommendation of a prehearing panel. Students who choose to complete all required six semesters of applied music through the 36000/46000 Applied Music series in place of MUS 36913, will be required to follow the performance standards guidelines and requirements for applied music established for the Bachelor of Arts-Music degree.

College of the Arts

**Page 141, right column, following paragraph D at bottom of page
insert the following section**

E. Music Technology Majors

Acceptance into music technology courses at the 30000 level and above is based on the evaluation of the student's personal portfolio containing their projects from MUS 21113, 21114, 21221, and 21222. The portfolio will be evaluated by the music technology faculty.

Page 142, left column, add the following paragraph to section VII.

Outcomes Assessment:

To graduate from Kent State University with the degree B.S. in music technology, students must have successfully completed a music technology internship through an evaluation by the supervisor and music technology faculty advisor, and students must have completed a senior portfolio for music production and audio production at the completion of all required music technology courses. The portfolio must pass an evaluation by the music technology faculty, and by external experts.

College of the Arts

B.S. in Music Technology

I. General College or University Requirements1

US 10097 First Year Colloquium1

II. Liberal Education Requirements36-37-38

A complete list of Liberal Education Requirements (LER) courses is on Pages 85-87.

Composition

ENG 11011 College Writing I3

21011 College Writing II3

Mathematics and Critical Reasoning

MATH 11011 College Algebra.....4

Humanities and Fine Arts9

Minimum one course from humanities category and minimum one course from fine arts category.

Social Sciences3

ECON 22060 Principals of Microeconomics3
Social Sciences LER course
 Must be selected from two curricular areas.

Basic Sciences6-7

Must include one laboratory course.

Additional LER Courses6

COMM 15000 Introduction to Human Communications.3

Courses must be selected from two categories above. Select no more than one course from any category. PHIL 11009 Principles of Thinking may also be taken within this category.

Diversity Requirement

Students must complete a two-course diversity requirement, consisting of one course with a domestic (U.S.) focus and one with a global focus. One course must come from the LER; the second may be taken as a second LER, with the major or minor, or as a general elective. A complete list of diversity courses is on Pages 89-91.

III. Writing-Intensive Requirement

Students must complete a one-course writing-intensive requirement and earn minimum C (2.0) grade. This requirement is fulfilled within this major with TECH 31000 Cultural Dynamics of Technology. A complete list of writing-intensive courses is on Pages 93-95.

IV. Major Requirements

A. Music Core Requirements 20

MUS * 11121 Music Theory 3

11122 Music Theory 3

12211 Music of Western Cultures 2

12212 Music of Nonwestern Cultures 2

21341 Commercial Music Theory and Composition.3

34111 Elementary Conducting 2

41341 Jazz Improvisation 2

Choose from the following 3

MUS 32211 Music History to 1750 (3)

42131 America's Music (3)

42161 History of Jazz (3)

B. Music Technology Requirements 23 11

MUS 21113 Music Production I 2

21114 Music Production II 2

21221 Audio Recording I 2

21222 Audio Recording II 2

40092 Music Technology Internship1

41181 Acoustics and Technology in Music 2

C. Choose from the following concentrations: 12

Music Production 12

MUS 31113 Music Production III (3)

31114 Music Production IV (3)

41113 Music Production V (3)

41114 Music Production VI (3)

Audio Recording 12

MUS 31221 Audio Recording III (3)

31222 Audio Recording IV (3)

41221 Audio Recording V (3)

41222 Audio Recording VI (3)

College of the Arts

V. Additional Music Requirements 4

MUS 37111 Functional Piano2

Choose from the following based on placement2

MUS 17111 Piano Class (1)

17112 Piano Class (1)

27111 Piano Class (2)

27112 Piano Class (2)

36111 Applied Music Piano (2-4)

46111 Applied Music Piano (2-4)

VI. Major Ensembles (eight semesters) 8

All music technology majors must enroll in an ensemble appropriate to their major performance area each semester the students are registered full time as music majors. The first two credit hours must be taken in a major ensemble. Students may choose to complete 6 hours in MUS 35213 Studio Ensemble or 4 hours in MUS 35213 and two credit hours taken as ensemble electives (Choose from MUS 45231, MUS 25311 Guitar Ensemble (guitar majors), or major ensembles (see catalog for major ensembles list). The first four credit hours of ensemble apply as lower division hours; the remaining hours of ensemble apply as upper division hours.

VII. Applied Studio Musicianship and Applied Music (six semesters) 12

MUS 36111-36912 Applied Music (4)

Applied music must be elected for the first four credit hours at two hours per semester.

The remaining eight credit hours (two credit hours per semester) are to be selected from the following:

MUS 36913 Applied Studio Musicianship (8)

Students who meet performance requirements after the first four credit hours of applied music may complete the remaining eight credit hours by taking applied studio musicianship to meet graduation requirements.

MUS 36111-36912 Applied Music (8)

Students must meet the 46000 entry level requirement for graduation.

VIII. Additional Requirements.....12-13

**TECH 31000 Cultural Dynamics of Technology3

BUS 10123 Exploring Business3

JMC 23030 Basic Electronic Media Video Production....3

Choose from the following:3-4

CS 10051 Introduction to Computer Science (4).....4

CS 19995 ST: Introduction to Web Interface (3).....3

CS 23021 Object Oriented Programming (4).....4

IX. Upper Division Electives 6

*removed per
Pat Grutzmacher
28-Sep-07*

Total 123-125

*MUS 11111 Music Rudiments may be required prior to electing.

MUS 11121, based on the results of the theory placement evaluation. Details are available in the School of Music office.

**Course fulfills writing-intensive requirement.

Minimum C (2.0) grade required in all music courses.

Minimum 39 upper-division hours required for graduation. The first four semesters of ensemble do not apply as upper-division hours.

1.	Composition (6 hours) ENG 11011- College Writing I 3 _____ 21011- College Writing II 3 _____	9.	Writing Intensive Requirement: Note that a student must earn a "C" or higher in this course. See the Undergraduate Catalog for a list of approved courses.
2.	Mathematics and Critical Reasoning (3 hours) LER MATH 11011 College Algebra 4 _____		
3.	Humanities and Fine Arts (9 hours) At least 3 hours should be taken in A&S; also, at least 3 hours in Fine Arts. A&S LER _____ 3 _____ Fine Arts LER _____ 3 _____ LER _____ 3 _____	10.	Major Requirements A. <i>Core Requirements (22)</i> *11121-Music Theory 3 _____ 11122-Music Theory 3 _____ 21341-Commercial Music Theory and Composition 3 _____ 12211-Music of Western Cultures 2 _____ 12212-Music of Nonwestern Cultures 2 _____ Choose 3 hours from: 42161, 32211, or 42131 3 _____ 34111-Elementary Conducting 2 _____ 41341-Jazz Improvisation 2 _____ 37111 -Functional Piano 2 _____ B. <i>Music Technology(23)</i> MUS 21113 - Music Production I 2 _____ 21114- Music Production II 2 _____ 21221- Audio Recording I 2 _____ 21222- Audio Recording II 2 _____ 40092 - Music Technology Internship 1 _____ 41181 -Acoustics and Technology in Music 2 _____
4.	Social Science (6 hours) Courses must be selected from two curricular areas ECON 22060 Principles of Microeconomics 3 _____ LER _____ 3 _____		
5.	Basic Science (6-7 hours) At least one laboratory course must be selected LER _____ 3 _____ LER _____ 3 _____		
6.	Additional (6 hours) Select six hours from courses from categories 2 through 5 above; select no more than one course from any category (PHIL 11009 may be used as choices for this category) COMM 15000 Intro to Human Communication 3 _____ 3 _____		
7.	Orientation US 10097-First Year Colloquium 1 _____		

8. **Diversity Requirement:** All students must complete a two course diversity requirement consisting of one course with domestic focus & one course with a global focus. One course must come from the LER; the second course may be taken as a second LER, within a minor, or as a general elective.

Choose from one of the following concentrations:

Audio Recording : (12 hours)

MUS 31221 Audio Recording III (3)
31222 Audio Recording IV (3)
41221 Audio Recording V (3)
41222 Audio Recording VI (3)

Music Production: (12 hours)

MUS 31113 Music Production III (3)
31114 Music Production IV (3)
41113 Music Production V (3)
41114 Music Production VI (3)

C. Ensembles (Two must be taken in a major ensemble, four in MUS 35213 Studio Ensemble, and two may be taken as electives) (8 hours)

D. Applied Studio Musicianship and Applied Music (12 hours). (First 4 hours music be Applied Music)

Applied Music 4
Applied Studio Musicianship 8
or
Applied Music 8

E. Piano Select 2 hours from the following, based on placement:

MUS 17111-Piano Class 1
17112-Piano Class 1
27111-Piano Class 2
27112-Piano Class 2
36111-Applied Music-Piano 2 or 4
46111-Applied Music-Piano 2 or 4

F. Additional Requirements: (12-13)

BUS 10123-Exploring Business 3
+TECH 31000 -Cultural Dynamics of Technology 3
JMC 23030- Basic Electronic Media Video Production 3

Choose one from the following: (3-4)

CS 10051- Introduction to Computer Science 4
CS 19995-ST: Introduction to WEB Interface 3
~~CS 23021- Object Oriented Programming 4~~

G. Upper Division Electives (6)

NOTES:

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

A minimum of 123-125 semester hours required.

A minimum of 2.00 overall GPA is required.

A minimum of 2.25 major GPA is required.

A grade of "C" (2.00) or better is required in all music courses.

Each music technology major must enroll in a major ensemble appropriate to the student's performance area each semester the student is registered as a full time music major.

The first four hours of major ensemble do not apply to upper division hours.

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

* Students who do not place into this course must first successfully complete MUS 11111, Music Rudiments (3 credit hours). Credit for MUS 11111 does not count toward graduation requirements.

+ Fulfills the Writing Intensive Course Requirement.

All music majors must attend a minimum of 21 music recitals each academic year (84 total for degree completion.)

Advisor: _____

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

Internal Letters of Support
Bachelor of Science in Music Technology



September 6, 2007

Members of the College Curriculum Committee:

As coordinator of the BBA in Business Management at the Stark Campus, I would like to lend support to the proposed Bachelor of Science in Music Technology program. It is an intriguing degree that combines the best of a fine arts program and its liberal education principles with a consideration of the practical realities facing those seeking to work in music-related positions. This proposed program will meet needs of students in our service area and seems well suited to the Stark Campus capabilities.

As part of this proposed degree, students will be required to take at least two business courses, BAD 10123—Exploring Business and ECON 22060—Micro Economics. These courses should serve Bachelor of Science in Music Technology students well as they will need to understand the fundamentals of business organizations and the underlying economic principles driving decisions and investments. These students should be capable of meeting the challenges of these courses as they often are taken by non-business majors. As the Bachelor of Science in Music Technology program grows, there is the potential to offer a targeted section of Exploring Business, for example, that draws examples and projects focused on music business concerns that are integrated into the general course goals. At the Stark Campus, we also offer the possibility for Bachelor of Science in Music Technology students to get a minor, or even a second major, in business management.

Given our service area and unique campus capabilities, I do believe this program will add value to our community and students. Please feel free to contact me should you have additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Victor L. Berardi".

Victor L. Berardi
Associate Professor, M&IS
Coordinator, BBA in Business Management
Stark Campus

GRUTZMACHER, PATRICIA

From: BLASE, GREGORY
Sent: Thursday, September 06, 2007 6:00 PM
To: GRUTZMACHER, PATRICIA
Cc: MALENE, JOANNE
Subject: Music Technology Degree

Pat,

The School of Journalism and Mass Communication supports the Stark Campus offering a Music Technology Bachelor of Science Degree.

We look forward to working with you in the future to explore offering JMC courses as part of this degree.

Greg

Gregory Blase
Director of Academic Programming
College of Communication and Information
Undergraduate Coordinator
Journalism and Mass Communication
Kent State University
Kent, OH 44242
330-672-8290
gblase@kent.edu

9/6/2007



September 13, 2007

Professor Patricia Grutzmacher
School of Music
Stark Campus

Dear Professor Grutzmacher:

Thank you for sending me all of the information regarding the proposed degree program in music technology. We have reviewed the curriculum in the School of Theatre and Dance and find no issues of encroachment with our degree programs or Entertainment Arts and Certificate programs. While a bit of the course content may overlap, the goals of the programs are very different.

Please let me know if there is anything else I can do to support this exciting proposal.

Sincerely,



Cynthia R. Stillings
Director

Cc: Josef Knott, Director, School of Music
Betsy Boze, Dean, Stark Campus

School of Theatre and Dance

P.O. Box 5190 • Kent, Ohio 44242-0001

Theatre: 330-672-2082, Fax: 330-672-2889, Mail: B141 Music and Speech

Dance: 330-672-2069, Fax: 330-672-4897, Mail: 266 M.A.C.C. Annex

From: CHOWDHURY, RAJ
Sent: Friday, September 21, 2007 5:12 PM
To: CAPASSO, RUTH
Subject: RE: Music Technology program

Hi Ruth:

No encroachment issue at with the
TECH - Cultural Dynamics of Technology ...

I love music technology!!

Thanks.
Raj

Dr. A. R. (Raj) Chowdhury
Professor/ DEAN- College of Technology
202 Van Deusen Hall, P.O. Box 5190
Kent State University, Kent, OHIO 44242-0001

Phone: 330/ 672-9780 or 9781
Fax No.: 330/ 672-4818
E-Mail: Raj1@kent.edu or achowdhu@kent.edu

From: CAPASSO, RUTH
Sent: Friday, September 21, 2007 4:05 PM
To: CHOWDHURY, RAJ
Subject: Music Technology program

Dear Dean Chowdhury,
I believe that Pat Grutzmacher has sent you information on our proposed Music Technology program. It has been successfully reviewed at the School of Music and the College of the Arts levels. We're preparing materials for the EPC soon.

Because we have the course, Cultural Dynamics of Technology, as a requirement, we would like your review and affirmation that there is no encroachment with College of Technology programs. We feel that the Cultural Dynamics course would make a fine contribution to the program, because it focuses on the impact of technology on society. This is a terrific connection with a program that blends the arts and technological developments.

Please let me know if you need more information.

All my best,
Ruth Capasso

9/24/2007



September 6, 2007

Dear Curriculum Committee:

As a member of the Department of Computer Science of Kent State University, I would like to write in support of the Music Technology program at the Stark Campus. The program is very interesting, innovative, and meets the needs of the students in our service area by providing a set of courses that range from music-related topics to computer principles and technology, from business and management to liberal education courses. This new program appears to be quite exciting and should prove to be attractive to students, building interdisciplinary bridges between arts and technology.

As a part of this proposed degree, students are required and welcomed to take a course of CS10051 Introduction to Computer Science (4) and one of two CS courses: CS19995 ST: Introduction to Web Interface Design (3) or CS23021 CS I – Object Oriented Programming (4). The CS10051 Introduction to Computer Science course is 4 credit hours and introduces the student to the principles behind the technology at the base of all software applications, while the second course introduces the students to programming techniques. CS19995 ST: Introduction to Web Interface Design is a 3 credit hour course and introduces the students to programming for the creation of Web Interfaces that can be used by musicians to advertise, broadcast, and interact with the public in their profession. CS23021 CS I – Object Oriented Programming is a 4 credit hour course and introduces the students to more a general programming language and to programming techniques that can be used to create and generate customized programs for the profession. The above courses are all routinely taken by non-CS majors and therefore are suitable for the Music Technology program as well. As the program grows, there is the potential to offer targeted sections of Introduction to Computer Science that explore music oriented applications at the application level of the computer pyramidal model.

I am pleased to see that Music Technology students are required to take a course in technical writing, such as TECH 31000 Cultural Dynamics of Technology since such a course adds a valuable professional skill which will serve the students well in their careers where writing technical documentation is often required.

Please do not hesitate to contact me, for any additional question.

Sincerely,

Dr. Angela Guercio

COURIE, VANESSA

From: BARTON, SHIRLEY
Sent: Friday, October 05, 2007 9:34 AM
To: SEACHRIST, DENISE; COURIE, VANESSA
Subject: FW: JMC 23030

Shirley J. Barton, Ph.D.
Executive Dean, Regional Campuses
Kent State University
208 Michael Schwartz Center
Kent, OH 44242
330-672-2286

From: CAPASSO, RUTH
Sent: Friday, October 05, 2007 9:08 AM
To: GRUTZMACHER, PATRICIA
Cc: BARTON, SHIRLEY
Subject: FW: JMC 23030

From: BLASE, GREGORY
Sent: Thursday, October 04, 2007 3:32 PM
To: CAPASSO, RUTH
Subject: Re: JMC 23030

Ruth,

You can certainly use this exchange as part of your EPC packet. Since I'm full-time administration now, I'm not a voting member of EPC anymore. But I'm still a member and try to attend all the meetings. So I'll try to be at the meeting when this degree is discussed and offer JMC's support if needed.

I'll talk to Dave Smeltzer about what days and times would be good for him to come down to Stark to see if we can coordinate with your people. Since I now live about 5 minutes from the Stark campus I'll try to make it mid afternoon.

Greg

Greg,

Thank you for your response. We have occasionally offered Videography Basics (22002), but it isn't a requirement for the Music Tech degree, so the most likely scenario is that we would move the necessary content into 23030 as you suggest. We would happily accept your guidance on a professor for 23030; indeed, we can't hire an adjunct without departmental or school approval of the individual for each specific course. We could advise students about the implications of taking the modified course at our campus and direct them to Kent if the EMP degree is their true goal.

I'd be glad to meet with you, Professor Smeltzer, and the music faculty to ensure that these details are observed. If you don't mind, I'll include this exchange as part of our EPC packet, to indicate that you support the 23030 course for the Music Technology degree, with these provisions.

Ruth

10/5/2007



To: Ruth Capasso, Stark Campus, Kent State University
From: Feodor F. Dragan, Curriculum Coordinator, Department of Computer Science
Re: Stark Campus Proposal for a Bachelor of Science Degree in Music Technology.
Date: October 22nd, 2006

The Department of Computer Science fully supports the Stark Campus Proposal for a Bachelor of Science Degree in Music Technology. This new Music Technology Degree combines courses in technology and in music and allows students to pursue careers in the music industry.

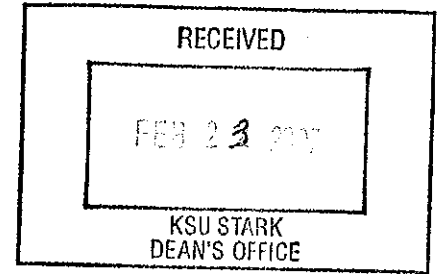
CS courses (CS 10001 Computer Literacy, CS ST: Introduction to WEB Interface Design, CS 10051 Introduction to Computer Science, CS 10061 Introduction to Computer Programming, CS 23021 Introduction to Object-Oriented Programming) included into this program will give students a good understanding of basics of Computer Science and not just a hands-on training of software that is currently used in Music Technology. So, the graduates of the program will be able to adapt to rapid technology changes.

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

External Letters of Support
Bachelor of Science in Music Technology



Dr. Betsy Boze
Dean of Kent State University Stark Campus
6000 Frank Ave. NW
N. Canton, OH 44720

February 19, 2007

Dear Dr. Boze:

Pat Grutzmacher suggested I write you a letter regarding the need for a degree program in music technology at Kent State.

As a former music professional, I learned that careers in music are about 10 percent in front of the microphone and about 90 percent behind the scenes. I owned a recording studio from 1977 to 2000 that specialized in jingles and we had clients around the world.

I had a very difficult time finding interns and employees who had any idea about how sound is constructed. There were plenty of guitar players and would-be rappers out there, but no one who really knew the emerging recording technology, microphone lore, acoustics, computer programs for notation and composing and in general had an understanding of how audio is put together.

As you know, changes in this industry now occur daily. I went from using tape recorders, audio tape and razor blades for editing... to workstation based recording. Now the new plug-ins, outboard gear, musical instrument development and processing have gotten to the point where a constant education is required.

There are many areas in which these grads could be employed including broadcast operations, commercial production, live event control and of course, making albums. While studios are consolidating, there are jobs out there for people who talk computer and know all the new toys and processes. What's more, there are very few schools offering such a degree program that I know of.

Please feel free to contact me if I can be of further assistance.

Ken Deutsch
Ken@kenr.com

P.S. I have written two books
on the jingle industry -



CALIFORNIA STATE UNIVERSITY, LONG BEACH

DEPARTMENT OF MUSIC

September 10, 2007

To the members of the Kent State-Stark College Curriculum Committee:

I am writing in support of the curriculum proposal for a music technology degree at Kent State University, Stark Campus. I have reviewed the proposal and strongly believe it will provide many students with the background required to address the rigors of a highly competitive professional music world. Not every music student is interested in or suited for a career as a performer or educator. Even though far more employment opportunities exist for "behind the scenes" music professionals, many of our nation's music colleges appear content with music curricula that hasn't changed for decades. Pat Grutzmacher's proposal presents a tremendous opportunity for Kent State-Stark to be regarded as an insightful regional leader in training students for a critically important and popular field.

Great things can happen when a well-planned curriculum change or addition is implemented. I proposed an overhaul of the jazz studies curriculum at California State University, Long Beach. It was supported by the music department and the College of the Arts, but not by the university committee. After I personally presented the proposal to them, they approved my curriculum. I'm proud to report that the number of jazz studies majors at my university has tripled since announcing 10 new jazz courses two years ago. Another case in point - My friend Don Gorder started the Music Business and Industry Program at Berklee College of Music in Boston MA. He started with 7 students, and within four years the program grew to 150 music industry majors. Today it is the largest department at Berklee with 362 majors.

There is no doubt in my mind that introducing a comprehensive music technology degree at Kent State-Stark would position the institution for increased enrollment and prepare its students for a myriad of lucrative careers in the music technology field. I respectfully urge you to get behind this innovative and much needed program.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Jarvis", with a long horizontal line extending to the right.

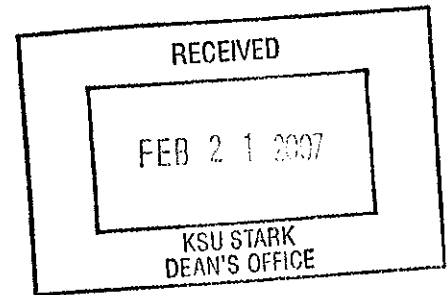
Jeff Jarvis

Director of Jazz Studies, California State University, Long Beach
CEO, Kendor Music Publishing
Past Vice-President, International Association for Jazz Education

kopperhead.compositions inc.
 935 Schneider St. SE North Canton, OH 44720 330.494.8760

Dr. Betsy Boze, Dean
 Kent State University Stark Campus
 6000 Frank Ave. NW
 North Canton, OH 44720

February 15, 2007



Dear Dr. Boze,

Kopperhead Compositions Inc., has over thirty years of history and experience in audio recording and music production, and is known as one of the premier recording facilities in the Midwest. Located in North Canton, Ohio, we have a unique sense of what does and doesn't work in the middle and smaller sized markets, as we must be both proficient and capable in many different areas of audio and music production. In other words, we are not just a jingle house or rock n' roll studio, but rather a diverse and quickly adaptable audio recording and music production company. Those qualities were the prime reasons that Kopperhead was chosen by New England Digital Corporation, creator of the Synclavier Digital Music System, and Roland Corporation, creator of the VS-Series of hard disk recorders, as a beta test site for the development of their products and software.

We became aware of Kent State University Stark Branch's proposed Bachelor of Science Degree in Music Technology degree in October of 2006, and would like to discuss our reasons for urging the adoption of the same. As stated previously, our business is professional audio recording and music production. We are very aware of the "for profit" recording and "arts" schools such as the Recording Workshop and Full Sail. (In fact, one of our former staff members teaches at Full Sail.) Although very capable at what they do, these and other schools are teaching audio production with no requirements as to musicianship or musical education. In my opinion, this is paramount to being negligent. As this industry and its technology have evolved over the last three decades, the needed abilities have changed from utilization of a minimum of three people (engineer, producer, and musician/director) down to a single person with those combined abilities. These people are nearly impossible to find. The future will require that businesses similar to ours, and the newer single person businesses in these fields, be based upon talented individuals with a *combined* musical and technical education. The proposed KSU-Stark program addresses this.

Secondly, consider the student's point-of-view. The vast majority of graduating high school students that want to pursue music and/or music technology are simply not interested in the traditional college musical programs leading to education or traditional performance. These students include *both* those that were and were not involved with their H.S. instrumental and choral programs. They are extremely aware of and familiar with the new means and possibilities of music distribution (iTunes, iPods, etc.), music creation (MIDI, computer recording, etc.), and stardom (American Idol, You Tube, etc.). They recognize that with skill and hard work, their chances of success are actually much higher than those of a college athlete, and that that success can also include a small part-time recording company, a club band on weekends, or even being a "closet composer" that submits self-made demos of their original works to various publishing and record companies. Where do these students go for an education that *combines* the

traditional disciplines of musical theory, composition, and performance with the new technologies of computer recording, performance, and final product production? The proposed KSU-Stark program answers this need.

Lastly, the University itself must face the realities of tomorrow's musicians and audio producers and address their needs directly. Providing the traditional instrumental and vocal music education of the past will be less and less "sellable" to tomorrow's students. There is an enormous regional pool of high school instrumental and vocal students in this area. There is also a very large assortment of other potential KSU-Stark students from guitar players to those wanting to do live sound for their church. The reality is that very few people interested in audio and music choose to teach. And fewer still choose traditional on-stage performance. The KSU-Stark Bachelor of Science Degree in Music Technology directly addresses the needs and wants of these prospective students while pursuing a logical method for teaching the traditional musical skills and current technologies. Additionally, the program offers countless interdepartmental opportunities for other students in communications, media/broadcast, theater, advertising/marketing, business, and so on. From an audio/musical professional's perspective, this is the kind of program *required* to prepare students for tomorrow's music and audio production positions. And of equal importance, these skills are known to be used even if/when the student chooses a totally different career path. The success of our business is testament to that. From the University prospective, the program takes advantage of its existing skilled staff while moving into new methods and classes that will be attractive and desirable to more and more students. For all three entities (University, students, and businesses), this program is a win, win, win proposition.

In order to briefly consider my personal assessment of the proposed Curriculum Content for the Bachelor of Science Degree in Music Technology, I would first offer my collegiate experience. What I desired was a combined degree in "The Business of Music" and "The Music of Business". I wanted to own and operate a business that would create music for other businesses (jingles, audio/visuals, etc.) and for groups and individuals (a pop or rock band is a business, as is a solo artist's productions). Of course no such program existed then, so I changed majors between music and business as needed (and that was often!) in order to develop such a degree as best I could. After graduation, I honed my skills in various recording sessions here and in California, and then started Kopperhead.

Over the last thirty plus years, I have had the opportunity to grow alongside the changes in technology and to develop new skills and to hone my talents. Today's students however, do not have that opportunity, as the technology is now "in the box" and they must simultaneously develop musical skills while learning to master extremely complex software programs. Doing this efficiently and effectively is a challenge. By design, the Curriculum Content addresses all the issues I have discussed. The programs Core Music Requirements assure that the student will learn a fundamental understanding and awareness in music theory. Musicianship Development courses will address contemporary popular music performance proficiency, an absolutely essential requirement. Applied music training, both individual and group, will create diverse and capable performers. The Studio Combo requirement offers options for ensemble training applicable to a multitude of musical disciplines. (Few understand the term "producer" without having become aware of the group performance elements of music.) The program's inclusion of Piano/Keyboard is crucial. I would even favor expanding on it, as musical performance technology is now dependent upon a moderately high level of keyboard skills. Music History, Improvisation, and Acoustics and Technology in Music again are fundamental building blocks that every audio and music professional must have.

Referring back to my collegiate goals, I would state that the Curriculum Content's inclusion of Business and Business-Related Courses and math courses is exemplary. The most basic truth of tomorrow's music/audio students is that most will be starting their own businesses, subcontracting their services, or both. And the very poor results of these types of business over the past years is, in my opinion, because the focus was primarily artistic with a level of business knowledge ranging from slim to none.

As a professional in this combined industry of music and audio however, I believe the real core of this program is the Music Technology courses. It is correct that these are supported with General Technology Courses, but the essence of today's musical and audio production is found in the technologies utilized. These are now so sophisticated that it is beyond words to describe just how complex they are. As computer speed has increased exponentially, so has the capabilities of the multitude of software applications and plug-ins. Tomorrow's professionals must be proficient in an assortment of such programs, yet still maintain a musical understanding and approach to achieve a professional result/product. Therefore their education must be a coordinated effort in both the music and music technology disciplines.

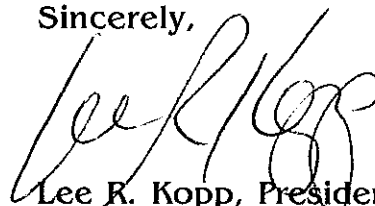
Additionally, new methods allow the utilization of the technology to improve the teaching of the traditional musical disciplines. For example, in the past, teaching arranging and the combination of multiple timbres required a trial and error method only usable when various proficient musicians were available. Today we can use synthesis and sampling technologies to explore possible combinations of traditional instrument timbres. (And yes, non-traditional timbres too.) Likewise, we can use sequencing to develop performance capabilities, teach motif development, and explore song structures, all the while learning more detail and depth about music that we would not otherwise be able to explore! *The interaction of these teaching methods are as superior as is the technology itself*, and the proposed program and it's curriculum are clearly designed to use these new tools and techniques in as many pedagogical ways as possible.

The value of this program is threefold;

- 1) a more thorough education of the student through the technology he/she will employ in the practicing of their craft,
- 2) a comprehensive program enabling the University to better educate, to do so to more prospective students, and to do so across departments and programs, and
- 3) to empower both student and the University to provide the business community with professional talent skilled in the tools necessary for today and tomorrow's music and audio production.

I encourage and urge the establishment of the proposed Bachelor of Science Degree in Music Technology at Kent State University Stark Branch as soon as possible.

Sincerely,



Lee R. Kopp, President
Kopperhead Compositions Inc.

Pat Grutzmacher

From: "Jeff McDonald" <jeff_mcdonald@sweetwater.com>
To: "Pat Grutzmacher" <PGRUTZMACHER@stark.kent.edu>
Sent: Thursday, March 15, 2007 2:34 PM
Subject: Re: Kent State Stark MusicTech Program

Dear Pat,

Here is the letter to Dr. Boze, sorry for the delay. You can paste this to a word document.

Dear Dr. Boze,

I have been asked, as Director of Human Resources here at Sweetwater, to detail what we do here at Sweetwater and discuss potential careers for graduates of your Music Technology program. Sweetwater is the premier retailer of professional audio equipment and technology in the music industry. We are also the fastest growing company of our kind, an important factor in potential hiring of your graduates. We did \$105,000,000 in business last year, representing our fourth year in a row of 20% plus growth. We sell professional recording applications, whether that be for the home hobbyist or the professional recording studio (or hundreds of universities like your own or thousands of churches and performance venues.) Each year for the past two years we have added several dozen salespeople to our organization, many of them recent college graduates of Music Technology programs at institutions like Ball State, Middle Tennessee State, Full Sail, The Conservatory of Recording Arts and Sciences, McNally Smith, and others. I am constantly recruiting graduates of these types of programs. Excellent candidates for us will have a strong background in music technology (recording of music on digital computer platforms such as Pro Tools, Logic, Reason, Digital Performer or Nuendo), excellent conversational and communication skills (our sales are over the phone) and a strong entrepreneurial work ethic. A program like the one you are designing would be an excellent source of potential candidates for our ever expanding business.

I hope this information is useful to you; don't hesitate to contact me should you require further assistance.

3/15/2007

Sincerely,

Jeff McDonald
Director of Human Resources
Sweetwater Sound, Inc.
5501 U.S. Highway 30 West
Fort Wayne, Indiana 46818
(800) 222-4700 x1052
jeff_mcdonald@sweetwater.com

On Wednesday, February 21, 2007 3:24 PM, Pat Grutzmacher
<PGRUTZMACHER@stark.kent.edu> wrote:

>Dear Jeff,

> Thank you for agreeing to write a letter of support for our
>proposed Bachelor of Science in Music Technology degree. The
>letter should be addressed to Dr. Betsy Boze, Dean of Kent State
>University Stark Campus, 6000 Frank Ave. NW, North Canton, Ohio
>44720.

> I have attached five word files & one excel document
>containing informatiion about our program. The excel spreadsheet is
>a proposed distribution of courses throughout the four years of
>study. It is still "in progress". If you print a color copy. the courses
>printed in blue are the music tech (MUS) and general computer tech
>(CT) courses. This includes the first two courses listed in semesters
>I through IV, and the first course listed for semesters V-VIII. The
>word documents include the following:

>

>The Music Production Sequence - all music tech courses outlined.
>Note that levels I through III are currently being taught. IV will be
>taught in the fall. The higher levels are in the process of being
>developed.

>

Convincing Sound Archives

"Preserving the past, embracing the future!"

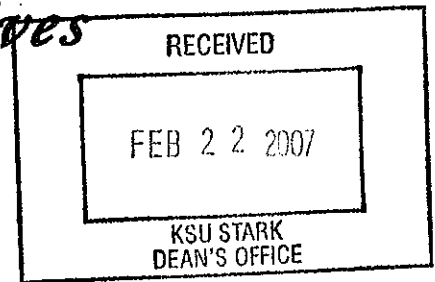
Gregory M. Vinci

P.O. Box 2402 NORTH CANTON, OH 44720

Cell (330) 268-4734

Internet: www.convincingsound.com

email: greg@convincingsound.com



February 18, 2007

Dr. Betsy Boze
Dean of Kent State University Stark Campus
6000 Frank Avenue. NW
North Canton, OH 44720

Dr. Boze,

I'm writing at the request of Dr. Patricia Ann Grutzmacher. She has asked for a statement of support of the proposed Bachelor of Science in Music Technology degree at Kent State University Stark Campus. Dr. Grutzmacher and I have enjoyed a long professional relationship since I have been recording the Kent Stark Concert Band since 1993.

As time marches on and technology advances, the musical education of students must evolve. There was a time when a student could simply study music thoroughly, practice enough, graduate from college and make his way into the world as a professional performer. Sadly, those days are at an end. Today's music scene is far more demanding. Yes, there are musicians who do just that, but the vast majority has to diversify efforts and cater to segments of the market that didn't exist before. With the advent of illegal digital downloads, the destruction of intellectual property protection for recorded music, and the demise of the traditional methods of music delivery to the public, not only must today's musician be very talented but also must be very business-savvy. This is because the public is extremely picky about the music they buy and because legions of people simply steal music daily with no conscious guilt whatsoever, thus robbing those creative professionals of much needed income. It's an extremely competitive market out there because money is rapidly vanishing from the industry.

College graduates in music must be able to start their own businesses and sell their skills directly to the public. That is a lesson I was taught when I graduated from College for Recording Arts in San Francisco in 1982. We had to take two semesters of business administration and write an effective business plan for our senior project. Many of our graduates simply implemented their business plans and went on to careers as recording engineer owners of those businesses. I am one such person. At that time, we were told that whatever entry-level jobs existed were few and far between and that if we wanted to succeed, we had to create our own opportunities. Simply giving students technical skills and not informing them of the realities of the marketplace is disingenuous. Without entrepreneurial skills, graduates are unlikely to succeed.

Despite the apparent doom and gloom of the industry as it struggles to cope with a changing marketplace, there are signs of hope. There is still a need for highly skilled recording engineers because the public has continued to buy music, albeit in different ways such as iTunes and the new Napster. Many entertainment industry markets need qualified audio and recording engineers and Kent State University is in a good position to provide them. In order to give you an idea of how this proposed degree would provide those skills, some proof is offered from my own experience.

I currently work as a professional audio engineer for IATSE Local 48 in Akron, Ohio. My job responsibilities include interacting with a wide variety of entertainment industry people and I provide many different audio and production services for them. I also run my own business, Convincing Sound Archives, where I undertake many diverse and interesting projects. Here are some examples from the past few years:

- I've run super-titles for Akron Symphony Orchestra concerts. This required me to read an orchestral score and have extensive knowledge of PowerPoint, video projection, and associated issues.
- I've designed, set up and mixed the audio for the Christmas Music Spectacular concerts at the Akron Civic Theatre. This show requires about 60 channels of audio, wireless microphones, music playback and related inputs. The performers were: a 19-piece orchestra, a 100-voice choir, singers, comedians, tap dancers and folk musicians. Several of the shows were also video and audio taped using a TV remote truck and a separate multi-track audio recording system. I supervised the entire audio setup of these events.
- I've recorded many area choir and band concerts. I've edited several albums that were commercially released and mastered a few others, that is, prepared the audio for proper reproduction so it can be heard properly in many different listening environments.
- I've transferred numerous recordings from old sources such as 78's, open-reel tape, cassettes, LP's and dictation machines. I've had to restore and prepare audio evidence for criminal cases and make audible muffled recordings of everything from courtroom recordings to answering machine messages using computer-based tools. Repairing the electronic playback machines so they yield quality audio is par for this type of work.

Needless to say, the skills required to do my job are extensive. One must understand many fields: music, sound, audio, computers, electronics, acoustics, and sound reinforcement systems. Acquiring those skills has taken me a lifetime of study, experimentation, lessons, advice, patience and cash. One must be, by definition, a self-learner. However, one must also have a firm foundation on which to build this knowledge. I could not have begun the process of learning without a good education provided in an institution of higher learning. I was taught by some of the best people in their fields. I believe that once a student has the proper introduction to what he or she doesn't know, yet needs to learn, it becomes a matter of choosing to be disciplined and dedicated to that craft. Education in this field must establish within the student the tools necessary to maintain a process of lifelong learning.

In recent years, the cost of recording equipment has plummeted. The recording capability of today's engineer far exceeds that of his counterpart 20 years ago and the tools available at a modest price are astonishing. Recording engineering is no different than learning to play the piano well. It takes time, and proper instruction. Yet, never before have so many wonderful tools been available to so many uneducated and ineffective sound engineers. In addition, lack of proper education has created many in the field who lack knowledge of well-established recording techniques, and such fundamental issues as choosing the correct equipment for specific tasks.

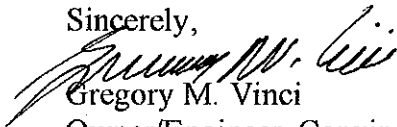
I have a pretty good idea of how the field of audio recording is being taught these days because I read the industry trade publications and interact with many graduates. What I've seen is less than impressive. Many people can record and edit audio with a computer, but can't make a listenable recording with cheap gear as any proper engineer should be able to do. Others can fix audible problems with software, but don't understand why those problems happen in the first place, so they continue to create them. No one knows how to solder, make cables, or fix equipment. Almost no one has any idea how to "test" a recording to see if has

been properly mixed. In short, there are many in the field lacking in the musical skills necessary to hear what is being recorded, lacking in the knowledge of the history of recording techniques, and lacking the skills to properly work with audio equipment.

Kent State University has an opportunity to create something unique in the world of higher education: a program where students are guided in developing the ability to think critically, creatively, and independently, are given a combination of musical and technical skills not taught anywhere else, and are properly prepared for careers as their own bosses. Such an undertaking symbolizes all that is good in America. The entrepreneurial spirit is what drives new industries, markets, and jobs. It begins with higher education.

Thanks for your consideration. Please contact me if you have any additional questions.

Sincerely,

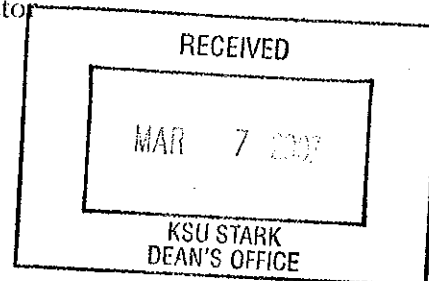
A handwritten signature in black ink, appearing to read "Gregory M. Vinci", written in a cursive style.

Gregory M. Vinci

Owner/Engineer, Convincing Sound Archives

Canton Symphony Orchestra

Gerhardt Zimmermann, Music Director



March 5, 2007

Dr. Betsy Boze

Dean, Kent State University Stark Campus
6000 Frank Avenue, N.W.
North Canton, OH 44720

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Marie-Hélène Bernard
President & CEO

Dear Dr. Boze,

We were recently made aware of the development of a new baccalaureate degree program in music technology at Kent State University Stark Campus.

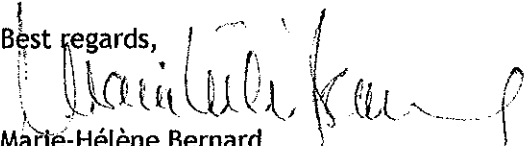
I am pleased to inform you that as one of Stark County's leaders in music performance, the Canton Symphony Orchestra commands and supports the creation of a **Bachelor of Science Degree in Music Technology at Kent State University Stark Campus**. Our Board and management will go forward in developing internship programs and activities that can support professional development for students and graduates of the program.

The demand for baccalaureate programs in music technology has grown, as evidenced by the number of currently successful programs, new degree programs, and technology courses that have been added to music programs in numerous colleges and universities. It is time that we offer the same in Stark County, as it is home to a vibrant and growing environment and to one of the greatest orchestras in the Northeast Ohio. We feel very strongly that students must be prepared for productive musical careers within a complex and changing world through a dynamic learning environment that fosters creativity and innovation.

Partnerships with local colleges and universities are important to the Canton Symphony Orchestra because of the wonderful skills and affordable resources that the student contingent offers. Given our recording and radio broadcast activities, we are confident to be able to offer a professional, on-site training to students who wish to apply their knowledge of music technology.

Please do not hesitate to contact me at (330) 452-3434 ext. 603 or Lisa Boyer, Director of Education, at (330) 452-3434 ext. 604.

Best regards,


Marie-Hélène Bernard
President & CEO

Cc Rachel Schneider, Chair of CSO Board; Lisa Boyer, Director of Education

KENT STATE UNIVERSITY MUS 2113 Attachment 7-Page 44

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **6-Sep-07** Curriculum Bulletin _____
 Effective Date **Fall 2008** Approved by EPC _____

Department **MUSIC**
 College **CA - The Arts RC Regional Campuses - Stark**
 Proposal **Establish Course**
 Course Subject **MUS** Course Number **21113**
 Course Title **Music Production I**
 Minimum Credits **02** Maximum Credits **2**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

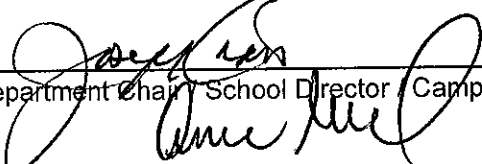
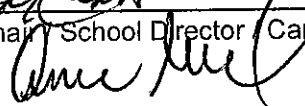

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

Music deptment does not offer this course

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

Theater, Journalism and Mass Communications

REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director / Campus Dean	<u>9, 7, 07</u>
 _____ College Dean	<u>9, 26, 07</u>
 _____ Executive Dean of Regional Campuses	<u>10, 9, 07</u>
_____ Senior Vice President for Academic Affairs and Provost	<u> / / </u>

BASIC DATA SHEET

Attachment 7-Page 45

All data entered below should reflect revised information.

Preparation Date **6-Sep-07** Requested Effective Term **Fall 2008**
 Course Subject **MUST** Course Number **21113**
 Course Title **Music Production I**
 Title Abbreviation *Music Production I*
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.
 Minimum Credit **02** ☒ to ☐ or Maximum Credit **2** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **02.00** ☒ to ☐ or Maximum Hours **2**
 Per Week ☐ Laboratory Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
☐ Other Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **None**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) _____

Corequisite(s) _____

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code 10

OBR Subsidy Code 09

OBR Course Level 3

CIP Code 500999

Catalog Description **A practical introduction to Digital Audio Production, *Study* of basic computer assisted recording, editing and music production.**

Complete the following only if applicable:

Previous Title _____

Previous Subject _____

Previous Number _____

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Attachment 7-Page 46

Contact Hours	Outline
1.00	Computer Architecture
1.00	Computer Audio Hardware
1.00	Sound File Formats
1.00	Digital Audio Workstations
4.00	Introduction to Acoustics
2.00	MIDI
2.00	Synthesis
2.00	Signal Procession
4.00	Editing Digital Audio
3.00	Creating Loops
5.00	Composing with a DAW
4.00	Testing

30 Total Contact Hours

Textbook(s) Used in this Course

Web Site, DAW Manuals

Writing Expectations

Recording Reports

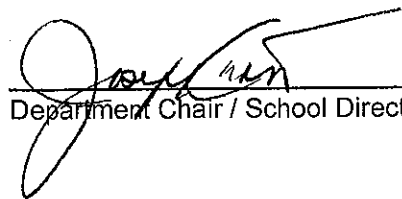
Instructor(s) Expected To Teach

Sebastian Birch/Lecturer

Instructor(s) Contributing to Content

Sebastian Birch/Lee Kopp

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

9 / 7 / 07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Attachment 7-Page 47

MUS 21114

Preparation Date **6-Sep-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MUS**
 College **CA - The Arts**
 Proposal **Establish Course**
 Course Subject **MUS** Course Number **21114**
 Course Title **Music Production II**
 Minimum Credits **02** Maximum Credits **2**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other


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

Music deptment does not offer this course

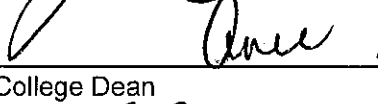
Units consulted (other departments, programs or campuses affected by this proposal):

Theater, Journalism and Mass Communications


REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

9 / 7 / 07


 College Dean

9 / 26 / 07


 Executive Dean of Regional Campuses

10 / 9 / 07

 Senior Vice President for Academic Affairs and Provost

 / /

BASIC DATA SHEET

Attachment 7-Page 48

All data entered below should reflect revised information.

Preparation Date **6-Sep-07** Requested Effective Term **Fall 2008**
 Course Subject **MUS** Course Number **2114**
 Course Title **Music Production II**
 Title Abbreviation **Music Production II**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 NOTE: To be completed by Curriculum Services.
 Minimum Credit **02** ☒ to ☐ or Maximum Credit **02** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **02.00** ☒ to ☐ or Maximum Hours **2**
 Per Week ☐ Laboratory Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
☐ Other Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **MUS2113 with a grad of C or better**
 NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) _____

Corequisite(s) _____

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description **A practical study of computer assisted composition and arranging covering MIDI, sequencing, synthesis, sampling, and video synchronization.**

Complete the following only if applicable:

Previous Title _____

Previous Subject _____

Previous Number _____

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **10**

OBR Subsidy Code **09**

OBR Course Level **3**

CIP Code **500999**

Content Outline (include contact hours for each section)

Attachment 7-Page 49

Contact
Hours

Outline

2.00	What is MIDI?
1.00	MIDI Synthesizers, controllers and modules
1.00	Building a MIDI Studio
1.00	Sequencer Workflow
2.00	Recording MIDI
2.00	Editing MIDI
1.00	Quantization and Humanizing functions
3.00	Controllers and Automation
3.00	MIDI Processing
4.00	MIDI Orchestration
2.00	Mixing and Processing
4.00	<i>Synchronizing</i> with Audio
4.00	<i>Synchronizing</i> with Video

30

Total Contact Hours

Textbook(s) Used in this Course

**Creative Sequencing Techniques for Music Production, by
Andrea Pejrolo, Focal Press**

Writing Expectations

Project Critiques

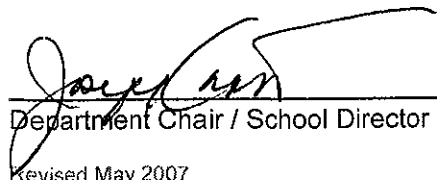
Instructor(s) Expected To Teach

Sebastian Birch/Lecturer

Instructor(s) Contributing to Content

Sebastian Birch/Lee Kopp

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

Revised May 2007

9/7/07

KENT STATE UNIVERSITY Attachment 7 Page 50

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **6-Sep-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **Music**

College **CA - The Arts**

Proposal **Establish Course**

Course Subject **mus** Course Number **21221**

Course Title **Audio Recording**

Minimum Credits **02** Maximum Credits **02**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other


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

Music Department does not currently offer a similar course

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


Theater, Journalism and Mass Communications

REQUIRED ENDORSEMENTS


Department Chair / School Director / Campus Dean

9 / 17 / 07

College Dean


Executive Dean of Regional Campuses

9 / 26 / 07

10 / 9 / 07

Senior Vice President for Academic Affairs and Provost

1 / 1 /

BASIC DATA SHEET

Attachment 7-Page 51

All data entered below should reflect revised information.

Preparation Date **6-Sep-07** Requested Effective Term **Fall 2008**
 Course Subject **MUSI** Course Number **21221**
 Course Title **Audio Recording-I**
 Title Abbreviation **Audio Recording I**
 NOTE: Maximum 30 spaces with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.
 Minimum Credit **2** ☒ to ☐ or Maximum Credit **2** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **02.00** ☒ to ☐ or Maximum Hours **02.00**
 Per Week ☐ Laboratory Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
☐ Other Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **None**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) _____

Corequisite(s) _____

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description **A study of basic live and studio recording fundamentals and techniques, including signal flow, microphones, and recording equipment.**

Complete the following only if applicable:

Previous Title _____

Previous Subject _____

Previous Number _____

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **10**

OBR Subsidy Code **09**

OBR Course Level **3**

CIP Code **500999**

Content Outline (include contact hours for each section)

Attachment 7-Page 52

Contact Hours	Outline
1.00	Introduction to the Professional Recording Studio
2.00	Basic Signal Flow
2.00	Recording Basics
2.00	Microphone Basics
4.00	Microphone Techniques
4.00	Live Recording Basics
4.00	Digital Recording Basics
2.00	Signal Processors & Effects
2.00	Computer Recording Basics
2.00	Judging Sound Quality
1.00	Session Procedures
2.00	Reference Mixing Basics
2.00	Testing

30.00 Total Contact Hours

Textbook(s) Used in this Course

Modern Recording Techniques By David Miles Huber and Robert E. Runstein, Focal Press

Writing Expectations

Recording Reports

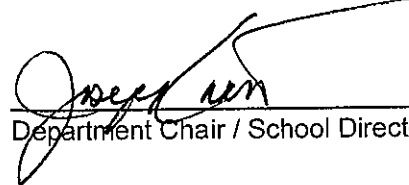
Instructor(s) Expected To Teach

Staff

Instructor(s) Contributing to Content

Staff

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

9 / 7 / 08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

MUS 21222
Attachment 7-Page 53

Preparation Date **6-Sep-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MUSIC**
College **CA - The Arts**
Proposal **Establish Course**
Course Subject **MUS** Course Number **21222**
Course Title **Audio Recording II**
Minimum Credits **02** Maximum Credits **2**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

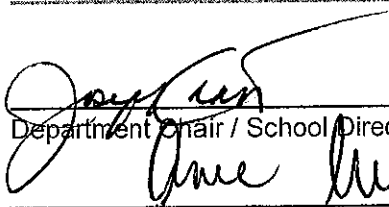
Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

Music deptment does not offer this course

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

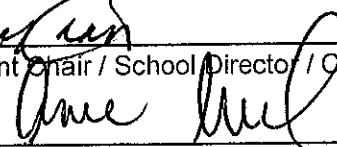
Theater, Journalism and Mass Communications

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

9 / 17 / 07



College Dean

9 / 26 / 07



Executive Dean of Regional Campuses

10 / 9 / 07

Senior Vice President for Academic Affairs and Provost

 / /

BASIC DATA SHEET

Attachment 7-Page 54

All data entered below should reflect revised information.

Preparation Date **6-Sep-07** Requested Effective Term **select one**
 Course Subject **MUS** Course Number **21222**
 Course Title **Audio Recording II**
 Title Abbreviation **Audio Recording II**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.
 Minimum Credit **02** ☒ to ☐ or Maximum Credit **02** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **02.00** ☒ to ☐ or Maximum Hours **2**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours _____
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **MUS: 21221 with a grade of C or better.**
 NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) _____

Corequisite(s) _____

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **10**
 OBR Subsidy Code **09**
 OBR Course Level **3**
 CIP Code **50999**

Catalog Description **A study of multi-track mixing and recording techniques, session setup and management, and elements required for the reference mix.**

Complete the following only if applicable:

Previous Title _____

Previous Subject _____

Previous Number _____

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Attachment 7-Page 55

Contact Hours	Outline
2.00	Pre-Production
2.00	Session Setup
2.00	Recording Engineer Basics
2.00	Control Room Signal Flow
2.00	Acoustic Instrument Setup
2.00	Electric Guitar Setup
2.00	Vocalist Setup
2.00	Drums Setup
2.00	The Recording Session
2.00	Multitrack Session Rehearsal
2.00	Rock Band Recording Session
1.00	Tracks Review & Critique
1.00	Editing & Pitch Correction
2.00	EQ & Dynamics
2.00	The Reference Mix
2.00	Testing

30.00 Total Contact Hours

Textbook(s) Used in this Course

Modern Recording Techniques By David Miles Huber and Robert E. Runstein, Focal Press

Writing Expectations

Recording Reports

Instructor(s) Expected To Teach

Staff

Instructor(s) Contributing to Content

Staff

REQUIRED ENDORSEMENT


 Department Chair / School Director / Campus Dean

9 / 7 / 08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

MUS 21341
Attachment 7-Page 56

Preparation Date **6-Sep-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **Music**
 College **CA - The Arts**
 Proposal **Establish Course**
 Course Subject **MUS** Course Number **21341**
 Course Title **Commercial Music Theory and Composition**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

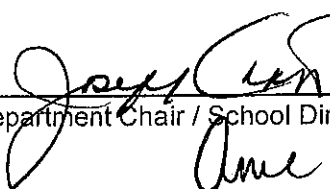
Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

Music Department does not currently offer a similar course

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

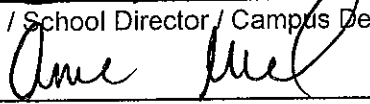
Music Department

REQUIRED ENDORSEMENTS



 Department Chair / School Director / Campus Dean

9, 7, 07



 College Dean

9, 26, 07



 Executive Dean of Regional Campuses

10, 9, 07

 Senior Vice President for Academic Affairs and Provost

1, 1, 08

BASIC DATA SHEET

Page 2 of 3
Attachment 7-Page 57

All data entered below should reflect revised information.

Preparation Date **6-Sep-07** Requested Effective Term **Fall 2008**
Course Subject **MUS** Course Number **21341**
Course Title **Commercial Music Theory and Composition**
Title Abbreviation **Commercial Music Theory**
NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.
Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **3**
Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
NOTE: Contact hours should be per week.
Repeat Status **NR - Course may not be repeated**
If repeats, course limit OR maximum hours
Course Level **UG - Undergraduate**
Grade Rule **B - Letter**
Schedule Type(s) **LEC - Lecture**
Course Attribute(s) **none**
Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **MUS11121 and 11122 with C or better**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☒ Yes ☐ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **10**
OBR Subsidy Code **09**
OBR Course Level **3**
CIP Code **500904**

Catalog Description **Application of the knowledge gained from Music Theory 11121 and 11122 to the study of popular music through practical applications, particularly with regard to composition and improvisation.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)


Attachment 7-Page 58

Contact Hours	Outline
3.00	Scales: Review of Major/Minor and Modal Scales – Popular music scales: Blues – Pentatonic – Jazz minor
3.00	Rhythm: Swing, Latin, Rock, Pop and Ethnic rhythmic patterns
3.00	Motivic Development, Guide tones, Melody construction
3.00	Harmony: tonal harmonic progressions, harmonization, reharmonization
3.00	Modal Harmony
6.00	Blues and Song Form
3.00	Analysis of popular music: Standard American songs
3.00	Analysis of popular music: Rock
3.00	Analysis of popular music: Pop
3.00	Analysis of popular music: other
6.00	Composition in Popular Styles
3.00	Leadsheet creation and transcription
3.00	Testing

45 Total Contact Hours

Textbook(s) Used in this Course	Jazz Composition, Theory and Practice by Ted Peace, Berklee Press
Writing Expectations	Music analysis reports
Instructor(s) Expected To Teach	Sebastian Birch or Adjunct
Instructor(s) Contributing to Content	Sebastian Birch

REQUIRED ENDORSEMENT


 Department Chair / School Director / Campus Dean

9/7/07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

MUS 3113 Attachment 7 Page 59

Preparation Date **6-Sep-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MUS**

College **CA - The Arts**

Proposal **Establish Course**

Course Subject **MUSI** Course Number **3113**

Course Title **Music Production III**

Minimum Credits **03** Maximum Credits **3**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

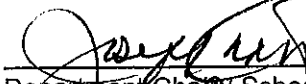
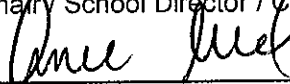

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

None

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

Theater, Journalism and Mass Communications

REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director / Campus Dean	<u>9, 7, 07</u>
 _____ College Dean	<u>9, 26, 07</u>
 _____ Executive Dean of Regional Campuses	<u>10, 9, 07</u>
_____ Senior Vice President for Academic Affairs and Provost	<u> / / </u>

BASIC DATA SHEET

Attachment 7-Page 60

All data entered below should reflect revised information.

Preparation Date **6-Sep-07** Requested Effective Term **Fall 2008**
 Course Subject **MUS** Course Number **31113**
 Course Title **Music Production III**
 Title Abbreviation **MUSIC Production III**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)

Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.

Minimum Credit **03** ☒ to ☐ or Maximum Credit **3** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 NOTE: Contact hours should be per week.

Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____

Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s)

MUS 2113**and MUS 2114**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ NoNOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description **Continuation of Music Production II, advanced sequencing, synthesis and audio editing techniques as applied to music production. Focus is on arranging.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **10**OBR Subsidy Code **09**OBR Course Level **3**CIP Code **500999**

Content Outline (include contact hours for each section)

Attachment 7-Page 61

Contact Hours	Outline
2.00	Intro to Song Production
2.00	Working with MIDI
4.00	Song Sections and Song Form
4.00	Developing The Arrangement
2.00	Refining the Arrangement
2.00	Creating a Groove
2.00	Making Beats
2.00	Developing a Song Section
2.00	Adding a Vocal
2.00	Effect Processing
2.00	Automation
2.00	Mixing, The Final Mix
15.00	Project Preparation
2.00	Testing

45 Total Contact Hours

Textbook(s) Used in this Course

Creative Sequencing Techniques for Music Production

Writing Expectations

Project Critiques

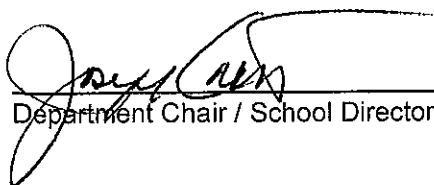
Instructor(s) Expected To Teach

Sebastian Birch/Lecturer

Instructor(s) Contributing to Content

Sebastian Birch/Lee Kopp

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

____/____/____

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Attachment 1 Page 62
MUS 31114

Preparation Date **3-Sep-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MUS**
 College **CA - The Arts**
 Proposal **Establish Course**
 Course Subject **MUS** Course Number **31114**
 Course Title **Music Production IV**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

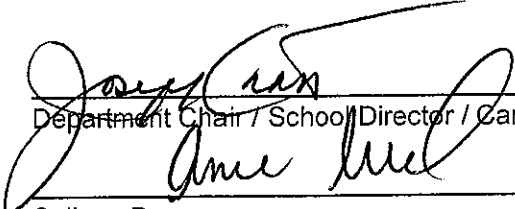
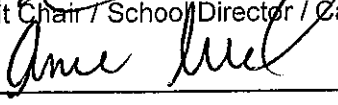
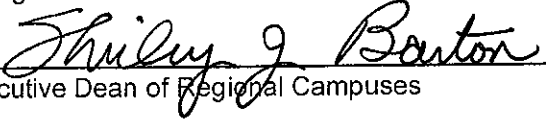
Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

Music deptment does not offer this course

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

Theater, Journalism and Mass Communications

REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director / Campus Dean	<u>9, 7, 07</u>
 _____ College Dean	<u>9, 26, 07</u>
 _____ Executive Dean of Regional Campuses	<u>10, 9, 07</u>
_____ Senior Vice President for Academic Affairs and Provost	<u>1, 1, 08</u>

BASIC DATA SHEET

Attachment 7-Page 63

All data entered below should reflect revised information.

Preparation Date **3-Sep-07** Requested Effective Term **Fall 2008**
 Course Subject **MUS** Course Number **31114**
 Course Title **Music Production IV**
 Title Abbreviation **MUSIC Production IV**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s)

MUS 31113 with a grade of C or better

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ NoNOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **10**OBR Subsidy Code **09**OBR Course Level **3**CIP Code **500999**

Catalog Description

Continuation of MP-III, creating audio for short video projects including the study of time code, synchronization, electronic editing, video and film transports, dolby stereo, equipment interfacing, and future developments.

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Attachment 7-Page 64

Contact Hours	Outline
3.00	Working with SMPTE Time Code
3.00	Synchronization
3.00	Importing Video and Preparing the DAW
3.00	Using Markers in Your Video and Sequence
4.00	Timing Events and setting tempo - Bar/Beat Numbers
4.00	Creating sound effects for Video
8.00	Creating sound for video
15.00	Final Project Preparation
2.00	Testing

45.00 Total Contact Hours

Textbook(s) Used in this Course

Sound for Film and Television, Second Edition, by Tomlinson Holman, Focal Press

Writing Expectations

Sound Track Critiques / Analyses

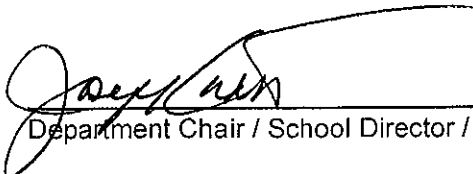
Instructor(s) Expected To Teach

Sebastian Birch/Lecturer

Instructor(s) Contributing to Content

Sebastian Birch/Lee Kopp

REQUIRED ENDORSEMENT



 Department Chair / School Director / Campus Dean
9 / 7 / 07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

MUS 31221
Attachment 7 Page 65

Preparation Date **6-Sep-07** Curriculum Bulletin _____

Effective Date **select one** Approved by EPC _____

Department **Music**
College **CA - The Arts**
Proposal **Establish Course**
Course Subject **MUS** Course Number **31221**
Course Title **Audio Recording III**
Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other


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

Music deptment does not offer this course

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

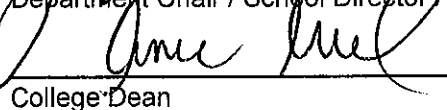
Theater, Journalism and Mass Communications

REQUIRED ENDORSEMENTS



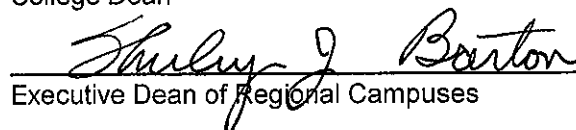
Department Chair / School Director / Campus Dean

9/7/07



College Dean

9/26/07



Executive Dean of Regional Campuses

10/9/07

Senior Vice President for Academic Affairs and Provost

1/1/

BASIC DATA SHEET

Attachment 7-Page 66

All data entered below should reflect revised information.

Preparation Date **6-Sep-07** Requested Effective Term **Fall 2008**
 Course Subject **MUS** Course Number **31221**
 Course Title **Audio Recording III**
 Title Abbreviation **Audio Recording III**
 NOTE: Maximum 30 spaces with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **3**
 Per Week ☐ Laboratory Minimum Hours _____ to ☐ or Maximum Hours _____
☐ Other Minimum Hours _____ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **select one LEC per S. Buch 9128**
 Course Attribute(s) **none**
 Credit By Exam **D - Credit by Exam as Approved by Department**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **MUS 21222 with a grade of C or better**
 NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) _____

Corequisite(s) _____

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **10**
 OBR Subsidy Code **09**
 OBR Course Level **3**
 CIP Code **500999**

Catalog Description **A study of the elements, functions, and techniques of digital audio multi-track mixing.**

Complete the following only if applicable:

Previous Title _____

Previous Subject _____

Previous Number _____

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Attachment 7-Page 67

Contact Hours	Outline
1.00	Primary Mixing Tools
2.00	Monitoring
2.00	Grouping & Bussing
2.00	Editing & Cleaning Tracks
2.00	Inserts & Auxiliaries
2.00	Balancing Levels & Pans
2.00	EQ & Dynamics
2.00	Depth, Space, & Ambience
2.00	Basic Automation
2.00	Rhythm Section Basics
1.00	Sweetening & Ear Candy
2.00	Solo instruments
2.00	Vocal Editing & Pitching
2.00	Vocal Processing
2.00	Creating the Final Mix
2.00	Testing
15.00	Project Preparation

45.00 Total Contact Hours

Textbook(s) Used in this Course

Software Manuals

Writing Expectations

Recording Reports

Instructor(s) Expected To Teach

Staff

Instructor(s) Contributing to Content

Staff

REQUIRED ENDORSEMENT


Department Chair / School Director / Campus Dean

9/9/07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

MUS 31222
Attachment 7-Page 68

Preparation Date **6-Sep-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **Music**
 College **CA - The Arts**
 Proposal **Establish Course**
 Course Subject **MUS1** Course Number **31222**
 Course Title **Audio Recording IV**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other


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

Music deptment does not offer this course


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

Theater, Journalism and Mass Communications

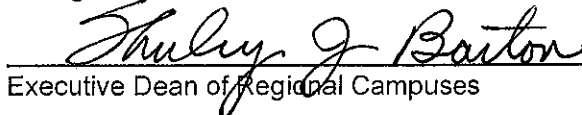
REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

9/7/07


 College Dean

9/26/07


 Executive Dean of Regional Campuses

10/9/07

 Senior Vice President for Academic Affairs and Provost

 / /

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date	6-Sep-07	Requested Effective Term	Fall 2008
Course Subject	MUST	Course Number	312222
Course Title	Audio Recording IV		
Title Abbreviation	Audio Recording IV		
NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)			
Slash Course	/ /	Cross-listed with	Cross-list Banner code _____
	4/5, 4/5/7 or 6/7		NOTE: To be completed by Curriculum Services.
Minimum Credit	03 <input checked="" type="checkbox"/> to <input type="checkbox"/> or	Maximum Credit	03 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours	<input checked="" type="checkbox"/> Lecture	Minimum Hours	03.00 <input checked="" type="checkbox"/> to <input type="checkbox"/> or
Per Week	<input type="checkbox"/> Laboratory	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or
	<input type="checkbox"/> Other	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or
			Maximum Hours
NOTE: Contact hours should be per week.			
Repeat Status	NR - Course may not be repeated		
	If repeats, course limit OR maximum hours		
Course Level	UG - Undergraduate		
Grade Rule	B - Letter		
Schedule Type(s)	LEC - Lecture		
Course Attribute(s)	none		
Credit By Exam	select one		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite Course(s) **MUST 312221 with a grade of C or better**
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No
NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration
(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **10**
OBR Subsidy Code **09**
OBR Course Level **3**
CIP Code **500999**

Catalog Description **A detailed study of the tools, techniques, and critical listening decisions required in creating a professional digital audio mix.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Attachment 7-Page 70

Contact Hours	Outline
1.00	Critical Listening Basics
2.00	EQ and Tone Decisions
2.00	Comp/Limit & Dynamics Decisions
4.00	Recording Reference Tracks
2.00	Rhythm Considerations
2.00	The Bottom Foundation
2.00	Detail and Definition
1.00	Mids Versus Mud
2.00	Balance; Side to Side
2.00	Balance: Front to Back
2.00	Placing the Lead
2.00	Tweaking the Mix
2.00	Overall EQ & Dynamics
2.00	Creating the Master
2.00	Testing
15.00	Project Preparation

45.00
~~30.00~~ Total Contact Hours

Textbook(s) Used in this Course

Software manuals

Writing Expectations

Recording Reports

Instructor(s) Expected To Teach

Staff

Instructor(s) Contributing to Content

Staff

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

9 / 7 / 08

MUS 35213 Attachment 7 Page 71

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **6-Sep-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **School of Music**
College **CA - The Arts**
Proposal **Establish Course**
Course Subject **MUS** Course Number **35213**
Course Title **Studio Ensemble**
Minimum Credits **01** Maximum Credits **01**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

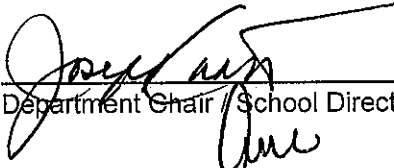
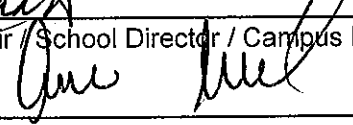

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

None

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

Kent Campus School of Music

REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director / Campus Dean	<u>9 / 7 / 07</u>
 _____ College Dean	<u>9 / 26 / 07</u>
 _____ Executive Dean of Regional Campuses	<u>10 / 9 / 07</u>
_____ Senior Vice President for Academic Affairs and Provost	<u> / / </u>

BASIC DATA SHEET

Attachment 7-Page 72

All data entered below should reflect revised information.

Preparation Date **6-Sep-07** Requested Effective Term **Spring 2008**
 Course Subject **MUS** Course Number **352 13**
 Course Title **Studio Ensemble**
 Title Abbreviation **Studio Ensemble**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.
 Minimum Credit **01** ☒ to ☐ or Maximum Credit **01** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours **02.00** ☒ to ☐ or Maximum Hours **02.00**
 NOTE: Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit **0** OR maximum hours **20/16**
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **STU - Studio**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **auditions** **60**
 NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☒ Yes ☐ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description **Development of ensemble skills through small group experience performing diverse popular styles from notation, developing improvisation skills and creating arrangements from lead charts. Students must audition for the director prior to registration for the course.**
(per Pentzmacher 9/28)

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Attachment 7-Page 73

Contact Hours	Outline
19.00	rehearsal - improvisation; reading skills; ensemble work
11.00	lecture - analyze; listen; arrange from lead sheets

30.00 Total Contact Hours

Textbook(s) Used in this Course

yes

Writing Expectations

music arrangements

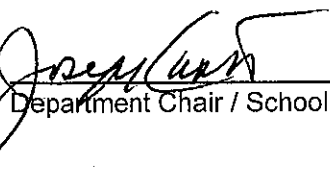
Instructor(s) Expected To Teach

Staff (Instructor(s) Expected To Teach in this Course)

Instructor(s) Contributing to Content

Patricia Grutzmacher

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

9/17/07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

MUS 36913
Attachment 7 Page 74

Preparation Date **6-Sep-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **School of Music**
 College **CA - The Arts**
 Proposal **Establish Course**
 Course Subject **MUS** Course Number **36913**
 Course Title **Applied Studio Musicianship**
 Minimum Credits **02** Maximum Credits **04**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

None

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

Kent Campus School of Music

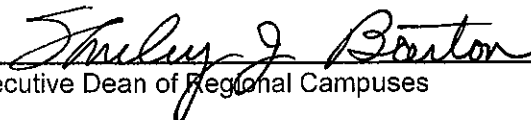
REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

9, 7, 07

College Dean

9, 26, 07


 Executive Dean of Regional Campuses

10, 9, 07

Senior Vice President for Academic Affairs and Provost

 / /

BASIC DATA SHEET

Attachment 7-Page 75

All data entered below should reflect revised information.

Preparation Date **6-Sep-07** Requested Effective Term **Fall 2008**
 Course Subject **MUS** Course Number **36913**
 Course Title **Applied Studio Musicianship**
 Title Abbreviation **Applied Studio Music**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.
 Minimum Credit **02** ☒ to ☐ or Maximum Credit **04** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours **2.00** ☒ to ☐ or Maximum Hours **4**
 NOTE: Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit **0** OR maximum hours **90/16**
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **STU - Studio**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **audition**
 NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☒ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description **Development of performance proficiency in contemporary popular music styles appropriate for the performance idiom through individual instruction. Students must audition for the director prior to registration for the course.**
per P Grutzmacher 9/12/08

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **10**
 OBR Subsidy Code **09**
 OBR Course Level **3**
 CIP Code **500903**

Content Outline (include contact hours for each section)

Attachment 7-Page 76

Contact Hours	Outline
15.00	individual lessons
15.00	studio class

} 2 credit hours

30.00 individual lessons } 4 credit hours
 30.00 studio class

30 Total Contact Hours for 2 credit hours
 60 total Contact Hours for 4 credit hours

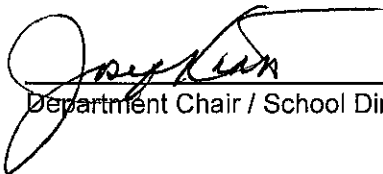
Textbook(s) Used in this Course **yes**

Writing Expectations **no**

Instructor(s) Expected To Teach **staff**

Instructor(s) Contributing to Content **staff**

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

9/7/07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Attachment Page 77

Preparation Date **6-Sep-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **School of Music**
College **CA - The Arts**
Proposal **Establish Course**
Course Subject **MUS** Course Number **40092**
Course Title **Music Technology Internship**
Minimum Credits **01** Maximum Credits **01**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other


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

None

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

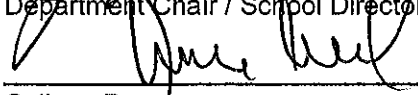
None

REQUIRED ENDORSEMENTS



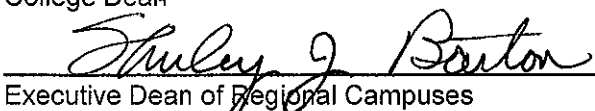
Department Chair / School Director / Campus Dean

9, 7, 07



College Dean

9, 26, 07



Executive Dean of Regional Campuses

10, 9, 07

Senior Vice President for Academic Affairs and Provost

 / /

BASIC DATA SHEET

Attachment 7-Page 78

All data entered below should reflect revised information.

Preparation Date **6-Sep-07** Requested Effective Term **select one**

Course Subject **MUS** Course Number **40092**

Course Title **Music Technology Internship**

Title Abbreviation **Mus Technology Internship**
NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)

Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.

Minimum Credit **01** ☒ to ☐ or Maximum Credit **01** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours _____
Per Week ☐ Laboratory Minimum Hours **180** ☐ to ☐ or Maximum Hours _____
☒ Other Minimum Hours **180** ☐ to ☐ or Maximum Hours **180**

NOTE: Contact hours should be per week.

Repeat Status **IP - Course may not be repeated up to 2 hours**
If repeats, course limit OR maximum hours **2**

Course Level **UG - Undergraduate**

Grade Rule **Letter plus IP**

Schedule Type(s) **PRA - Practicum/Internship/Student Teaching**

Course Attribute(s) **none**

Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s)

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☒ Yes ☐ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration **Music Technology Program major**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description **On-the-job experience with cooperating business in the field of music technology and preparation of a final report or an applicable project**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Attachment 7-Page 79

Contact
Hours

Outline

field experience as an intern

180

180

Total Contact Hours

Textbook(s) Used in this Course

none

Writing Expectations

possible in a final project

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT


Department Chair / School Director / Campus Dean

9.7.07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Attachment 7 Page 80

Preparation Date **3-Sep-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MUSIC**
 College **CA - The Arts**
 Proposal **Establish Course**
 Course Subject **MUS** Course Number **41113**
 Course Title **Music Production V**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

Music deptment does not offer this course

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

Theater, Journalism and Mass Communications

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

9 / 7 / 07

College Dean

9 / 26 / 07

Executive Dean of Regional Campuses

10 / 9 / 07

 Senior Vice President for Academic Affairs and Provost

 / /

BASIC DATA SHEET

Attachment 7-Page 81

All data entered below should reflect revised information.

Preparation Date **3-Sep-07** Requested Effective Term **Fall 2008**
 Course Subject **MUS** Course Number **41113**
 Course Title **Music Production V**
 Title Abbreviation **music Production II**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 NOTE: To be completed by Curriculum Services.
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
☐ Other Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **MUS 31114 with a grade of C or better**
 NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) _____

Corequisite(s) _____

Registration is by special approval only ☐ Yes ☒ NoNOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description **Continuation of ~~III~~ ^{music Production II}, advanced sequencing, synthesis and audio editing techniques as applied to music production. Focus is on original music.**

Complete the following only if applicable:

Previous Title _____

Previous Subject _____

Previous Number _____

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

COMPLETED BY CURRICULUM SERVICES

OBR Program Code 10OBR Subsidy Code 09OBR Course Level 3CIP Code 500999

Content Outline (include contact hours for each section)

Attachment 7-Page 82

Contact Hours	Outline
3.00	Synthesizers: Analogue Synthesizer Components and functions
2.00	Creating Sounds
2.00	Imitating Acoustic Instruments
2.00	Electronic Sounds
2.00	Timbre and Waveshape
2.00	Frequency Modulation (FM)
2.00	Linear and Exponential Control, Linear FM
2.00	Amplitude Modulation (AM), Ring Modulation, Sub Oscillator, Pulse Width Modulation
2.00	Control with Gate Signals
2.00	LFO Trigger, Modulation Routings between Devices, LFO Sync
3.00	Digital Samplers, Sampling Concepts, Looping
2.00	Sampling Applications
2.00	Sound Design for Video
15.00	Final Project Preparation
2.00	Testing

45.00 Total Contact Hours

Textbook(s) Used in this Course

Analog Synthesizers - Understanding, Performing, Buying- from the legacy of Moog to software synthesis, by Mark Jenkins, Focal Press

Writing Expectations

Project Reports

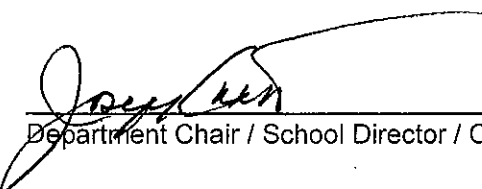
Instructor(s) Expected To Teach

Sebastian Birch/Lecturer

Instructor(s) Contributing to Content

Sebastian Birch/Lee Kopp

REQUIRED ENDORSEMENT


Department Chair / School Director / Campus Dean

9/9/07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

MUS 41111
Attachment V - Page 83

Preparation Date **3-Sep-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MUSIC**
 College **CA - The Arts**
 Proposal **Establish Course**
 Course Subject **MUS** Course Number **4111.4**
 Course Title **Music Production VI**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other


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

Music deptment does not offer this course

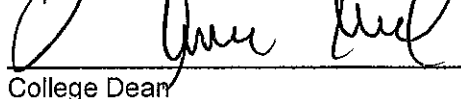
Units consulted (other departments, programs or campuses affected by this proposal):

Theater, Journalism and Mass Communications

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

9, 7, 07


 College Dean

9, 26, 07


 Executive Dean of Regional Campuses

10, 9, 07

 Senior Vice President for Academic Affairs and Provost

1, 1, 07

BASIC DATA SHEET

Attachment 7-Page 84

All data entered below should reflect revised information.

Preparation Date **3-Sep-07** Requested Effective Term **Fall 2008**
 Course Subject **MUS** Course Number **41114**
 Course Title **Music Production VI**
 Title Abbreviation **Music Production VI**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 NOTE: To be completed by Curriculum Services.
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
☐ Other Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **MUS 41113 with a grade of C or better**
 NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) _____

Corequisite(s) _____

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description **Continuation of ~~MP-V~~ ^{music Production IV} create music to accompany a visual medium by learning fundamental to more advanced film scoring techniques.**

Complete the following only if applicable:

Previous Title _____

Previous Subject _____

Previous Number _____

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

COMPLETED BY CURRICULUM SERVICES

OBR Program Code 10
 OBR Subsidy Code 09
 OBR Course Level 3
 CIP Code 500999

Content Outline (include contact hours for each section)

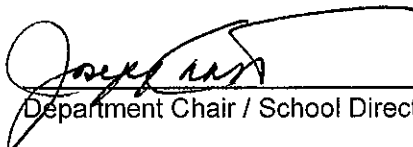
Attachment 7-Page 85

Contact Hours	Outline
3.00	Spotting for Music
3.00	Scoring in Notation software
2.00	Scoring in a DAW
2.00	Scoring a scene
3.00	Spotting a Short Film
3.00	Creating a Music Summary
3.00	Developing a Concept for the Score
2.00	Free Timing Techniques
2.00	Overlap Cues and Transitions
3.00	Scoring under Dialogue or Narration
2.00	Professional Scoring – preparations and application
15.00	Final Project Preparation
2.00	Testing

45.00 Total Contact Hours

Textbook(s) Used in this Course	Complete Guide to Film Scoring by Richard Davis
Writing Expectations	Film Score Reports
Instructor(s) Expected To Teach	Sebastian Birch/Lecturer
Instructor(s) Contributing to Content	Sebastian Birch/Lee Kopp

REQUIRED ENDORSEMENT



 Department Chair / School Director / Campus Dean

9 17 108

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

MUS 41221
Attachment 7-Page 86

Preparation Date **6-Sep-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **Music**
College **CA - The Arts**
Proposal **Establish Course**
Course Subject **MUST** Course Number **41221**
Course Title **Audio Recording V**
Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

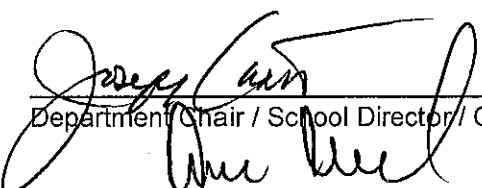
Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

Music deptment does not offer this course

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

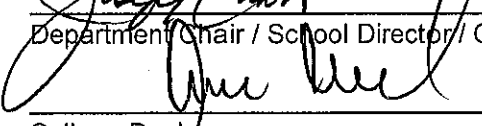
Theater, Journalism and Mass Communications

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

9 / 7 / 07



College Dean

9 / 26 / 07



Executive Dean of Regional Campuses

10 / 9 / 07

Senior Vice President for Academic Affairs and Provost

 / /

BASIC DATA SHEET

Attachment 7-Page 87

All data entered below should reflect revised information.

Preparation Date **6-Sep-07** Requested Effective Term **Fall 2008**
 Course Subject **MUS** Course Number **41221**
 Course Title **Audio Recording V**
 Title Abbreviation **Audio Recording V**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.
 Minimum Credit **3** ☒ to ☐ or Maximum Credit **3** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **3**
 Per Week ☐ Laboratory Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
☐ Other Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **MUS 31222 with a grade C or better**
 NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) _____

Corequisite(s) _____

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **10**
 OBR Subsidy Code **09**
 OBR Course Level **3**
 CIP Code **500999**

Catalog Description **A detailed study in digital audio production techniques and procedures, including project management, final product editing and assembly, and digital audio mastering.**

Complete the following only if applicable:

Previous Title _____

Previous Subject _____

Previous Number _____

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Attachment 7-Page 88

Contact Hours	Outline
2.00	Audio Production Techniques
2.00	Narration Recording & Editing
2.00	Choosing & Adding Background Music
2.00	Demo Music Projects
2.00	Album Projects
2.00	Band Pre-Production
2.00	Rhythm Section Tracking
2.00	Rhythm Section Overdubs
2.00	Leads & Sweetening
2.00	Mixing An Album
2.00	Assembly Basics
2.00	Assembling an Album
2.00	Mastering Basics
2.00	Mastering An Album
2.00	Testing
15.00	Project Preparation

45.00 Total Contact Hours

Textbook(s) Used in this Course

Software Manuals

Writing Expectations

Recording Reports


Instructor(s) Expected To Teach

Staff

Instructor(s) Contributing to Content

Staff

REQUIRED ENDORSEMENT



 Department Chair / School Director / Campus Dean

9 / 7 / 08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

MUS 41222
Attachment 7 Page 89

Preparation Date **6-Sep-07**

Curriculum Bulletin _____

Effective Date **select one**

Approved by EPC _____

Department **Music**

College **CA - The Arts**

Proposal **Establish Course**

Course Subject **MUS** Course Number **41222**

Course Title **Audio Recording**

Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other


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

Music department does not offer this course

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

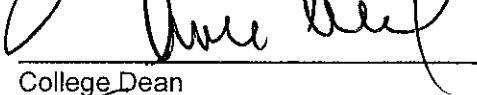
Theater, Journalism and Mass Communications

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

9/17/07



College Dean

9/26/07



Executive Dean of Regional Campuses

10/9/07

Senior Vice President for Academic Affairs and Provost

1/1/

BASIC DATA SHEET

Attachment 7-Page 90

All data entered below should reflect revised information.

Preparation Date **6-Sep-07** Requested Effective Term **Fall 2008**
 Course Subject **MUSI** Course Number **41222**
 Course Title **Audio Recording-VI**
 Title Abbreviation **Audio Recording VI**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 NOTE: Contact hours should be per week.
 Repeat Status **~~NR~~ - Course may^{not} be repeated (per 6. Birch 9/28)**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

PrerequisiteCourse(s) **MUSI 41221 with a grade C or better**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ NoNOTE: Checking "yes" means all students must seek approval from department to register.Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **10**OBR Subsidy Code **09**OBR Course Level **3**CIP Code **500999**

Catalog Description **A comprehensive project experience in digital audio from pre-production through the recording, mixing, mastering, assembly, and post production of a complete audio project.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Attachment 7-Page 91

Contact Hours	Outline
2.00	Choosing & Defining Your Project
2.00	Pre-Production & Scheduling
2.00	Tracking Sessions
2.00	Overdub Sessions
2.00	Vocal Sessions
2.00	Clean-Up, Editing, & Pitching
2.00	Mixing Stage 1
2.00	Mixing Stage 2
2.00	Mixing Your Finals
2.00	Song Order & Assembly
2.00	Mastering Your Project
2.00	Pitching Your Project
2.00	Copyrighting the Project
2.00	Post-Production & Review
2.00	Testing
15.00	Project Preparation

45.00 Total Contact Hours

Textbook(s) Used in this Course

Software Manuals and Handouts

Writing Expectations

Recording Reports

Instructor(s) Expected To Teach

Staff

Instructor(s) Contributing to Content

Staff

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

9/7/07

Assessment Plan (AQIP)

Degree: Bachelor of Science in Music Technology
 Kent State University Stark Campus
 2008-2009 Undergraduate Catalog

Learning Goals of the Curriculum

The Bachelor of Science degree in music technology curriculum is designed to prepare students as musicians within a broad field of constantly changing technology. Students study in courses which will develop expertise in music computer technology and basic computer technology (non-music) for application in the recording industry, audio-engineering, and music production. Students develop instrumental and/or vocal skills through one-on-one lesson training, and ensemble rehearsal and performance experiences in contemporary and traditional music. Through the study of music theory and ear training, music composition, and music history (global, traditional European, and contemporary popular), students attain a level of knowledge and career versatility that provides them with the competitive edge in job placement. In addition, the inclusion of a core curriculum in the liberal arts provides a well-rounded education for success in the global market beyond the field of music.

The curriculum is designed to prepare students in two core areas in addition to the liberal education requirements. The core areas include the development of knowledge and applied skills in musicianship, and in music technology. The complete curriculum is flexible enough to allow individual tailoring of music performance study and technology for students who wish to focus their career goals, at the same time requiring core courses that will provide each student with long-term career flexibility. Careers in music technology fuse creative arts and technology arts. Each of these areas requires commitment to being a fine musician and one who uses technology as one of the primary creation tools.

In addition to liberal education requirements, the curriculum requires 46 hours of music coursework, including music theory (traditional and popular commercial music), music history, elementary conducting, jazz improvisation, piano, ensembles, applied music, and applied studio musicianship. Students are required to take 23 hours of music technology courses including two internship experiences, 12-13 hours of additional requirements in computer technology (non-music), business, and video production, and 6 hours of electives.

Student Learning Objectives

Students who complete the Bachelor of Science in Music Technology will have the knowledge and skills needed to function as competent and versatile professional studio musicians able to successfully perform in diverse commercial music venues. They will compose and arrange music as well as create appropriate sound for visual media. They will be skilled in creating music productions of professional quality. In the area of audio production they will be able to produce professional audio recordings, both live and in studio from start to finish.

Assessment Plan for the Program

1. We will seek accreditation from the National Association of Schools of Music (NASM) for the Bachelor of Science in Music Technology degree. The fall deadline for application for accreditation is November 1 for approval for the 2008-2009 school year.
2. The School of Music conducts a self-study every ten years as required by the accrediting agent, NASM . Following the report of the self-study to NASM, representatives of the accrediting agent visit campus for three days and file a status report. Included in the on-campus visit are meetings with the President, Dean, School of Music faculty, classes, and concerts.
3. We will establish an annual assessment of the program. This will involve external and internal reviewers. Internal sources of assessment will involve self-evaluation by music technology faculty, student evaluations of courses, and administrative assessment from within the School of Music. External evaluators will include representatives from the music industry and academia.
4. Assessment will occur when feedback is received from internship supervisors. This will occur as students are placed as interns during MUS 31113 and MUS 31221 (junior level music production and audio production courses), and again during MUS 40092.
5. Assessment will occur as we track our graduates as they are placed in various areas of the commercial music field.

Assessment Methods

Entrance Assessment

Students will:

1. Attend an individual interview with a member of the music technology faculty. Presentation of portfolios of current work is optional. Students without portfolios will be placed in the first level course, which is Music Production I. The purpose of the interview is to ascertain level of knowledge of music technology. This information will not be used to eliminate students from beginning the program. However, students whose portfolios demonstrate that they have already achieved the objectives of MP I will be placed at a higher level.
2. Complete a theory placement examination consisting of written and oral sections to evaluate level of knowledge and skill for placement into the appropriate theory course.
3. Be evaluated on keyboard skill through interview, and playing demonstration if the student has keyboard performance background. The purpose of this is for proper placement into piano classes.
4. Complete an audition on the major instrument or voice to evaluate placement into applied music. This may include the submission of a recording of the student's performance in his or her own band, if available.

Official Declaring of the Major

Following the procedure currently in place at Kent Stark for music students due to open enrollment policies, all students choosing to major in music technology will enter as College of Arts-General during the freshman first semester. Permission to officially declare the music technology major will occur at the end of the first semester of enrollment and will be based upon maintaining a 2.25 GPA, meeting the ensemble requirement, passing the music production class with a grade of C or better, satisfactorily passing a jury for applied music, and through a positive evaluation by the music technology faculty.

Progressive Assessment

In order to take the music technology courses at the 30000 level and above, students must present a personal portfolio containing their projects from all the music technology courses taken so far. In addition, these students must have maintained at least a 2.25 major GPA and a C in all music courses.

Applied Studio Musicianship will count toward the music technology degree after students have successfully passed a threshold jury at the end of the second semester of Applied Music.

Students are required to be in a major ensemble or studio ensemble every semester that the student is a full-time music major.

Requirements for receiving the Bachelor of Science degree in music technology

1. A minimum of 2.25 GPA in the music major
2. A minimum of 2.00 overall GPA
3. A grade of C or better in all music courses
4. Completion of all course requirements
5. Completion of all School of Music requirements as specified in the undergraduate catalog.
6. Successful completion of a music technology internship as evaluated by the supervisor and faculty advisor
7. Submission and acceptance of a senior portfolio for music production and audio production at the completion of MUS 4114 and MUS 41222 to be evaluated by external and internal experts.

Specific Learning Objectives and Assessment Methods

1. Goals: Identify and list the student learning goals
2. Articulate multiple measurable student learning outcomes
3. List and describe the appropriate methods that will be used to assess how well students are meeting the articulated outcomes
4. Timeline for implementation

Each identified learning goal is followed by responses to items 2, 3, and 4.

Music Production

Goal 1: To create appropriate sound for visual media

- Students will be able to create a soundtrack for a given video.
- Students must successfully create the sound track for a given video using music production software
- Assessed during MUS 41113 through individual projects

Goal 2: Composing Skills

- Students will be able to compose music that is realized using music production.
- Students must successfully complete projects of their own original compositions.
- Assessed in MUS 21114, 31113, 41113

Goal 3: Arranging Skills

- Students will be able to create an electronic arrangement of a pre-existing composition.
- Students must successfully complete projects that involve arranging.
- Assessed in MUS 21341, 31113, and 41113

Goal 4: External Professional Experience

- Students will gain external experience through a semester- long internship within a professional setting.
- Students must successfully complete the requirements of the internship.
- The students will be assessed by their supervisor and advisor

Goal 5: Critical listening skills

- Students will develop critical listening skills necessary to accurately evaluate the quality of their own work.
- Students must pass aural skill examinations, and write critiques of recordings and productions.
- Assessed during MUS 11121, 11122, and all upper level music technology courses.

Goal 6: Oral and written communication skills

- Students will be able to communicate accurately with professional musicians.
- Students must pass three courses in music theory.
- Students are evaluated during MUS 11121, 11122, and 21341 as well as throughout the music technology course sequence.

Goal 7: Expertise in Music Production

- Through the development of knowledge of the necessary tools and skills to create professional sounding music productions the students will create portfolios.
- Students will create portfolios of quality work that demonstrate their expertise in the field as they progress through the music production series.
- Assessment in MUS 31113, 31114, 41113, and 41114

Goal 8: Comprehensive portfolio

- Students will develop substantial individual comprehensive portfolios of quality work demonstrating knowledge of the necessary tools and skills to create professional sounding music productions.
- Each student will compile a substantial comprehensive professional portfolio of quality work at the completion of the music production courses.
- Assessment will occur in MUS 41222. The portfolios will be assessed by a panel of internal and external reviewers.

Audio Recording Technology

Goal 1: Knowledge of live and in-studio recording fundamentals and techniques

- Students will learn microphone types and techniques and will apply this knowledge through recording a live concert in stereo.
- Students must successfully record a concert into digital audio workstation software for editing and assembly, and burnt to CD.
- Assessed during MUS 21221 and 21222

Goal 2: Knowledge of multi-track miking and digital audio recording

- Students will learn multi-track recording session setup, management, and tracking utilizing digital audio workstation software and the professional recording studio.
- Students must successfully complete multi-track recording projects.
- Assessed during MUS 21222, 31221, 31222, 41221, and 41222

Goal 3: Knowledge of multi-track miking and digital audio recording

- Students will learn instrument/voice location, miking techniques, and recording processes.
- Students must successfully complete multi-track recording projects.
- Assessed during MUS 21222, 31221, 31222, 41221, and 41222

Goal 4: Knowledge of multi-track mixing with digital audio

- Students will learn the tools and techniques of mixing multi-track audio in digital audio workstation software.
- Students will complete successful mixes of single and collections of recorded songs.
- Assessment during MUS 31221, 31222, 41221, and 41222

Goal 5: Knowledge of multi-track mixing with digital audio

- Students will develop critical listening skills through individual and group evaluation of recorded tracks.
- Students will complete successful mixes of single and collections of recorded songs.
- Assessment during MUS 31221, 31222, 41221, and 41222

Goal 5: Comprehensive audio project

- Students will be able to produce an all-inclusive recording project from pre-production through post-production and final master creation.
- Students will complete an all-inclusive recording project from pre-production through post-production and the final master creation.
- Assessment during MUS 41222

Goal 6: Comprehensive portfolio

- Students will develop substantial individual portfolios of quality work, both in audible and DAW formats throughout the audio recording course sequence.
- Students will compile substantial individual comprehensive professional portfolios of quality work, both in audible and DAW formats.
- Assessment will occur in MUS 41222. The portfolios will be assessed by a panel of internal and external reviewers.

Musicianship**Goal 1: Individual Performance Skills**

- Students will demonstrate a professional level of skill on a major music instrument or voice. This involves many aspects of performance including but not limited to sight reading skills, technical facility, musical expression, tone production, knowledge of the instrument itself, and repertoire.
- Students will perform at a level of proficiency that meets or exceeds the applied music and applied studio musicianship standards established by the School of Music.
- Assessment will occur weekly through the evaluation of applied music and applied studio musicianship course instructors, in the form of juried individual performances at the end of each semester, through a threshold jury for upper level standing, and through participation in ensemble rehearsals and performances.

Goal 2: Improvisation Skills

- Students will develop improvisation skills as needed in the commercial music field.
- Students will demonstrate improvisation skills through performance during applied lesson instruction, ensemble rehearsals, and public performances.

- Assessment by instructors in applied music courses and by ensemble directors for music ensemble work as well as applied music juries each semester.

Goal 3: Knowledge of Diverse Performance Styles

- Students will develop knowledge of diverse traditional and popular music styles from a global perspective as needed in the commercial music field.
- Students will demonstrate the ability to perform, direct, and arrange music in diverse traditional and popular music styles from a global perspective.
- Assessment by instructors in applied music and by ensemble directors for music ensemble work as well as applied music juries each semester.

Goal 4: Versatility in Studio Musicianship

- Students will develop doubling skills on music instruments as required of commercial music studio musicians.
- Students will show the ability to perform competently on select multiple music instruments as required of music studio musicians in such performance venues as musical theatre and other staged productions where versatile musicianship is demanded.
- Assessment will occur in applied studio musicianship courses, and in ensembles such as MUS 35213 Studio Ensemble where the emphasis is on commercial music, and as evidenced by performances.

Goal 4: Competence in Ensemble Performance

- Students will become competent ensemble performers
- Students will demonstrate skills in playing, directing, and organizing ensemble rehearsals and performances.
- Assessment will be made by the faculty ensemble directors during rehearsals and performances.

Stark Faculty Council Minutes - May 12, 2006**Kent Stark Faculty Council Minutes
September 15, 2006**

Attendance by constituency. I. Sebastian Birch, Carey McDougall, Thomas Norton-Smith. II. John Harkness. III. Roger Davis, Kim Finer, John Lovell. IV. Andrea Adolph, Keith Lloyd, Jayne Moneysmith. V. Victor Berardi, Bathi Kasturiarachi, Relja Vulanovic. VI. Donald Thacker, Jarrod Tudor. **Ex-officio.** Dean Betsy Boze, Assistant Dean Ruth Capasso.

Guests: Peter Dorff, Dennis Hart, Leslie Heaphy, Rob Kairis, Ralph Menning

Excused: Claudia Khourey-Bowers, Emmanuel Mbobi.

1. Call to Order

Meeting was called to order at 6:01:53 pm (GMT) by Chair Jayne Moneysmith.

2. Roll Call and Determination of Quorum

John Lovell sonorously called the roll and determined that quorum was met.

3. Approval of Agenda

Following exiguous changes, John Harkness earnestly moved that the agenda be approved; Sebastian birched seconded. The motion was unanimously approved.

4. Approval of the Minutes

a. May 12, 2006 Minutes: Andrea Adolph tintinnabulatedly moved that the minutes be approved; Carey McDougall seconded. The motion met with universal approval.

b. June 30, 2006 Minutes: Before approval, Andrea Adolph was formally thanked for taking these minutes under duress. Following that public recognition, the H was removed from Relja Vulanovic's last name. Keith Lloyd moved that the emended minutes be approved; John Harkness seconded the motion. This motion, too, passed consentiently.

Council Chair Jayne Moneysmith then welcomed new members and guests while recapitulating Robert's Rules of Order.

5. Deans' Reports

- Dean Boze's narrative included: (1.) Her assessment of new KSU President Lefton's priorities based on recent meetings at the Kent campus. These priorities subsume (a.) Raising aspirations as a means of effecting student success and achievement; (b.) Increasing Institutional focus; (c.) Strengthening our student base by raising retention and bolstering recruitment; (d.) Financial Integrity, especially by amplifying fund-raising. (2.) The Dean edified Council regarding the progress of the search for a new Provost. (3.) Enrollment. Headcount waxed by 0.78% over last Fall; FTE waned by 0.82%. She noted that other area colleges experienced significant

Stark Faculty Council Minutes - May 12, 2006

enrollment increases this Fall. (4.) Pen ultimately, Dean Boze intimated that student retention on the campus is low and elucidated some reasons for this phenomenon. These reasons include: (a.) Fiduciary issues. This, according to literature, is the primary reason for student loss. The Dean indicated that there are other important reasons. (b.) Failure to perform academically. Hence, participation in our Early Academic Intervention program may help ameliorate this. (c.) Scheduling issues. Our campus needs to become more flexible to accommodate student schedules. (d.) Students don't feel engaged/don't feel like they belong. To mitigate this problem, the Dean introduced a program whereby faculty will be able to take students to the Student Center and treat them to repasts. (5.) Marketing of the campus.

- Dean Capasso, acknowledging the capacious agenda, generously declined her opportunity to give even a précis.

7. Chair's Report

Chair Jayne Moneysmith began her remarks by advising Council members that, immediately following the meeting, Council would adjourn for an Executive Session. She then informed Council members about the last 3 meetings of RCFAC, particularly the most recent meeting, whose locus was the Provost search. Additionally, a vice-chair of RCFAC was elected and RCFAC members' plebiscited to oversee redaction of the regional campus handbook. Jayne abashedly informed Council members that the Stark campus was chastised for having the lowest attendance at regional campus orientation over the last year.

8. Committee Reports

- (a) PAAC: No report
- (b) Committee II: No Report
- (c) Colloquium Committee

The first colloquium will be presented by Joan Parks on October 13th.

- (d) Treasurer/Social Committee

Thomas Norton-Smith indicated that the Faculty Fund contains enough money for him to purchase saddle bags for his motorcycle. No mention was made of whether these hypothetical saddle bags would be fringed or not.

- (e) Faculty Senate

Paul Abraham was unable to attend the Council meeting person and e-mailed his report, which was read by Chair Moneysmith. During the July meeting, President Lefton announced that the Regional Campus realignment plant would be postponed until he had the opportunity to consider all the factors. The articulation agreement regarding the combined Bachelor's in Business between our campus and Stark State was approved. Discussion of new travel policies ensued. Lastly, Dean Barton reported on continuing Complete to Compete efforts with Ohio University. The September meeting included President Lefton's request that all KSU employees become

Stark Faculty Council Minutes - May 12, 2006

engaged in efforts to increase student retention. The Professional Standards Committee recommended that the Scholarship of Engagement not have its own designation in RTP matters at present. Thomas Norton-Smith, sans saddle bags, also attended the most recent Faculty Senate meeting. He commented that Paul's report was very thorough and echoed that elucidations of the Professional Studies Committee regarding Scholarship of Engagement had recently been relocated from the front to the back burner.

Old Business: None

New Business

(a) Approval of Committees: Jayne, in lieu of Claudia Khourey-Bowers, distributed a list of committees and proposed membership of said committees. She explained that the proposal was created by Cabinet and indicated the criteria used for filling committee rosters. Perusal of the proposed committee rosters elicited a spirited discussion. Eventually, Thomas Norton-Smith moved that the membership of PAAC, Committee II, the Colloquium and Social committees be approved and that the recommend the proposed membership of the non-Council committees be accepted with the exception of the Academic Planning and Distinguished Teaching Award committees; Carey McDougall seconded. The motion passed unanimously.

(b) Pat Grutzmacher presented a new proposal for the Music Technology degree program. This new proposal is in response to Stark State annulling an earlier agreement for a joint degree program between our campuses. The new proposal involves the entire program exclusively at our campus. The program, although housed at this campus, will be under the umbrella of the School of Music. Following questions from Council members, Keith Lloyd's dulcet motion that the Council supports this proposal moving forward was seconded by Bathi Kasturiarachi and unanimously approved.

(c) Jayne Moneysmith presented a proposal regarding a Bachelor's of Professional Studies degree. The genesis of this proposal was the Provost's retreat, during which the Provost asseverated there is a need for this degree, particularly for regional campus students who already have some schooling. This would allow them to matriculate into a 4 year degree program. The program is designed to be offered at all regional campuses. A council member intimated that the Faculty Senate will almost certainly have concerns about this proposal, particularly that if this program is rigorous enough academically to be offered, it should be offered through an academic unit, which is not presently the case. Other members felt that this degree may an excellent fit for some regional campuses, but not for the Stark campus. The overall response to this proposal is most likely best described as tepid.

*Stark Faculty Council Minutes - May 12, 2006***Announcements**

- The KSU Stark Campus Scholarship golf outing is October 13, starting at 9:30am. The cost is \$50 per person and the goal is to raise at least \$1,200 for the Student Scholarship Fund.
- Bathi Kasturiarachi publicly expressed his thanks to the Alumni Association for their recent free lunch for the faculty, prompting a chorus of huzzahs. The Distinguished Alumni Dinner is October 20th. This year's honorees are Representative Darryl Isa (R-San Diego) and Ronnie Harris, 1968 Olympic Gold Medalist in boxing.

Adjournment

John Harkness motioned that the regular Council meeting adjourn and go into Executive Session; Sebastian Birch seconded. The meeting mercifully adjourned at 8:46:38 (GMT).

Respectfully submitted,

John Lovell

CC:

Provost Paul Gaston

Associate Provost Gayle Ormiston

VP Regional Development Patricia Book

Executive Dean Shirley Barton

Dean Betsy Boze

Associate Dean Ruth Capasso

Assistant Dean Mary Southards

Business Director Matt Frericks

Library Directory Rob Kalris

Faculty Senate Chair Cheryl Casper

Regional Campuses Faculty Council Chairs

Director of Student Services Diane Walker

File



Regional Campuses

Interdepartmental Correspondence

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

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

DATE: February 27, 2006

SUBJECT: CURRICULAR PROPOSAL

The Ashtabula Campus is requesting approval of a new the Associate of Applied Science in Respiratory Therapy Technology Degree (RTT). The curricular proposal has been reviewed and approved by the Campus, the Department of Speech Pathology and Audiology, and the College of Education, Health and Human Services.

Five allied health associate degrees are offered at the Ashtabula Campus and a new Health and Science building to house the programs is currently under construction. Adding the Respiratory Therapy Technology degree to the Ashtabula Campus offerings will enhance the campus' position as a leader in health care education.

The demand for the degree has been well documented through a needs assessment survey that was sent to potential employers and clinical sites. The degree is supported by the community as well as program directors from other institutions that offer degrees in Respiratory Therapy.


I now request this proposal be placed on the EPC Agenda for October, 2007. Please let me know if any additional information is needed for consideration by EPC.

SJB/vmc

Enclosure

**KENT STATE[®]**
U N I V E R S I T Y
A S H T A B U L A

Interdepartmental Correspondence

TO: Lynne Rowan, Director, School of Speech Pathology and Audiology
FROM: Mel Anthony May, Assistant Dean 
DATE: July 20, 2007
SUBJECT: Respiratory Therapy Proposal

Enclosed is the proposal to establish the Associate of Applied Science in Respiratory Therapy at the Ashtabula Campus.

As you can see from the documentation, the campus has completed a review of local and regional employment needs, conducted a needs assessment, and conducted a study group in accordance with CoARC accreditation requirements. All available evidence supports a regional need for trained respiratory therapists.

I ask that you share the proposal with your School Curriculum Committee and act upon it at you August meeting. If appropriate, I would welcome the opportunity to attend the meeting in order to answer any questions.

Thank you for your help in this process.

:MAM

RTT

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
 DATE PROPOSAL APPROVED BY EPC: _____
 EFFECTIVE SEMESTER/YEAR OF PROPOSAL: _____
 DATE OF PREPARATION: 6/21/2007

Purpose of Proposal

New Program

Department

Regional Campuses

Requested Effective Term

~~2007F~~ 2008F

SIS Code or Brief ID of Program Affected by Action

NA AAS RTT

(e.g. A BS CHEM, WMST MNR, DTP CERT, etc.)

Description of Proposal
(please use upper case)

CREATE A NEW ASSOCIATE OF APPLIED SCIENCE MAJOR IN RESPIRATORY THERAPY AT THE ASHTABULA CAMPUS; CREATE THE COURSES REQUIRED FOR THE NEW MAJOR.

establish course designator
RTT

Describe Impact on
Other Programs

NO IMPACT ON OTHER PROGRAMS.

Units Consulted
(See guidelines for
Instructions)

ASHTABULA CAMPUS FACULTY COUNCIL, OFFICE OF THE EXECUTIVE DEAN FOR REGIONAL CAMPUSES, SCHOOL OF SPEECH PATHOLOGY AND AUDIOLOGY, AND THE COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES.

REQUIRED ENDORSEMENTS

Chair/Director/Campus Dean

Lynne E. Rowan 9/5/07
Paul Anthony Noy
 6/15/07 10/07

College/School Dean

Joannee Adams
 9/12/07 10/07

Vice Provost for Regional Campuses

Shirley J. Barton
 9/12/07 10/07

Provost

 1 1

Proposal Summary

Creation of the AAS Respiratory Therapy Technology Major at the Ashtabula Campus

Subject Specifications

The creation of the Associate of Applied Science in Respiratory Therapy Technology major and associated courses at the Ashtabula Campus effective Fall, ~~2007~~ 2008

Background Information

The Ashtabula Campus currently offers the following associate degree allied health majors: Nursing, Physical Therapist Assistant Technology, Occupational Therapy Assisting Technology, and Radiologic Technology. The campus has built an excellent reputation for producing highly qualified graduates who find local employment. The campus has the faculty to support these programs and will break ground in July 2007, for a new Allied Health and Science building to provide state-of-the-art laboratories for the basic sciences and healthcare programs. In anticipation of the new respiratory therapy major, the building plans include laboratory space and all the associated equipment to support the program.

The Ashtabula County Medical Center (ACMC) requested that the campus explore the development of an associate degree in respiratory therapy in response to current and projected need both at their facility and within the Cleveland Clinic Health System. A review of national, state, and local employment information verified the need for respiratory therapists. As a result, a needs assessment was sent to healthcare providers in northeast Ohio and western Pennsylvania to determine projected employment needs, support for a new program, and the availability of clinical sites. The survey results (presented in the Appendix of the proposal) were overwhelmingly positive, so the campus requested permission from the Ohio Board of Regents to develop an initial proposal.

Concurrent with developing the curricular proposal, the campus began the process of gaining program accreditation through the Committee on Accreditation for Respiratory Care (CoARC), in cooperation with the Commission on Accreditation of Allied Health Education Programs (CAAHEP), as a "Respiratory Therapy Advanced Level" program. This process required that a study group be formed whose members represented prospective employers, prospective clinical sites, and accredited respiratory therapy programs from the geographic area from which the new program will draw students. The study group determined that there was strong need for the proposed program and sufficient clinical sites to support it. The minutes of the study group meetings are presented in the Appendix of the proposal.

Alternatives and Consequences

The alternative to this proposal is to not create a new respiratory therapy major. This will be contrary to the mission of the Regional Campus system and the Ashtabula Campus, which charges us to meet the educational and workforce development needs of the communities we

serve. In addition, it will mean that local residents will be denied access to a technical associate degree major for which there is great need in the county and the surrounding region.

Specific Recommendations

The Associate of Applied Science in Respiratory Therapy (AC AAS RT) should be created at the Ashtabula Campus effective Fall, 2007. 2008

Timetable and Actions Required

Ashtabula Campus Faculty Council: February 5, 2007

OBR Initial Proposal Development Approval: April 5, 2007

School of Speech Pathology and Audiology Approval: August, 2007

College of Education, Health, and Human Services Approval: September 21, 2007

EPC Approval: September 24, 2007

Faculty Senate Approval: October 8, 2007

Kent State Board of Trustees Approval: November 7, 2007

OBR Final Approval: November 15, 2007

**Kent State University Ashtabula Campus
Proposal for New Associate Degree Program
Associate of Applied Science in Respiratory Therapy Technology**

I. Nature of Request

A. Program Title

Associate of Applied Science in Respiratory Therapy Technology
(AC AAS RTT)

B. Program Location

Kent State University Ashtabula Campus
3300 Lake Rd. West
Ashtabula, OH 44004
440-964-3322

II. Program Objectives

A. Educational Objectives

Graduates of the AAS in Respiratory Therapy Technology will:

1. Effectively function as members of a team of healthcare professionals in a wide variety of clinical settings to evaluate, treat, and manage patients of all ages with respiratory illnesses and other cardiopulmonary disorders.
2. Be involved in clinical decision-making and patient education
3. Be able to effectively perform a wide range of respiratory care functions, including:
 - a. Acquiring and evaluating clinical data
 - b. Assessing patient cardiopulmonary status
 - c. Perform and assist in performing prescribed diagnostic studies such as obtaining blood samples, blood gas analysis, pulmonary function testing and polysomnography
 - d. Evaluating data to assess the appropriateness of prescribed respiratory care
 - e. Establishing therapeutic goals for patients with cardiopulmonary disease
 - f. Participating in the development and modification of respiratory care plans
 - g. Case management of patients with cardiopulmonary and related diseases

- h. Initiating prescribed respiratory care treatments, evaluation and monitoring patient responses to such therapy and modifying the prescribed therapy to achieve the desired therapeutic goals
 - i. Initiating and conducting prescribed pulmonary rehabilitation
 - j. Providing patient, family, and community education
 - k. Promoting cardiopulmonary wellness, disease prevention, and disease management
 - l. Participating in life support activities as required; promoting evidence-based medicine; and clinical guidelines
4. Exhibit effective written and oral communication skills

B. Achieving Program Objectives

The educational objectives of the AAS in Respiratory Therapy Technology will be achieved by the following means:

- 1. The program curriculum is designed to meet the *Standards and Guidelines for the Profession of Respiratory Care* of the Commission on Accreditation of Allied Health Education Programs. The standards require that instruction be an appropriate sequence of classroom, laboratory, and clinical activities. In meeting these standards, the program includes general education courses, basic science courses, and specific respiratory care content areas.
- 2. Appropriate oversight and review from the Program Director, Director of Clinical Education, and the Medical Director. The responsibilities of these positions are explained in greater detail in Section VII A 1-3 of this document.
- 3. Hiring properly qualified full- and part-time faculty who employ clearly written syllabi describing course objectives, learning goals, and competencies required for successful completion.
- 4. The creation and reporting of student learning outcomes and measures as part of the Kent State University Academic Quality Improvement Process (AQIP) for accreditation by the Higher Learning Commission of the North Central Association.

C. Unique Characteristics or Resources

The AAS in Respiratory Therapy Technology exhibits the following unique characteristics:

1. The program will be delivered in a state-of-the-art Respiratory Therapy laboratory in the new Health and Science Building for which ground was broken on July 17, 2007. The lab provides fully functional patient care stations (Oxygen, compressed air, suction, and testing equipment) that will accurately simulate the work environment. In addition, the students will have access to the Cadaver Anatomy lab (one of the only such facilities in the area) and the Human Patient Simulator lab, which will allow them to practice skills and critical care techniques under real world conditions.
2. The program will admit student cohorts in the spring semester of each year. The reasons for doing so are primarily tied to student retention:
 - a. A spring semester start will give recent high school graduates the summer and fall terms to complete pre-requisite or developmental course requirements without losing an entire academic year before they can apply for admission to the major.
 - b. Existing respiratory therapy programs in the region admit for fall, so a spring start will help assure clinical site availability and greater variety of patient cases at those sites.
 - c. Existing allied health programs at the Ashtabula Campus also admit for the spring semester. Alignment with these programs provides greater efficiency when offering common pre-requisite and core courses. It also gives students not admitted for the fall semester to allied health programs at other Kent State regional campuses an opportunity to apply for programs at Ashtabula without losing an entire academic year.
3. The proposed program utilizes a full-time summer session so that students graduate in the fall semester of their second year. This is similar to the structure of the existing AAS in Radiological Technology. The first clinical experience will be in the summer session; this structure will provide less competition for clinical sites and benefit students.

III. Rationale and Need for the Program

A. Rational for the Program

The Respiratory Therapy Technology 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 Medical Center and area health care providers underscores how Respiratory Therapy Technology aligns with this mission.
2. **Community Need:** the Ashtabula Campus was first approached by the Ashtabula County Medical Center because of their current and projected need for respiratory therapists. Based upon this request, the campus conducted a needs assessment of county and regional health care providers to determine if sufficient need exists for the program. The response to the needs assessment was overwhelmingly supportive, as was additional research on regional need and employment.

In addition to the needs assessment, the accreditation process requires that the campus form a study group with representatives from potential clinical sites, potential employers of graduates, and accredited respiratory therapy programs in the area from which this program will draw students. The study group held on-campus and teleconference meetings to solicit input, and has provided a strong statement of support for the development of this program.

3. **Alignment with Existing Campus Programs:** The Ashtabula Campus offers associate degrees in Nursing, Occupational Therapy Assistant Technology, Physical Therapist Assistant Technology, and Radiologic Technology. As a result, the campus has the faculty expertise and coursework to support the Respiratory Therapy Technology program. The campus currently offers all the necessary related and general studies courses for the new program.
4. **Alignment with campus facilities:** The Ashtabula Campus is preparing to break ground for a new Health and Science building that will provide new laboratories for Biology, Chemistry, and Physics, as well as state-of-the-art laboratories for all the allied health

programs. The Respiratory Therapy Technology program will be housed in this new facility.

5. **Employment Opportunities:** The Respiratory Therapy program is projected to provide employment opportunities for graduates in Ashtabula and in the surrounding region. The need is projected to grow, driven by an aging population and retirements within the profession.

B. Benefits

Anticipated benefits of the Respiratory Therapy Technology program include:

1. Providing Ashtabula County residents with an additional technical associate degree major that is projected to provide employment opportunities in the County and in northeast Ohio.
2. Meeting the workforce development needs of area healthcare providers.
3. Improving the healthcare available to residents of Ashtabula County and the surrounding region.

C. National, Region, State, and Local Need

1. National Need

According to the United State Department of Labor:

Job opportunities are expected to be very good, especially for respiratory therapists with cardiopulmonary care skills or experience working with infants. Employment of respiratory therapists is expected to increase faster than average for all occupations through the year 2014, because of substantial growth in the numbers of the middle-aged and elderly population—a development that will heighten the incidence of cardiopulmonary disease—and because of the expanding role of respiratory therapists in the early detection of pulmonary disorders, case management, disease prevention, and emergency care (<http://www.bls.gov/oco/ocos084.htm#outlook>).

While hospitals continue to be the largest employers of respiratory therapists, growing numbers are employed in other health care settings, such as home healthcare providers and extended care facilities.

2. Regional and State Need

The Office of the Vice President for Regional Development, Kent State University, commissioned a study to determine the need for allied health programs in northeast Ohio. The study was conducted by Eduventures and examined data provided by the Ohio Department of Labor, administrators at area hospitals, and the Northeast Ohio Nursing Initiative (NEONI). Among the key findings of the report are:

- For the period 2002-2012, employment in the healthcare industry in northeast Ohio is expected to grow significantly faster than total employment. The healthcare industry is expected to add 8,000 positions and increase by nearly 25%.
- Of the top five growth occupations in northeast Ohio, three are allied health occupations.
- Respiratory therapy is one of the allied health professions with the largest current employment levels in northeast Ohio.
- Of the key allied health fields reviewed, respiratory therapy is one of the four areas with the highest projected employment growth.
- In Economic Development Region 8 (Lorain, Cuyahoga, Lake and Geauga counties) and Region 12 (Ashtabula, Trumbull, and Mahoning counties) the projected employment growth rate for respiratory therapists is 29.6% by 2012.
- The average hourly wage (2004 data) is \$21.49 in Region 8.

3. Local Need

a. Needs Assessment

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.

A copy of the needs assessment instrument is included in the appendix of this document.

In addition to the needs assessment, the external accreditation process for the Committee on Accreditation of Respiratory Care (CoARC) requires that programs seeking initial accreditation must for a study group with representatives from potential clinical sites, potential employers of graduates, and other accredited respiratory therapy programs in the areas from which the proposed program will draw students. The study group held on-campus and teleconference meetings with these representatives. The discussions documented current and projected need in the region, as well as strong support for

developing a new program. In addition, input from the study group was very useful in designing the curriculum. Best practices from the other institutions were discussed, as the study group members were graduates of many different Respiratory Therapy programs. In particular, these discussions led to the following recommendations:

- The first clinical experience should include multiple job shadowing experiences in a variety of healthcare settings.
- The basic science requirement should include Anatomy and Physiology, Microbiology, Chemistry, and Physics.
- Kent State should first develop the associate degree level program, then build a baccalaureate program that could provide degree-completion opportunities for area community colleges graduates and practicing respiratory therapists with associate degrees.
- Kent State should also consider adding the Polysomnographic option at a future date as this is a growing field and need.

The study group has provided a statement of support to CoARC. The membership list, meeting minutes, and the letter of support are provided in the Appendix of this document.

b. Letters of Support

Letters of support from area healthcare organizations are included in the appendix of this document.

D. Specialized Accreditation

1. The Associate of Applied Science in Respiratory Therapy will be accredited by the Committee on Accreditation for Respiratory Care (CoARC), in cooperation with the Commission on Accreditation of Allied Health Education Programs (CAAHEP), as a "Respiratory Therapy Advanced Level" program.

E. Additional Needs Other Than Employment Met by Program

1. In addition to immediate employment in Respiratory Therapy, completion of the Associate of Applied Science in Respiratory Therapy can serve as the basis for baccalaureate degree completion via the Bachelor of Science in Integrated Health Studies, Health Care Administration and Systems concentration.

F. Evidence of Student Interest

1. The only available evidence of student interest is anecdotal, as the campus is reluctant to formally survey students so early in the development process. Anecdotal comments have been positive, with students expressing interest in an additional allied health major as an option on the Ashtabula Campus, particularly one with strong employment prospects. With preliminary approval having been granted, the campus will seek more formal evidence of interest during the fall semester.

G. Similar Programs

According to CoARC, accredited programs in Respiratory Therapy currently exist at the following institutions, with the distance from the Ashtabula Campus shown in parentheses:

Lakeland Community College (38 miles)
 Gannon University PA (55 miles)
 Youngstown State University (61 miles)
 Cuyahoga Community College Western Campus (72 miles)
 The University of Akron (81 miles)
 Stark State College of Technology (97 miles)

The Ashtabula Campus contacted the two closest programs and informed them of our intentions to develop a Respiratory Therapy program. Discussions were held with the following individuals:

- Deborah Hardy, Dean of Science and Health Technologies, Lakeland Community College
- Charles Cornfield, Respiratory Therapy Program Director, Gannon University

The response from Charles Cornfield was been positive. He stated that a regional need clearly exists and that he does not foresee any negative impact on the program at Gannon. Mr. Cornfield served on the CoARC accreditation study group for the proposed Ashtabula program; he was chosen for this task because

Gannon University has both an associate and a baccalaureate degree in Respiratory Therapy and it was thought that his insight would be most useful should Kent State consider the development of a baccalaureate degree at some point in the future. The CoARC study group supported the establishment of the Ashtabula program.

Given Lakeland's resistance to the establishment of an Ashtabula Campus Radiologic Technology program, Ashtabula Campus Assistant Dean Mel Anthony May has had on-going communication with Deborah Hardy regarding areas of shared interest. Dean Hardy was informed in February 2007 that Ashtabula Campus had requested permission from the Ohio Board of Regents to develop a Respiratory Therapy program proposal. Dean Hardy was also informed when the Ohio Board of Regents granted permission to develop the proposal on April 5, 2007. Deans May and Hardy have discussed the current and future need for Respiratory Therapists in the region due to the expansion efforts of both University Hospitals Health System and the Cleveland Clinic Health System. Dr. May has assured Dean Hardy that the proposed Kent State program will have no adverse impact on the program at Lakeland; the expectation is that the two programs will peacefully co-exist as have the two institutions' Nursing programs.

The proposed program is deemed non-duplicative for the following reasons:

1. Unmet current need in Ashtabula County and in the region.
2. Projected future need due to expansion of health care facilities in the region.
3. The distances between Ashtabula and the existing programs. It should be noted that while Lakeland Community College is located 38 miles from the Ashtabula Campus, it is significantly farther from other locations in the Ashtabula County.
4. The availability of sufficient clinical sites in region, according to the CoARC study group.

H. How These Programs Differ

1. The program at Youngstown State University is at the baccalaureate level only.
2. Gannon University is private institution and the program is at both the associate and baccalaureate level.
3. The program at Cuyahoga Community College admits for the fall semester and offers the Polysomnographic option, which Ashtabula Campus does not initially plan to pursue.

4. The program at Lakeland Community College admits for the fall semester.

IV. Academic Planning

A. Planning Process

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

1. Kimberly Gray, Director of Cardiopulmonary Services, Ashtabula County Medical Center
2. Melissa Shanley, Respiratory Therapist, Ashtabula County Medical Center
3. Susan J. Stocker, RN, MSN, Dean, Kent State University Ashtabula Campus
4. Mel Anthony May, Ph.D., Assistant Dean, Kent State University Ashtabula Campus

As appropriate, this team consulted with the area health care providers, CoARC, and colleagues at other institutions. In addition, a needs assessment of area healthcare providers was conducted.

B. Approval Process

1. The following internal governance bodies have reviewed and approved the proposed program:
 - a. Ashtabula Campus Faculty Council
February 5, 2007
 - b. Office of the Executive Dean for Regional Campuses
July 13, 2007
 - c. Department of Speech Pathology and Audiology
August 2007
 - d. College of Education, Health, and Human Services
September 21, 2007
 - e. Kent State University Education Policies Council
September 24, 2007

f. Kent State University Faculty Senate
October 8, 2007

g. Kent State University Board of Trustees
November 7, 2007

2. The Ohio Board of Regents granted preliminary approval to develop the Associate of Applied Science in Respiratory Therapy on April 5, 2007.

C. Use of Consultants

1. CoARC requires that programs applying for initial accreditation must convene a study group whose membership includes potential representatives from potential clinical sites, employers of potential graduates and, where possible, at least one program director from an accredited, unaffiliated Respiratory Care educational program in the proposed drawing area. This study group met on-campus on February 27, 2007, and via teleconference on March 28, 2007. In addition, the study group chair made individual phone calls to respiratory therapy directors in the region to collect their input and gauge their support. The study group has completed a statement of support outlining the need for the proposed Ashtabula Campus program. The study group membership list, meeting minutes, and statement of support are included in the Appendix of this document.

V. Academic Control

A. Program Administration

The Associate of Applied Science in Respiratory Therapy Technology major will be granted by Kent State University Ashtabula Campus and reside in the College of Education, Health and Human Services, within the School of Speech Pathology and Audiology (which also houses the allied health programs in Occupational Therapy Assisting Technology, Physical Therapist Assistant Technology, and Radiologic Technology). At the campus level, it will be administered by a full-time program director reporting administratively to the campus dean. The program is also supported by a full-time director of clinical education and a part-time medical director. Clerical support is provided by a full-time allied health program secretary.

B. Cooperative Agreements

No cooperative agreements with other agencies or educational institutions are planned.

C. Articulation Agreements

No articulation agreements with other educational institutions are planned.

VI. Curriculum**A. Program Description**

The Associate of Applied Science in Respiratory Therapy Technology is offered at the Ashtabula Campus. With successful completion of the program, graduates are eligible to sit for the registry examination to become a Registered Respiratory Therapist. Respiratory therapists work as members of a team of healthcare professionals working in a wide range of clinical settings to evaluate, treat, and manage patients of all ages with respiratory illnesses and other cardiopulmonary disorders. Students interested in the program should apply directly to the Ashtabula Campus and meet with the program director.

B. Courses

Program Requirement Sheet
Associate of Applied Science Degree
RESPIRATORY THERAPY TECHNOLOGY

I. TECHNICAL COURSES**34**

<u>Dept</u>	<u>Course</u>	<u>Title</u>	<u>Credit Hours</u>	<u>Sem./Yr.</u>
RTT	11000	Introduction to Respiratory Therapy	3	_____
RTT	11001	Pharmacology	3	_____
RTT	11002	Cardiopulmonary Diseases	3	_____
RTT	11003	Cardiopulmonary Physiology	3	_____
RTT	11004	ABG/EKG Interpretation	2	_____
RTT	11005	Mechanical Ventilation	2	_____
RTT	12001	Clinical Education I	1	_____
RTT	12002	Clinical Education II	2	_____
RTT	21000	Critical Care	3	_____
RTT	21001	Neonatal and Pediatric Respiratory Care	3	_____
RTT	21002	Long Term Care and Rehabilitation	3	_____
RTT	21010	Contemporary Issues in RT	1	_____
RTT	21011	CRT/RRT Preparation	1	_____
RTT	22001	Clinical Education III	2	_____
RTT	22002	Clinical Education IV	2	_____

II. RELATED COURSES**15**

<u>Dept</u>	<u>Course</u>	<u>Title</u>	<u>Credit Hours</u>	<u>Sem./Yr.</u>
BSCI	20020	Biological Structure and Function*	5	_____
BSCI	20021	Microbiology*	3	_____
BSCI	20022	Microbiology Lab*	1	_____
CHEM	10050	Fundamentals of Chemistry*	3	_____
PHY	12111	Physics for Health Technologies*	3	_____

III. GENERAL STUDIES**14**

<u>Department</u>	<u>Course</u>	<u>Title</u>	<u>Credit Hours</u>	<u>Sem./Yr.</u>
COMM	15000	Intro to Human Communication*	3	_____
ENG	11011	College Writing I*	3	_____
MATH	11009	Modeling Algebra*	4	_____
PSYC	11762	General Psychology*	3	_____
US	10097	First Year Colloquium*	1	_____

TOTAL**63**

*Course can be taken prior to program admission

Associate of Applied Science Degree
RESPIRATORY THERAPY TECHNOLOGY
Course Sequence

First Year

Spring Semester		16
RTT 11000	Intro to Respiratory Therapy	3
BSCI 20020	Biological Structure and Function	5
CHEM 10050	Fundamentals of Chemistry	3
MATH 11009	Modeling Algebra	4
US 10097	First Year Colloquium	1
Summer		13
RTT 11001	Pharmacology	3
RTT 11002	Cardiopulmonary Diseases	3
RTT 11003	Cardiopulmonary Physiology	3
RTT 12000	Clinical Education I	1
PHY 12111	Physics for Health Technologies	3
Fall Semester		13
RTT 11004	ABG/EKG Interpretation	2
RTT 11005	Mechanical Ventilation	2
RTT 12001	Clinical Education II	2
BSCI 20021	Microbiology	3
BSCI 20022	Microbiology Lab	1
ENG 11011	College Writing I	3

Second Year

Spring Semester		11
RTT 21000	Critical Care	3
RTT 21001	Neonatal and Pediatric Respiratory Care	3
RTT 22001	Clinical Education III	2
PSYC 11762	General Psychology	3
Fall Semester		10
RTT 21002	Long Term Care & Rehabilitation	3
RTT 21010	Contemporary Issues in RT	1
RTT 21011	Preparation for CRT/RRT	1
RTT 22002	Clinical Education IV	2
COMM 15000	Introduction to Human Communication	3
TOTAL DEGREE REQUIREMENTS		63

Associate of Applied Science Degree
RESPIRATORY THERAPY TECHNOLOGY

Prerequisite Courses

Mathematics

High School Algebra

OR

MATH 10005 Introduction to College Math 3

OR

MATH 10034 Fundamental Math IV 1

Biology

High School Biology

OR

BSCI 10001 Human Biology 3

Chemistry

High School Chemistry

OR

CHEM 10030 Chemistry in Our World 3

Medical Terminology

HED 14020 Medical Terminology 3

All prerequisite coursework and developmental coursework indicated as necessary by the COMPASS basic skills test must be completed prior to admission to the Respiratory Therapy major.

Courses currently offered at Kent State University

BSCI 20020 Biological Structure and Function (5)

Basic design of human systems emphasizing the physiochemical and cellular bases of organ-system structure, function and development. Four-hour lecture and three-hour laboratory weekly. Prerequisite: none. Special fee: \$2 per credit hour--subject to change. This course may be used to satisfy the Liberal Educational Requirements (LER).

BSCI 20021 Microbiology (3)

Principles of microorganisms having a direct relationship on the health and well-being of man. Prerequisites: BSCI 20020 or 10100 and 10110 and one course in college-level chemistry. Special fee: \$4.59 per credit hour--subject to change.

BSCI 20022 Microbiology Lab (1)

Laboratory experience in microbiology. Three-hour laboratory weekly. Cannot be used to satisfy degree requirements of biology majors. Prerequisite: must be taken in conjunction with BSCI 20021. Special fee: \$12 per credit hour—subject to change.

CHEM 10050 Fundamentals of Chemistry (3)

Basic concepts of chemistry (including atomic structure, chemical bonding, and reactions) necessary for course in elementary organic chemistry and physiological chemistry. Prerequisite: high school algebra or equivalent. This course may be used to satisfy the Liberal Educational Requirements (LER).

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 Liberal Educational Requirements (LER).

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.

MATH 11009 Modeling Algebra (4)

Study of algebra arising in the context of real-world applications, including linear, polynomial, exponential and logarithmic models. Intended for students not planning to take calculus. Prerequisite: appropriate placement test score or a grade of C (2.0) or better in MATH 10005 or 10034; no credit for MATH 11010 or 11011. This course may be used to satisfy the Liberal Educational Requirements (LER).

PHY 12111 Physics for Health Technologies (3)

Basic physics applied health technologies: measurement techniques, force and motion of solids and fluids, energy, heat, wave phenomena, and electricity.

Prerequisite: admission to a health technology program.

PSYC 11762 General Psychology (3)

Introduction to the behavioral science approach to understanding human performance and potentials. Prerequisite: none. This course may be used to satisfy the Liberal Educational Requirements (LER).

US 10097 First Year Colloquium (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.

New Courses**RTT 11000 Introduction to Respiratory Therapy (3)**

Survey of respiratory therapy as a health care profession. Topics include basic terminology, legal implications for practice, patient safety, recordkeeping and communication, medical ethics, licensure and credentialing, membership in professional associations, professional behavior, and cultural awareness and diversity. Prerequisite: Admission to the Respiratory Therapy major.

RTT 11001 Pharmacology (3)

Principles of pulmonary and conducting airway pharmacology, the treatment of obstructive lung diseases and other disorders. Prerequisite: BSCI 20020, RT 11000.

RTT 11002 Cardiopulmonary Diseases (3)

Introduction to cardiopulmonary disease. Topics include: patient assessment, obstructive airway diseases, infectious pulmonary diseases, pulmonary vascular diseases, cancer, environmental lung disease, and sleep disorders.

Prerequisite: RT 11000.

RTT 11003 Cardiopulmonary Physiology(3)

Principles of cardiopulmonary processes and functions. Topics include: pulmonary mechanics, cardiovascular mechanisms, and neuromuscular mechanisms. Prerequisite: BSCI 20020, RT 11000.

RTT 11004 ABG/EKG Interpretation (2)

Principles of obtaining, reading, and interpreting arterial blood gas tests and electrocardiograms. Prerequisite: BSCI 20020; RT 11000, 11003.

RTT 11005 Mechanical Ventilation (2)

Principles of mechanical ventilation: establishment of initial parameters, ventilation methods, compliance, and monitoring. Prerequisite: BSCI 20020, RT 11003.

RTT 12001 Clinical Education I (1)

Supervised experience and observation with emphasis on Oxygen delivery devices, sustained maximal inflation (SMI), and aerosol treatments. Assigned to a clinical education center for 30 hours. Prerequisite: RT 11000.

RTT 12002 Clinical Education II (2)

Continuation of Clinical Education I, with emphasis on aerosol treatments, chest physical therapy (CPT), bronchial hygiene, electrocardiogram (EKG), and Oxygen therapy. Assigned to a clinical education center for 60 hours. Prerequisite: RT 12001.

RTT 21000 Critical Care (3)

Principles of patient care in a critical care environment. Topics include: definitions of critical situations, critical care equipment, and case studies. Prerequisite: RT 11001, 11003, 11004, and 11005.

RTT 21001 Neonatal and Pediatric Respiratory Care (3)

Respiratory system development; evaluation and care of newborn, infant, and pediatric patients; common infant and pediatric diseases; and respiratory care of newborns, infants, and pediatric patients. Prerequisite: RT 11001, 11003, 11004, and 11005.

RTT 21002 Long Term Care and Rehabilitation (3)

Principles of pulmonary function testing (PFT), long term care environments, and rehabilitation methods. Prerequisite: RT 11002, 11003, and 11004.

RTT 21010 Contemporary Issues in Respiratory Therapy (1)

Exploration of major social, regulatory, and educational trends and implications for professional practice. Prerequisite: RT 11000.

RTT 21011 CRT/RRT Preparation (1)

Preparation for examinations for Certified Respiratory Therapist and Registered Respiratory Therapist. Co-requisite: RT 22002.

RTT 21095 Special Topics in Respiratory Therapy (1-3)

Scheduled topics of interest to students and faculty. Prerequisite: RT 11000.

RTT 21096 Individual Investigation in Respiratory Therapy (1-3)

(Repeatable for a total of 6 hours) Readings and/or investigation of respiratory therapy topics supervised by respiratory therapy faculty. S/U grading. Prerequisite: Permission.

RTT 22001 Clinical Education III (2)

Continuation of Clinical Education II, with emphasis on aerosol therapy, Oxygen therapy, suction, EKG, ABG, ventilators, and ICU . Assigned to a clinical education center for 60 hours. Prerequisite: RT 12002.

RTT 22002 Clinical Education IV (2)

Continuation of Clinical Education III, with emphasis on pulmonary function tests (PFT), neonatal care, critical care, emergency care and pediatrics. Assigned to a clinical education center for 60 hours. Prerequisite: RT 22001.

C. Evaluation Methods

The following assessment methods will be employed by the Respiratory Therapy program to measure the extent to which the learning outcomes specified in II. A. are met:

1. Ability to meet accreditation standards and achieve program accreditation from the Commission on Accreditation for Respiratory Care (CoARC).
2. Student success rates in RTT 21011 Preparation for CRT/RRT.
3. Student passing rates on the CRT and RRT licensure examinations.
4. On-going program curriculum review by the program director, clinical director, and medical director.
5. Formal program review as part of the Regional Campus system associate degree review process.
6. On-going curricular input from the program advisory committee.

D. Specialized Accreditation

1. The Associate of Applied Science in Respiratory Therapy Technology will be accredited by the Committee on Accreditation for Respiratory Care (CoARC), in cooperation with the Commission on Accreditation of Allied Health Education Programs (CAAHEP), as a "Respiratory Therapy Advanced Level" program.

VII. Staffing Qualifications

A. Full-Time Instructional Staff

CoARC accreditation standards require the following program staff; the positions are new and are not shared with existing allied health programs. These staff members will provide classroom instruction in addition to their administrative roles.

1. A full-time Program Director responsible for all aspects of the program including the organization, administration, continuous review, planning, development, and general program effectiveness. The Program Director must be a Registered Respiratory Therapist (RRT) and hold professional license or certificate as required by the state in which he or she is employed. The Program Director must possess at least a baccalaureate degree and should have a minimum of four years experience as an RRT, of which two years should have been spent in clinical respiratory care and at least two years in a teaching position in an accredited respiratory care program. Formal teacher training/experience is recommended.
2. A full-time Director of Clinical Education responsible for organization, administration, continuous review, planning, development, and general effectiveness of clinical experiences. The Director of Clinical Education must be a Registered Respiratory Therapist (RRT) and hold professional license or certificate as required by the state in which he or she is employed. The Director of Clinical Education must possess at least a baccalaureate degree and should have a minimum of four years experience as an RRT, of which two years should have been spent in clinical respiratory care and at least two years in a teaching position in an accredited respiratory care program. Formal teacher training/experience is recommended.
3. A part-time Medical Director must provide the input necessary to ensure that the medical components of the curriculum, both didactic and supervised clinical practice, meet current standards of medical practice. He or she must also assure physician instructional involvement in the training of Respiratory Therapists. The Medical Director must be a Board Certified, licensed physician, with recognized qualifications, by training and/or experience, in the management of respiratory disease and in respiratory care practices.
4. It is anticipated that a non-tenure track faculty member will be added when the position is justified by program enrollment or expansion.

No additional faculty are projected to be necessary in courses that support the Respiratory Therapy Technology major (basic sciences and general studies) as the campus has already invested in these areas to support other allied health programs.

B. Adjunct Faculty

Appropriately credentialed adjunct faculty will be employed for classroom and clinical instruction as program enrollment and need require. Instructors must be appropriately credentialed for the content area being taught, knowledgeable in subject matter through training and experience, effective in teaching their assigned subjects and exhibit professional behavior in the workplace.

VIII. Facilities and Support

A. Current Facilities and Equipment

1. Facilities

The Ashtabula Campus broke ground on July 17, 2007, for a state-of-the-art Health and Science Building. This 56,000 square foot facility will house Nursing, Physical Therapy, Occupational Therapy, Radiologic Technology, and Respiratory Therapy skills laboratories. The building will also offer such unique features an apartment to simulate home care, a human patient simulator that provides life-like reactions to medical interventions, and an anatomy cadaver lab. The lab was designed with input from respiratory therapy professionals at the Ashtabula County Medical Center.

The current campus facilities located in Main Hall are sufficient to handle classroom and laboratory science needs until the new building is completed.

2. Equipment

The Respiratory Therapy lab in the new Allied Health and Science Building will be equipped with three patient care stations, fully functioning air, Oxygen, suction, and testing equipment.

3. **Impact on Current Programs**

The Respiratory Therapy program is anticipated to have the following impact on existing Ashtabula Campus programs:

- a. It will provide an additional choice for students interested in a career in allied health. In anticipation of this additional choice, the campus is exploring the development of a common pre-allied health core of courses to simplify student preparation and admissions.
- b. It will require additional sections of required basic science courses in Physics, Chemistry, Anatomy and Physiology, and Microbiology. In anticipation of these needs, the campus has hired a full-time Physics faculty member, a third full-time Biology faculty member, and is exploring the addition of a second full-time Chemistry faculty member.
- c. The program is not anticipated to have any impact on classroom or laboratory space for current students due to the construction of the new Science and Allied Health building.

B. New Facilities and Equipment Required

No new facilities are required beyond the Science and Allied Health building detailed above in VIII. A. 1.

The following new equipment is required and will be installed in the new building:

1. Ventilators (3)
2. Blood Gas Machine
3. Monitors (3)
4. Beds (3)
5. Resuscitation Dummies (3)
6. EKG
7. Portable Vitals Machine
8. Pulse OX
9. Emergency Cart and Supplies
10. Miscellaneous Equipment and Consumables

C. Meeting New Facilities and Equipment Needs

Please see VIII. A. 1. above.

D. Library Support

The Ashtabula Campus Library currently supports allied health programs in Nursing, Physical Therapist Assistant Technology, Occupational Therapy Assisting Technology, and Radiologic Technology. Additional reference, circulating, and periodical materials will be added as required by the Respiratory Therapy program if they are not available within the Kent State University Library system or through inter-library loan on OhioLink. The program director will be responsible for reviewing collection holdings and recommending new materials to the Library Director.

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

No internal reallocation of resources is anticipated to support the proposed program.

D. Financial Statement for New Degree Program

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



OHIO BOARD
OF REGENTS

Attachment 8-Page 30

EDMUND J. ADAMS
DONNA M. ALVARADO, CHAIR
BRUCE R. BEEGHLY, VICE CHAIR
JEANETTE G. BROWN
ANTHONY D. HOUSTON
JAMES F. PATTERSON
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JAMES M. TUSCHMAN, SECRETARY
SENATOR JOY PADGETT
REPRESENTATIVE ARLENE J. SETZER

ERIC D. FINGERHUT, CHANCELLOR

April 5, 2007

Shirley J. Barton, Ph.D.
Executive Dean, Regional Campuses
Kent State University
P.O. Box 5190
Kent, Ohio 44242-0001

Dr. Dr. Barton:

This is to acknowledge that our office has received Kent State University-Ashtabula Campus' preliminary proposal for an Associate of Applied Science degree in Respiratory Therapy.

Preliminary approval has been granted and the institution may proceed with the process of the 'Formal Proposal' development for this degree. Preliminary approval will be withdrawn if a formal proposal for the Board of Regents' consideration has not been submitted within two years of the date of preliminary approval was granted.

As you begin to develop the "Formal Proposal" please be reminded that the Regents' have re-stated their expectations that there should be no unnecessary duplication of existing programs and optimal collaboration between campuses offering the same programs.

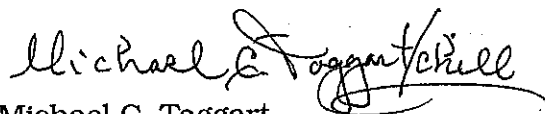
The proposal should address why this new proposed program should be viewed as non-duplicative and that the campuses in the surrounding area have been informed of your plan to develop this program and relate the campuses responses to the development of this program.

Also, that in contacting the administrators of these programs it's important for Kent State University-Ashtabula campus to express an interest in learning from the campuses "best practices" and explore opportunities for program collaboration arrangements with those institutions to reduce program cost and support the program's successful implementation. The results of these conversations with the other institutions should be included in the formal proposal as well.

Dr. Shirley Barton, Executive Dean
Page 2
April 5, 2007

If I can be any assistance and or you need any additional information, please do not hesitate to contact me at (614) 752-9487 or via email at mtaggart@regents.ohio.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael C. Taggart". The signature is fluid and cursive, with a large, stylized initial 'M'.

Michael C. Taggart
Director, Workforce Development

cc: Dr. Gayle Ormiston, Associate Provost
Dean Susan Stocker, Ashtabula Campus



Interdepartmental Correspondence

TO: Shirley Barton, Executive Dean for Regional Campuses

FROM: Susan Stocker, Dean

DATE: February 1, 2007

SUBJECT: Respiratory Care Preliminary Approval

The Ashtabula Campus is requesting preliminary approval to develop a proposal for a new Associate of Applied Science major in Respiratory Care. 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:

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 - 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)
 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. It is also recommended that if possible, the study group include at least one program director from an accredited, unaffiliated respiratory care program in the proposed program's "drawing area." Under CoARC's definition, all of the programs listed above, except for Stark State College of Technology, would qualify as being in our drawing area.

Given the recent situation with Radiologic Technology--and the fact that we are in such direct competition—it may be impractical to include Lakeland. Regardless, we will make the appropriate consultations with them as part of the formal proposal development process. We may receive a more honest appraisal from YSU, which has a bachelor's degree program that may not be seen as a direct competitor, or from Gannon which is Pennsylvania and whose students would be penalized by out of state fees, so less likely to attend our campus.

I believe that an Associate of Applied Science major in Respiratory Care is needed in Ashtabula County and in our region. It would complement our existing programs and faculty in Nursing, Physical Therapist Assistant Technology, Occupation Therapy Assistant Technology, Radiologic Technology, and the basic sciences. Respiratory Care would also be housed in our Science and Allied Health facility that is currently under design, and would benefit from the capabilities of this new facility.

I hope that your review of this request results in your support of it. If I can provide any additional information or insights, please do not hesitate to contact me.

:SJS/mam

Ohio Board of Regents
Operating Manual for Two-Year
Campus Programs

Format/
Preliminary Approval

4/98

Page 401.03

OHIO BOARD OF REGENTS
Request for Preliminary Approval

Kent State University Ashtabula Campus

Name of Campus

☒ **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

Ohio Board of Regents
Operating Manual for Two-Year
Campus Programs

Attachment 8-Page 35
Preliminary Approval

Page 401.4

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:

<u>Initial CoARC Accreditation Application Deposit</u>	<u>\$500</u>
<u>CoARC Accreditation study group expenses</u>	<u>\$500</u>
<u>CoARC Initial Evaluation Fee</u>	<u>\$1,300</u>
<u>Program Director Salary</u>	<u>\$65,000</u>
<u>Director of Clinical Education Salary</u>	<u>\$45,000</u>
<u>Medical Director Services</u>	<u>\$25,000</u>
<u>Adjunct Faculty Salaries</u>	<u>\$15,000</u>
<u>Equipment</u>	
<u>Ventilators (3)</u>	<u>\$81,000</u>
<u>Blood Gas Machine</u>	<u>\$35,000</u>
<u>Monitors (3)</u>	<u>\$45,000</u>
<u>Beds (3)</u>	<u>\$12,000</u>
<u>Resuscitation Dummies (3)</u>	<u>\$15,000</u>
<u>EKG</u>	<u>\$6,000</u>
<u>Portable Vitals Machine</u>	<u>\$5,000</u>
<u>Pulse OX</u>	<u>\$1,000</u>
<u>Emergency Cart and Supplies</u>	<u>\$8,000</u>
<u>Misc. Equipment and Consumable Supplies</u>	<u>\$10,000</u>
<u>Total Preliminary Cost Estimate</u>	<u>\$370,300</u>

IV. Preliminary estimate of headcount enrollments:

	2008 - 2009	2009 - 2010
First Year Students	20	20
Second Year Students		20
Total	20	40

Program Requirement Sheet
Associate of Applied Science Degree
RESPIRATORY THERAPY TECHNOLOGY

I. TECHNICAL COURSES**34**

<u>Dept</u>	<u>Course</u>	<u>Title</u>	<u>Credit Hours</u>
RTT	11000	Introduction to Respiratory Therapy	3
RTT	11001	Pharmacology	3
RTT	11002	Cardiopulmonary Diseases	3
RTT	11003	Cardiopulmonary Physiology	3
RTT	11004	ABG/EKG Interpretation	2
RTT	11005	Mechanical Ventilation	2
RTT	12001	Clinical Education I	1
RTT	12002	Clinical Education II	2
RTT	21000	Critical Care	3
RTT	21001	Neonatal and Pediatric Respiratory Care	3
RTT	21002	Long Term Care and Rehabilitation	3
RTT	21010	Contemporary Issues in RT	1
RTT	21011	CRT/RRT Preparation	1
RTT	22001	Clinical Education III	2
RTT	22002	Clinical Education IV	2

II. RELATED COURSES**15**

<u>Dept</u>	<u>Course</u>	<u>Title</u>	<u>Credit Hours</u>	<u>Sem./Yr.</u>
BSCI	20020	Biological Structure and Function*	5	_____
BSCI	20021	Microbiology*	3	_____
BSCI	20022	Microbiology Lab*	1	_____
CHEM	10050	Fundamentals of Chemistry*	3	_____
PHY	12111	Physics for Health Technologies*	3	_____

III. GENERAL STUDIES**14**

<u>Department</u>	<u>Course</u>	<u>Title</u>	<u>Credit Hours</u>	<u>Sem./Yr.</u>
COMM	15000	Intro to Human Communication*	3	_____
ENG	11011	College Writing I*	3	_____
MATH	11009	Modeling Algebra*	4	_____
PSYC	11762	General Psychology*	3	_____
US	10097	First Year Colloquium*	1	_____

TOTAL**63**

*Course can be taken prior to program admission

Program Requirement Sheet
Associate of Applied Science Degree
RESPIRATORY THERAPY TECHNOLOGY
2008-2009

Student Name: _____
Campus: _____

DRAFT

ADDITIONAL PRESCRIPTION COURSES
(Check Required Courses)

Dept.	Course Number	Title	Credit Hours	Sem./Yr. Complete
<input type="checkbox"/>	ENG 11001	Intro. to College Writing S (3)	6	
<input type="checkbox"/>	ENG 11002	College Writing I - Stretch (3)	1	
<input type="checkbox"/>	MATH 10031	Fundamentals of Math I	1	
<input type="checkbox"/>	MATH 10032	Fundamentals of Math II	1	
<input type="checkbox"/>	MATH 10033	Fundamentals of Math III	1	
<input type="checkbox"/>	MATH 10034	Fundamentals of Math IV	1	
<input type="checkbox"/>	MATH 10035	Fundamentals of Math V	1	
<input type="checkbox"/>	MATH 10036	Fundamentals of Math VI	1	
<input type="checkbox"/>	US 10003	Reading Strat/College Success	3	
<input type="checkbox"/>	US 10006	Study Strat/for College Success	3	

TECHNICAL COURSES

Dept.	Course Number	Title	Credit Hours	Sem./Yr. Completed	Grd (0-4)	Qty. Point
RTT	10000	Introduction to Respiratory Therapy	3			
RTT	11001	Pharmacology	3			
RTT	11002	Cardiopulmonary Disease	3			
RTT	11003	Cardiopulmonary Physiology	3			
RTT	11004	ABG/EKG Interpretation	2			
RTT	11005	Mechanical Ventilation	2			
RTT	12001	Clinical Education I	1			
RTT	12002	Clinical Education II	2			
RTT	21000	Critical Care	3			
RTT	21001	Neonatal and Pediatric Respiratory Care	3			
RTT	21002	Long Term Care and Rehabilitation	3			
RTT	21010	Contemporary Issues in RT	1			
RTT	21011	CRT/RTT Preparation	1			
RTT	22001	Clinical Education III	2			
RTT	22002	Clinical Education IV	2			
Total Technical Course Hours			34	Core GPA _____		

RELATED COURSES*

Dept.	Course Number	Title	Credit Hours	Sem./Yr. Completed
BSCI	20020	Biological Structure and Function	5	
BSCI	20021	Microbiology	3	
BSCI	20022	Microbiology Lab	1	
CHEM	10050	Fundamentals of Chemistry	3	
PHY	12111	Physics for Health Technologies	3	
Total Related Course Hours			15	

GENERAL STUDIES COURSES*

COMM	15000	Introduction to Human Communication	3	
ENG	11011	College Writing I	3	
MATH	11009	Modeling Algebra	4	
PSYC	11762	General Psychology	3	
US	10097	First Year Colloquium	1	
Total General Studies Course Hours			14	

TOTAL REQUIREMENTS

63

Student Signature _____

Date _____

Advisor Signature _____

Date _____

Notes

Core GPA = Technical Quality Points / Technical Credit Hours

*Courses may be taken prior to program admission.

Issued by the office of the Executive Dean for Regional Campus

Associate of Applied Science Degree
RESPIRATORY THERAPY TECHNOLOGY
 Course Sequence

First Year

Spring Semester		16
RTT 11000	Intro to Respiratory Therapy	3
BSCI 20020	Biological Structure and Function	5
CHEM 10050	Fundamentals of Chemistry	3
MATH 11009	Modeling Algebra	4
US 10097	First Year Colloquium	1
Summer		13
RTT 11001	Pharmacology	3
RTT 11002	Cardiopulmonary Diseases	3
RTT 11003	Cardiopulmonary Physiology	3
RTT 1200 0 1	Clinical Education I	1
PHY12111	Physics for Health Technologies	3
Fall Semester		13
RTT 11004	ABG/EKG Interpretation	2
RTT 11005	Mechanical Ventilation	2
RTT 1200 0 2	Clinical Education II	2
BSCI 20021	Microbiology	3
BSCI 20022	Microbiology Lab	1
ENG 11011	College Writing I	3

Second Year

Spring Semester		11
RTT 21000	Critical Care	3
RTT 21001	Neonatal and Pediatric Respiratory Care	3
RTT 22001	Clinical Education III	2
PSYC 11762	General Psychology	3
Fall Semester		10
RTT 21002	Long Term Care & Rehabilitation	2
RTT 21010	Contemporary Issues in RT	2
RTT 21011	Preparation for CRT/RRT	1
RTT 22002	Clinical Education IV	2
COMM 15000	Introduction to Human Communication	3
TOTAL DEGREE REQUIREMENTS		63

Associate of Applied Science Degree
RESPIRATORY THERAPY TECHNOLOGY

Prerequisite Courses

Mathematics

High School Algebra

OR

MATH 10005 Introduction to College Math 3

OR

MATH 10034 Fundamental Math IV 1

Biology

High School Biology

OR

BSCI 10001 Human Biology 3

Chemistry

High School Chemistry

OR

CHEM 10030 Chemistry in Our World 3

Medical Terminology

HED 14020 Medical Terminology 3

All developmental coursework indicated as necessary by the COMPASS basic skills test must be completed.

Regional Campuses

US	10001	University Orientation	1
TOTAL			71

*Tuscarawas students must take MATH 11011, 11022, 19002 (10 hours) or MATH 12001, 12002 (9 hours) due to ABET accreditation. For Tuscarawas students the Related Courses hours are 19-20 and the total hours are 70-71.

A.A.S. in Systems/Industrial Engineering Technology

The Associate of Applied Science in Systems/Industrial Engineering Technology provides students with knowledge and skills in the areas of analysis and measurement in a variety of industries. Students receive hands-on experience with the equipment used in machine tool operations, testing and analysis and computer-aided design. This major is available at the Trumbull and Tuscarawas campuses. Systems engineering also is available as an individualized program option under mechanical engineering technology at the Ashtabula Campus. Not all courses are available at all campuses, nor are all courses regularly scheduled.

I. TECHNICAL COURSES	37
EERT 22014 Microprocessors and Robotics	4
IERT 22000 Statistical Process Control	4
22006 Economic Decision Analysis	3
22010 Computer Integrated Manufacturing	3
MERT 12000 Engineering Drawing	3
12001 Computer-Aided Drafting	4
12004 Manufacturing Processes	3
22009 Robotics and Flexible Automation	3
<i>Choose 10 hours from:</i>	10
COMT 21008 Computer Methods in Science and Engineering (3)	
EERT 22004 Digital Systems (3)	
IERT 12005 Applications in CAD (2)	
22001 Motion and Time Study (3)	
22003 Supervision and Labor Relations (5)	
22004 Facilities Engineering (2)	
22005 Production and Inventory Control (2)	
22008 Taguchi Process Improvement (3)	
II. RELATED COURSES	19
EERT 22003 Technical Computing	3
MATH* 11011 College Algebra	4
11012 Intuitive Calculus	3
11022 Trigonometry	2
PHY 12201 Technical Physics I	3
12202 Technical Physics II	4
III. GENERAL STUDIES COURSES	14
COMM 15000 Introduction to Human Communication	3
ENG 11011 College Writing I	3
20002 Introduction to Technical Writing	3
Social Sciences or Humanities electives	4
<i>from the LER courses.</i>	
US 10001 University Orientation	1
TOTAL	70

A.A.S. in Veterinary Technology

The Associate of Applied Science in Veterinary Technology program is offered at the Tuscarawas Campus. With the successful completion of the program, graduates are awarded the Associate of Applied Science in Veterinary Technology and are eligible for registration in the state of Ohio. Students interested in the program should apply directly to the Tuscarawas Campus and meet with the campus program director. Admission to the program is selective. Detailed information and requirements for admission, satisfactory progress and graduation can be obtained from the Kent State Tuscarawas program office.

I. TECHNICAL COURSES	35
VTEC 10001 Introduction to Veterinary Technology	2
10002 Veterinary Nursing I	3
10204 Clinical Laboratory I	3
10205 Veterinary Nursing II	3
10206 Pharmacology	2
20008 Clinical Laboratory II	3
20009 Veterinary Nursing III	3
20010 Imaging Techniques	3
20212 Surgery and Anesthesia	3
20213 Nutrition and Disease	2
20214 Veterinary Nursing and Hospital Procedures	3
20392 Veterinary Hospital Practicum	5
II. RELATED COURSES	21
BSCI 10100 Anatomy for Veterinary Technicians	5
10110 Biological Diversity	4
20021 Basic Microbiology	3
CHEM 10050 Fundamentals of Chemistry	3
10052 Introduction to Organic Chemistry	2
10053 Inorganic and Organic Laboratory	1
HED 14020 Medical Terminology	3
III. GENERAL STUDIES COURSES	16
COMM 15000 Introduction to Human Communication	
or	
20001 Interpersonal Communication	3
ENG 11011 College Writing I	3
Humanities electives	3
Social Sciences electives	6
US 10001 University Orientation	1
TOTAL	72

Program Requirement Sheet
 Associates of Applied Science Degree
RESPIRATORY THERAPY TECHNOLOGY

The Associate of Applied Science in Respiratory Therapy Technology is offered at the Ashtabula Campus. With successful completion of the program, graduates are eligible to sit for the registry examination to become a Registered Respiratory Therapist. Respiratory therapists work as members of a team of healthcare professionals working in a wide range of clinical settings to evaluate, treat, and manage patients of all ages with respiratory illnesses and other cardiopulmonary disorders. Students interested in the program should apply directly to the Ashtabula Campus and meet with the program director.

I. TECHNICAL COURSES

			34	
<u>Dept</u>	<u>Course</u>	<u>Title</u>	<u>Credit Hours</u>	<u>Sem./Yr.</u>
RTT	11000	Introduction to Respiratory Therapy	3	_____
RTT	11001	Pharmacology	3	_____
RTT	11002	Cardiopulmonary Diseases	3	_____
RTT	11003	Cardiopulmonary Physiology	3	_____
RTT	11004	ABG/EKG Interpretation	2	_____
RTT	11005	Mechanical Ventilation	2	_____
RTT	12001	Clinical Education I	1	_____
RTT	12002	Clinical Education II	2	_____
RTT	21000	Critical Care	3	_____
RTT	21001	Neonatal and Pediatric Respiratory Care	3	_____
RTT	21002	Long Term Care and Rehabilitation	3	_____
RTT	21010	Contemporary Issues in RT	1	_____
RTT	21011	CRT/RRT Preparation	1	_____
RTT	22001	Clinical Education III	2	_____
RTT	22002	Clinical Education IV	2	_____

II. RELATED COURSES

			15	
<u>Dept</u>	<u>Course</u>	<u>Title</u>	<u>Credit Hours</u>	<u>Sem./Yr.</u>
BSCI	20020	Biological Structure and Function*	5	_____
BSCI	20021	Microbiology*	3	_____
BSCI	20022	Microbiology Lab*	1	_____
CHEM	10050	Fundamentals of Chemistry*	3	_____
PHY	12111	Physics for Health Technologies*	3	_____

III. GENERAL STUDIES

			14	
<u>Department</u>	<u>Course</u>	<u>Title</u>	<u>Credit Hours</u>	<u>Sem./Yr.</u>
COMM	15000	Intro to Human Communication*	3	_____
ENG	11011	College Writing I*	3	_____
MATH	11009	Modeling Algebra*	4	_____
PSYC	11762	General Psychology*	3	_____
US	10097	First Year Colloquium*	1	_____

TOTAL

63

*Course can be taken prior to program admission

KENT STATE UNIVERSITY RTT 11000

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Jun-07**

Curriculum Bulletin _____

Effective Date **Fall 2007**

Approved by EPC _____

Department **Respiratory Therapy Technology**
 College **RC - Regional Campuses**
 Proposal **Establish Course**
 Course Subject **RTT** Course Number **11000**
 Course Title **Introduction to Respiratory Therapy**
 Minimum Credits **03** Maximum Credits **3**

Selected items are new	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

No impact on other policies, programs, or procedures.

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

Ashtabula Faculty Council, Speech Pathology and Audiology, EHHS

REQUIRED ENDORSEMENTS

Lynne E. Rowan

9/5/07

Paul Bradley Day

7/19/07

Department Chair / School Director / Campus Dean

Joanne Annan

9/27/07

College Dean

Shelly J. Barton

9/28/07

Executive Dean of Regional Campuses

Provost

1/1/

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **3-Jun-07** Requested Effective Term **Fall 2007**
Course Subject **RTT** Course Number **11000**
Course Title **Introduction to Respiratory Therapy**
Title Abbreviation **Intro To Respiratory Therapy**
Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours ☒ Lecture Minimum Hours **03** ☒ to ☐ or Maximum Hours **03**
Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
Contact hours should be per week.
Repeat Status **NR - Course may not be repeated**
If repeats, course limit OR maximum hours
Course Level **UG - Undergraduate**
Grade Rule **B - Letter**
Schedule Type(s) **LEC - Lecture**
Course Attribute(s) **None**
Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s)

Test Score(s)

Corequisite(s)

Registration is by permission only ☐ Yes ☒ No

Restrict Registration **Admission to Respiratory Therapy Major**

(e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **93**

OBR Subsidy Code **06**

OBR Course Level **2**

CIP Code **510908**

Catalog Description **Survey of respiratory therapy as a health care profession. Topics include basic terminology, legal implications for practice, patient safety, recordkeeping and communication, medical ethics, licensure and credentialing, membership in professional associations, professional behavior, and cultural awareness and diversity. Prerequisite: Admission to the Respiratory Therapy major.**

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
12.00	Job shadowing experiences: one 3 hour session each week for 4 weeks; three experiences in a hospital setting, one in a home healthcare setting.
6.00	Basic terminology and healthcare communication
6.00	Respiratory therapy as a profession
6.00	Respiratory therapy career options (guest speakers from home care and hospital settings)
3.00	Degree expectations, requirements, and experiences
3.00	HIPAA requirements
6.00	Introduction to gases and equipment
3.00	Introduction to computer equipment

45.00 Total Contact Hours

Textbook(s) Used in this Course

Egan's Fundamentals of Respiratory Care, Eighth Edition
(Hardcover) by Robert L. Wilkins and James K. Stoller

Writing Expectations

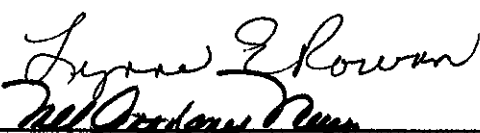
Students will complete short written summaries of job shadowing experiences and guest speakers; short answer questions on examinations.

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content

Kimberly Gray

REQUIRED ENDORSEMENT


Lynn E. Rowan

Department Chair / School Director / Campus Dean

9/5/07
2/19/07

KENT STATE UNIVERSITY RTT 11001

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Jun-07**

Curriculum Bulletin _____

Effective Date **Fall 2007**

Approved by EPC _____

Department **Respiratory Therapy Technology**
 College **RC - Regional Campuses**
 Proposal **Establish Course**
 Course Subject **RTT** Course Number **11001**
 Course Title **Pharmacology**
 Minimum Credits **03** Maximum Credits **3**

Selected Items are new	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

No impact on other policies, programs, or procedures.

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

Ashtabula Faculty Council, Speech Pathology and Audiology, EHHS

REQUIRED ENDORSEMENTS

Stephen J. Rowan
Paul Orchard

Department Chair / School Director / Campus Dean

9/5/07

7/19/07

Joanne Arhau

College Dean

9/27/07

Shelley J. Barton

Executive Dean of Regional Campuses

9/28/07

Provost

1/1/

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **3-Jun-07** Requested Effective Term **Fall 2007**
 Course Subject **RTT** Course Number **11001**
 Course Title **Pharmacology**
 Title Abbreviation **Pharmacology**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03** ☒ to ☐ or Maximum Hours **03**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite
 Course(s) **BSCI 20020 and RTT 11000**

Test Score(s)

Corequisite(s)

Registration is by permission only ☐ Yes ☒ No

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **95**

OBR Subsidy Code **06**

OBR Course Level **2**

CIP Code **510908**

Catalog Description **Principles of pulmonary and conducting airway pharmacology; the treatment of obstructive lung diseases and other disorders.**

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
15.00	Principles of pulmonary pharmacology - Receptor and target cells -Autonomic innervation -Mediators of inflammation -Airway smooth muscle -Cytokines in the lungs -Inflammation -Toxicology and environmental factors
15.00	Pharmacology of conducting airways -Beta-adrenergic agonists -Drugs that inhibit Phosphodiesterase -Anticholinergic agents -Corticosteroids -Anti-inflammatory drugs other than corticosteroids -Stimulants and mucolytics -Adverse drug reactions
10.00	Treatment of Obstructive lung diseases -Asthma treatment -COPD Treatment -Cystic Fibrosis treatment
5.00	Other disorders -Pulmonary embolism treatment -Connective tissue disorder treatment

45.00 Total Contact Hours

Textbook(s) Used in this Course

Writing Expectations

Students will complete short answer questions on examinations.

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content **Kimberly Gray**

REQUIRED ENDORSEMENT

Lynne E. Rowan
Kimberly Gray

Department Chair / School Director / Campus Dean

9/5/07
2/19/07

KENT STATE UNIVERSITY RTT 11002

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Jun-07**

Curriculum Bulletin _____

Effective Date **Fall 2007**

Approved by EPC _____

Department **Respiratory Therapy Technology**College **RC - Regional Campuses**Proposal **Establish Course**Course Subject **RTT** Course Number **11002**Course Title **Cardiopulmonary Diseases**Minimum Credits **03** Maximum Credits **03**

Selected items are new	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

No impact on other policies, programs, or procedures.

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

Ashtabula Faculty Council, Speech Pathology and Audiology, EHHS

REQUIRED ENDORSEMENTS

[Signature]
[Signature]

Department Chair / School Director / Campus Dean

9/5/07

7/19/07

[Signature]

College Dean

9/27/07

[Signature]

Executive Dean of Regional Campuses

9/28/07

Provost

1/1/

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **3-Jun-07** Requested Effective Term **Fall 2007**
 Course Subject **RTT** Course Number **11002**
 Course Title **Cardiopulmonary Diseases**
 Title Abbreviation **Cardiopulmonary Diseases**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03** ☒ to ☐ or Maximum Hours **03**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit **OR** maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite
 Course(s) **RTT 11000**

Test Score(s)

Corequisite(s)

Registration is by permission only ☐ Yes ☒ No

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE
 OBR Program Code **93**
 OBR Subsidy Code **06**
 OBR Course Level **2**
 CIP Code **510908**

Catalog Description **Introduction to cardiopulmonary disease. Topics include patient assessment, obstructive airway diseases, infectious pulmonary diseases, pulmonary vascular diseases, cancer, environmental lung disease, and sleep disorders.**

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
6.00	Patient assessment -Radiologic examination of the chest -Data collection -Assessment skills and critical thinking -Treatment plans -Infection control
9.00	Obstructive airway diseases -Chronic bronchitis -Emphysema -Asthma -Cystic Fibrosis -Croup
9.00	Infectious Pulmonary Diseases -Pneumonia -AIDS -Lung abscess -Tuberculosis -Fungal diseases of the lung
6.00	Pulmonary vascular diseases -Pulmonary edema -Pulmonary embolism or infarction
1.50	Chest and Pleural trauma
1.50	Cancer of the lungs
1.50	Environmental lung disease
1.50	Acute Respiratory Distress Syndrome (ARDS)
1.50	Disorders of the Pleura and chest wall
6.00	Neurological and Sleep Apnea -Guillain Barre Syndrome -Sleep Apnea -Myasthenia Gravis
1.50	Other -Drowning -Smoke inhalation -Post-operative atelectasis

45.00 Total Contact Hours

Textbook(s) Used in this Course

Writing Expectations

Students will complete patient assessments, treatment plans, and short answer questions on examinations.

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content **Kimberly Gray**

REQUIRED ENDORSEMENT




Department Chair / School Director / Campus Dean

9/5/07
7/19/07

KENT STATE UNIVERSITY RTT 11003

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Jun-07**

Curriculum Bulletin _____

Effective Date **Fall 2007**

Approved by EPC _____

Department **Respiratory Therapy Technology**College **RC - Regional Campuses**Proposal **Establish Course**Course Subject **RTT** Course Number **11003**Course Title **Cardiopulmonary Physiology**Minimum Credits **03** Maximum Credits **03**

Selected items are new	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

No impact on other policies, programs, or procedures.

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

Ashtabula Faculty Council, Speech Pathology and Audiology, EHHS

REQUIRED ENDORSEMENTS

Lynne Brown
Neil Anderson

Department Chair / School Director / Campus Dean

9/5/07

7/12/07

Joanne Arhar

College Dean

9/27/07

Shirley J. Barton

Executive Dean of Regional Campuses

9/28/07

Provost

1/1/

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **3-Jun-07** Requested Effective Term **Fall 2007/8**
 Course Subject **RTT** Course Number **11003**
 Course Title **Cardiopulmonary Physiology**
 Title Abbreviation **Cardiopulmonary Physiology**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03** ☒ to ☐ or Maximum Hours **03**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite
 Course(s) **BSCI 20020 RTT 11000**

Test Score(s)

Corequisite(s)

Registration is by permission only ☐ Yes ☒ No

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE	
OBR Program Code	<u>93</u>
OBR Subsidy Code	<u>06</u>
OBR Course Level	<u>2</u>
CIP Code	<u>510908</u>

Catalog Description **Principles of cardiopulmonary processes and functions. Topics include pulmonary mechanics, cardiovascular mechanisms, and neuromuscular mechanisms.**

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
15.00	Pulmonary Mechanics <ul style="list-style-type: none">-Control of respirations-Ventilation, perfusion, and gas exchange-Oxygen transport and cellular respiration-Metabolic events in the lungs
15.00	Cardiovascular Mechanisms <ul style="list-style-type: none">-Cardiac adaptations-Tissue perfusion-Pressor/depressor mechanisms-Cardiac rhythmicity
15.00	Neuromuscular mechanisms <ul style="list-style-type: none">-Neural integration-Autonomic control of cardiovascular functions

45.00 Total Contact Hours

Textbook(s) Used in this Course

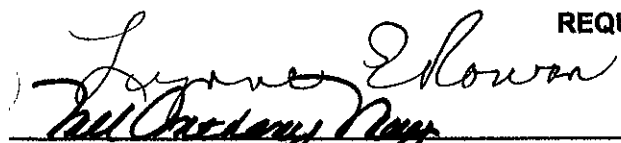

Writing Expectations

Students will complete short answer questions on examinations.

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content **Kimberly Gray**

REQUIRED ENDORSEMENT

Department Chair / School Director / Campus Dean

9/5/07

2/19/07

KENT STATE UNIVERSITY RTT 11004

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Jun-07**

Curriculum Bulletin _____

Effective Date **Fall 2007/8**

Approved by EPC _____

Department **Respiratory Therapy Technology**College **RC - Regional Campuses**Proposal **Establish Course**Course Subject **RTT** Course Number **11004**Course Title **ABG/EKG Interpretation Arterial Blood Gas and Electrocardiogram Interpretation**Minimum Credits **02** Maximum Credits **02**

Selected items are new	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

No impact on other policies, programs, or procedures.

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

Ashtabula Faculty Council, Speech Pathology and Audiology, EHHS

REQUIRED ENDORSEMENTS

Leanne Skowron
Bill Dondery Day

Department Chair / School Director / Campus Dean

9/5/07

7/19/07

Joanne Arthur

College Dean

9/27/07

Shirley J. Barton

Executive Dean of Regional Campuses

9/28/07

Provost

 / /

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **3-Jun-07** Requested Effective Term **Fall 2007/8**
 Course Subject **RTT** Course Number **11004**
 Course Title **~~ABG/EKG Interpretation~~ Arterial Blood Gas and Electrocardiogram Interpretation**
 Title Abbreviation **Abg/Ekg Interpretation**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **02** ☒ to ☐ or Maximum Credit **02** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **02** ☒ to ☐ or Maximum Hours **02**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit **OR** maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite Course(s) **BSCI 20020 and RTT 11000 and RTT 11003**

Test Score(s)

Corequisite(s)

Registration is by permission only ☐ Yes ☒ No

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **93**
 OBR Subsidy Code **06**
 OBR Course Level **2**
 CIP Code **510908**

Catalog Description **Principles of obtaining, reading, and interpreting arterial blood gas tests and electrocardiograms.**

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
15.00	Electrocardiograms -Obtaining -Reading
15.00	Arterial blood gas tests -Obtaining -Reading -Interpretation -Treatment of interpretation

30.00 Total Contact Hours

Textbook(s) Used in this Course

Writing Expectations

Students will complete short answer questions on examinations.

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content **Kimberly Gray**

REQUIRED ENDORSEMENT




9/5/07

7/19/07

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY RTT 11005

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Jun-07**

Curriculum Bulletin _____

Effective Date **Fall 2007**

Approved by EPC _____

Department **Respiratory Therapy Technology**College **RC - Regional Campuses**Proposal **Establish Course**Course Subject **RTT** Course Number **11005**Course Title **Mechanical Ventilation**Minimum Credits **02** Maximum Credits **02**

Selected items are new	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

No impact on other policies, programs, or procedures.

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

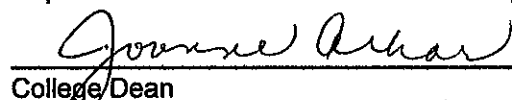
Ashtabula Faculty Council, Speech Pathology and Audiology, EHHS

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

9/5/07
7/19/07



College Dean

9/27/07



Executive Dean of Regional Campuses

9/28/07

Provost

1/1/

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **3-Jun-07** Requested Effective Term **Fall 2007**
 Course Subject **RTT** Course Number **11005**
 Course Title **Mechanical Ventilation**
 Title Abbreviation **Mechanical Ventilation**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **02** ☒ to ☐ or Maximum Credit **02** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **02** ☒ to ☐ or Maximum Hours **02**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit **OR** maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite
 Course(s) **BSCI 20020 RTT 11003**

Test Score(s)

Corequisite(s)

Registration is by permission only ☐ Yes ☒ No

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE
 OBR Program Code **93**
 OBR Subsidy Code **06**
 OBR Course Level **2**
 CIP Code **510908**

Catalog Description **Principles of mechanical ventilation; establishment of initial parameters, ventilation methods, compliance, and monitoring**

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
2.00	Expired minute ventilation
2.00	Tidal volume
2.00	Frequency
3.00	Total dead minute ventilation
3.00	Alveolar minute ventilation
3.00	CO2 elimination
3.00	Regulatory compliance
3.00	Compliance monitoring
3.00	Flow rate vs. driving pressure
3.00	Tubing compliance
3.00	Establishment of initial parameters

30.00 Total Contact Hours

Textbook(s) Used in this Course

Writing Expectations

Students will complete short answer questions on examinations.

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content Kimberly Gray

REQUIRED ENDORSEMENT




Department Chair / School Director / Campus Dean

9/5/07
7/19/02

KENT STATE UNIVERSITY RTT 12001

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Jun-07**

Curriculum Bulletin _____

Effective Date **Fall 2007**

Approved by EPC _____

Department **Respiratory Therapy Technology**College **RC - Regional Campuses**Proposal **Establish Course**Course Subject **RTT** Course Number **12001**Course Title **Clinical Education I**Minimum Credits **01** Maximum Credits **01**

Selected items are new	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

No impact on other policies, programs, or procedures.

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

Ashtabula Faculty Council, Speech Pathology and Audiology, EHHS

REQUIRED ENDORSEMENTS

Lynne E. Lowan
Phil Orchard

Department Chair / School Director / Campus Dean

9/5/07
7/19/07

Joanne Arban

College Dean

9/27/07

Shirley J. Barton

Executive Dean of Regional Campuses

9/28/07

Provost

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **3-Jun-07** Requested Effective Term **Fall 2007**
 Course Subject **RTT** Course Number **12001**
 Course Title **Clinical Education I**
 Title Abbreviation **Clinical Education I**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **01** ☒ to ☐ or Maximum Credit **01** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours **02** ☒ to ☐ or Maximum Hours **02**
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **C - Letter and In Progress (IP)**
 Schedule Type(s) **CLN - Clinic**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **RTT 11000**

Test Score(s)

Corequisite(s)

Registration is by permission only ☐ Yes ☒ No

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **93**
 OBR Subsidy Code **06**
 OBR Course Level **2**
 CIP Code **510908**

Catalog Description **Supervised experience and observation with emphasis on Oxygen delivery devices, sustained maximal inflation (SMI) and aerosol treatments. Assigned to a clinical education center for 30 hours.**

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
30.00	Five 6-hour sessions at a clinical education center with emphasis on Oxygen delivery systems, SMI, and aerosol treatments

30.00 Total Contact Hours

Textbook(s) Used in this Course

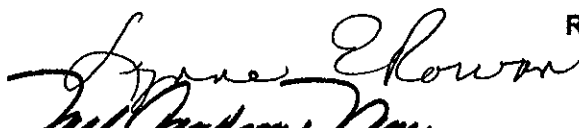

Writing Expectations

Students will complete written reflection papers regarding clinical experiences.

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content Kimberly Gray

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

9/5/07
21907

KENT STATE UNIVERSITY RTT 12002

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Jun-07**

Curriculum Bulletin _____

Effective Date **Fall 2007**

Approved by EPC _____

Department **Respiratory Therapy Technology**College **RC - Regional Campuses**Proposal **Establish Course**Course Subject **RTT** Course Number **12002**Course Title **Clinical Education II**Minimum Credits **02** Maximum Credits **02**

Selected items are new	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

No impact on other policies, programs, or procedures.

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

Ashtabula Faculty Council, Speech Pathology and Audiology, EHHS

REQUIRED ENDORSEMENTS

Lynne E. Gloran
Neil O'Leary, Ph.D.

Department Chair / School Director / Campus Dean

9/5/07
7/19/07

Josanne Arhau

College Dean

9/27/07

Shirley J. Barton

Executive Dean of Regional Campuses

9/28/07

Provost

 / /

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **3-Jun-07** Requested Effective Term **Fall 2007**
 Course Subject **RTT** Course Number **12002**
 Course Title **Clinical Education II**
 Title Abbreviation **Clinical Education II**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
 4/5, 4/5/7 or 6/7
 Minimum Credit **02** ☒ to ☐ or Maximum Credit **02** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours **02 1/4** ☒ to ☐ or Maximum Hours **12 1/4**
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **C - Letter and In Progress (IP)**
 Schedule Type(s) **CLN - Clinic**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **RTT 12001**

Test Score(s)

Corequisite(s)

Registration is by permission only ☐ Yes ☒ No

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **93**

OBR Subsidy Code **06**

OBR Course Level **2**

CIP Code **510908**

Catalog Description **Continuation of Clinical Education I, with emphasis on aerosol treatments, chest physical therapy (CPT), bronchial hygiene, electrocardiogram (EKG), and Oxygen therapy. Assigned to a clinical education center for 60 hours.**

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
60.00	Assigned to a clinical education center with emphasis on aerosol treatments, CPT, bronchial hygiene, EKG, and Oxygen therapy.

60.00 Total Contact Hours

Textbook(s) Used in this Course


Writing Expectations

Students will complete written reflection papers regarding clinical experiences.

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content Kimberly Gray

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

7/5/07
7/19/07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Attachment 8-Page 69
RTT 21000

Preparation Date **3-Jun-07**

Curriculum Bulletin _____

Effective Date **Fall 2007**

Approved by EPC _____

Department **Respiratory Therapy Technology**

College **RC - Regional Campuses**

Proposal **Establish Course**

Course Subject **RTT** Course Number **21000**

Course Title **Critical Care**

Minimum Credits **03** Maximum Credits **03**

Selected items are new	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other


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

No impact on other policies, programs, or procedures.

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

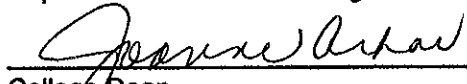
Ashtabula Faculty Council, Speech Pathology and Audiology, EHHS

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

9/5/07
7/19/07



College Dean

9/27/07



Executive Dean of Regional Campuses

9/28/07

Provost

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **3-Jun-07** Requested Effective Term **Fall 2007**
 Course Subject **RTT** Course Number **21000**
 Course Title **Critical Care**
 Title Abbreviation **Critical Care**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03** ☒ to ☐ or Maximum Hours **03**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit **OR** maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite
 Course(s) **RTT 11001, 11003, 11004, 11005**

Test Score(s)

Corequisite(s)

Registration is by permission only ☐ Yes ☒ No

Restrict Registration
 (e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE
 OBR Program Code **93**
 OBR Subsidy Code **06**
 OBR Course Level **2**
 CIP Code **510908**

Catalog Description **Principles of patient care in a critical care environment. Topics include: definitions of critical situations, critical care equipment, and case studies.**

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
15.00	Dealing with patients in the critical care environment
15.00	Critical care situations
7.50	Critical care case studies
7.50	Critical care equipment

45.00 Total Contact Hours**Textbook(s) Used in this Course****Writing Expectations****Students will complete short answer questions on examinations.****Instructor(s) Expected To Teach****Instructor(s) Contributing to Content Kimberly Gray****REQUIRED ENDORSEMENT**

Lynne Edman
Kimberly Gray
 Department Chair / School Director / Campus Dean

9/5/07
7/19/07

KENT STATE UNIVERSITY RTT 21001

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Jun-07**

Curriculum Bulletin _____

Effective Date **Fall 2007**

Approved by EPC _____

Department **Respiratory Therapy Technology**
 College **RC - Regional Campuses**
 Proposal **Establish Course**
 Course Subject **RTT** Course Number **21001**
 Course Title **Neonatal and Pediatric Respiratory Care**
 Minimum Credits **03** Maximum Credits **03**

Selected items are new	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

No impact on other policies, programs, or procedures.

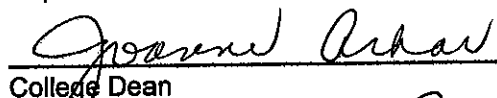
Units consulted (other departments, programs or campuses affected by this proposal):

Ashtabula Faculty Council, Speech Pathology and Audiology, EHHS

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

9/5/07
 7/19/07


 College Dean

9/27/07


 Executive Dean of Regional Campuses

9/28/07

Provost

____/____/____

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **3-Jun-07** Requested Effective Term **Fall 2007**
 Course Subject **RTT** Course Number **21001**
 Course Title **Neonatal and Pediatric Respiratory Care**
 Title Abbreviation **Neonatal/Pediatric Resp Care**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
 4/5, 4/5/7 or 6/7
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03** ☒ to ☐ or Maximum Hours **03**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite
 Course(s) **RTT 11001, 11003, 11004, 11005**

Test Score(s)

Corequisite(s)

Registration is by permission only ☐ Yes ☒ No

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE
 OBR Program Code **93**
 OBR Subsidy Code **06**
 OBR Course Level **2**
 CIP Code **510908**

Catalog Description **Respiratory system development; evaluation and care of newborn, infant, and pediatric patients; common infant and pediatric diseases; and respiratory care of newborns, infants, and pediatrics patients.**

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

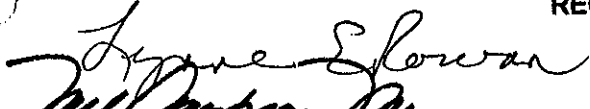

Contact Hours	Outline
7.50	Development of the respiratory system -Defense mechanisms of the respiratory tract -Abnormalities of the respiratory tract
15.00	Evaluation and care of the newborn/infant/pediatric patient -Code pink deliveries -Meconium -C-section -Distress -Premature -Multiple births -Poor/no prenatal care
7.50	Common respiratory diseases in the infant/pediatric patient -Croup -RSV -Nasal flaring -Asthma -Epiglottitis
15.00	Respiratory care of the newborn/infant/pediatric patient -Oxygen therapy -Aerosol therapy -IPPV -Bronchial hygiene -Mechanical ventilation

45.00 Total Contact Hours**Textbook(s) Used in this Course****Writing Expectations****Students will complete short answer questions on examinations and appropriate written assignments.**

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content **Kimberly Gray**

REQUIRED ENDORSEMENT

Department Chair / School Director / Campus Dean

9/5/07
2/19/02

KENT STATE UNIVERSITY RTT 21002

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Jun-07**

Curriculum Bulletin _____

Effective Date **Fall 2007**

Approved by EPC _____

Department **Respiratory Therapy Technology**
 College **RC - Regional Campuses**
 Proposal **Establish Course**
 Course Subject **RTT** Course Number **21002**
 Course Title **Long Term Care and Rehabilitation**
 Minimum Credits **03** Maximum Credits **03**

Selected items are new	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other


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

No impact on other policies, programs, or procedures.

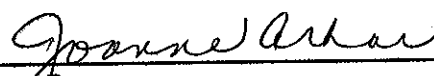
Units consulted (other departments, programs or campuses affected by this proposal):

Ashtabula Faculty Council, Speech Pathology and Audiology, EHHS

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

9/5/07
 7/19/07


 College Dean

9/27/07


 Executive Dean of Regional Campuses

9/28/07

Provost

1/1/

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **3-Jun-07** Requested Effective Term **Fall 2007⁸**
 Course Subject **RTT** Course Number **21002**
 Course Title **Long Term Care and Rehabilitation**
 Title Abbreviation **Long Term Care And Rehab**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03** ☒ to ☐ or Maximum Hours **3**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit **OR** maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite
 Course(s) **RTT 11002, 11003, 11004**

Test Score(s)

Corequisite(s)

Registration is by permission only ☐ Yes ☒ No

Restrict Registration
 (e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE	
OBR Program Code	<u>93</u>
OBR Subsidy Code	<u>06</u>
OBR Course Level	<u>2</u>
CIP Code	<u>510908</u>

Catalog Description **Principles of pulmonary function testing (PFT), long term care environments, and rehabilitation methods.**

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
30.00	Pulmonary function tests - Measurement theory and practice - Instrumentation - Prediction of normal values - Spirometry and flow volume loop - Measurement of lung values: multiple breath Nitrogen method, closed circuit Helium dilution method - Body plethmography - Pulmonary diffusion capacity - Maximal inspiratory and expiratory pressures - Response to bronchodilators - Exercise testing
7.50	Long term care - Nursing home - Assisted living - In-home care
7.50	Rehabilitation - Criteria for rehabilitation - Inpatient setting - Outpatient setting

45.00 Total Contact Hours

Textbook(s) Used in this Course

Writing Expectations

Students will complete short answer questions on examinations and appropriate written assignments.

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content **Kimberly Gray**

REQUIRED ENDORSEMENT

Lynne E. Rowan

9/5/07

Michael Anthony Ry

7/19/07

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY RTT 21010 Attachment 8 Page 80

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Jun-07**

Curriculum Bulletin _____

Effective Date **Fall 2007**

Approved by EPC _____

Department **Respiratory Therapy Technology**
 College **RC - Regional Campuses**
 Proposal **Establish Course**
 Course Subject **RTT** Course Number **21010**
 Course Title **Contemporary Issues in Respiratory Therapy**
 Minimum Credits **01** Maximum Credits **01**

Selected items are new

<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other


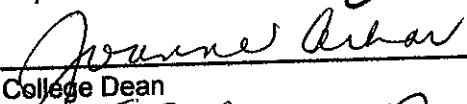

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

No impact on other policies, programs, or procedures.

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

Ashtabula Faculty Council, Speech Pathology and Audiology, EHHS

REQUIRED ENDORSEMENTS

<p> _____ Department Chair / School Director / Campus Dean</p> <p> _____ College Dean</p> <p> _____ Executive Dean of Regional Campuses</p> <p>_____ Provost</p>	<p>9/5/07 <u>7/19/07</u></p> <p><u>9/27/07</u></p> <p><u>9/28/07</u></p> <p><u> / / </u></p>
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BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **3-Jun-07** Requested Effective Term **Fall 2007**
 Course Subject **RTT** Course Number **21010**
 Course Title **Contemporary Issues in Respiratory Therapy**
 Title Abbreviation **Contemporary Issues in RT**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **01** ☒ to ☐ or Maximum Credit **01** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **01** ☒ to ☐ or Maximum Hours **01**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **RTT 11000**

Test Score(s)

Corequisite(s)

Registration is by permission only ☐ Yes ☒ No

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **93**

OBR Subsidy Code **06**

OBR Course Level **2**

CIP Code **510908**

Catalog Description **Exploration of major social, regulatory, and educational trends and implications for professional practice.**

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
15.00	Contemporary issues in respiratory therapy as appropriate to programmatic and professional need.

15.00 Total Contact Hours

Textbook(s) Used in this Course

Current materials appropriate to the specific topics covered.

Writing Expectations

Students will complete and appropriate written assignments.

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content

Kimberly Gray

REQUIRED ENDORSEMENT

Lynne Elowan
Kimberly Gray
 Department Chair / School Director / Campus Dean

9/5/07

7/19/07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Attachment 8-Page 83

RTT 21011

Preparation Date **3-Jun-07**

Curriculum Bulletin _____

Effective Date **Fall 2007**

Approved by EPC _____

Department **Respiratory Therapy Technology**

College **RC - Regional Campuses**

Proposal **Establish Course**

Course Subject **RTT** Course Number **21011**

Course Title **Preparation for ERT/RTT**

Minimum Credits **01** Maximum Credits **01**

Certified Respiratory Therapist and Registered Respiratory Therapist

- | | | |
|---------------------------|--|---|
| Selected Items
are new | <input checked="" type="checkbox"/> Subject | <input type="checkbox"/> Cross-Listed / Slash |
| | <input checked="" type="checkbox"/> Number | <input checked="" type="checkbox"/> Grade Rule |
| | <input checked="" type="checkbox"/> Title | <input checked="" type="checkbox"/> Credit by Exam |
| | <input checked="" type="checkbox"/> Title Abbreviation | <input type="checkbox"/> Course Fee |
| | <input checked="" type="checkbox"/> Credit Hours | <input type="checkbox"/> Liberal Education Requirements (LER) |
| | <input checked="" type="checkbox"/> Prerequisites | <input type="checkbox"/> Writing-Intensive |
| | <input checked="" type="checkbox"/> Description | <input type="checkbox"/> Diversity |
| | <input checked="" type="checkbox"/> Schedule Type | <input type="checkbox"/> Other |

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

No impact on other policies, programs, or procedures.

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

Ashtabula Faculty Council, Speech Pathology and Audiology, EHHS

REQUIRED ENDORSEMENTS

[Signature]
Department Chair / School Director / Campus Dean

9/5/07
7/19/07

[Signature]
College Dean

9/27/07

[Signature]
Executive Dean of Regional Campuses

9/28/07

Provost

1/1

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **3-Jun-07** Requested Effective Term **Fall 2007/8**
 Course Subject **RTT** Course Number **21011**
 Course Title **Preparation for ~~CRT/RRT~~ *Certified Respiratory Therapist and Registered Respiratory Therapist***
 Title Abbreviation **Preparation For CRT/RRT**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **01** ☒ to ☐ or Maximum Credit **01** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **01** ☒ to ☐ or Maximum Hours **01**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit **OR** maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **F - Satisfactory/Unsatisfactory**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s)

Test Score(s)

Corequisite(s)

Registration is by permission only ☐ Yes ☒ No

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code 93

OBR Subsidy Code 06

OBR Course Level 2

CIP Code 510908

Catalog Description **Preparation for examinations for Certified Respiratory Therapist and Registered Respiratory Therapist.**

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
15.00	Testing procedures and requirements; CRT practice examinations, RRT practice examinations, and Clinical SIMS practice examinations.

15.00 Total Contact Hours

Textbook(s) Used in this Course CRT and RRT study guides

Writing Expectations

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content Kimberly Gray

REQUIRED ENDORSEMENT





Department Chair / School Director / Campus Dean

9/5/07
7/19/07

KENT STATE UNIVERSITY RTT 21095 Attachment B Page 86

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Jun-07**

Curriculum Bulletin _____

Effective Date **Fall 2007**

Approved by EPC _____

Department **Respiratory Therapy Technology**
 College **RC - Regional Campuses**
 Proposal **Establish Course**
 Course Subject **RTT** Course Number **21095**
 Course Title **Special Topics in Respiratory Therapy**
 Minimum Credits **01** Maximum Credits **03**

Selected items are new	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

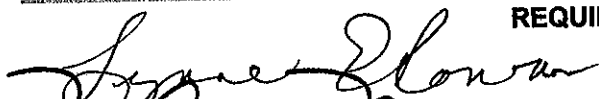
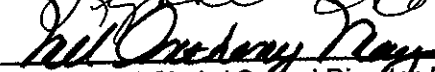
Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

No impact on other policies, programs, or procedures.

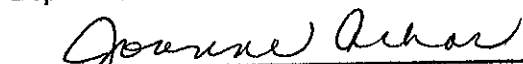
Units consulted (other departments, programs or campuses affected by this proposal):

Ashtabula Faculty Council, Speech Pathology and Audiology, EHHS

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean


 College Dean


 Executive Dean of Regional Campuses

Provost

9/5/07
7/19/07

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9/28/07

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BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **3-Jun-07** Requested Effective Term **Fall 2007**
 Course Subject **RTT** Course Number **21095**
 Course Title **Special Topics in Respiratory Therapy**
 Title Abbreviation **~~Special Topics in RT~~ ST in Respiratory Therapy**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **01** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **01** ☒ to ☐ or Maximum Hours **03**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **RTT 11000**

Test Score(s)

Corequisite(s)

Registration is by permission only ☐ Yes ☒ No

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **93**

OBR Subsidy Code **06**

OBR Course Level **2**

CIP Code **510908**

Catalog Description **Scheduled topics of interest to students and faculty.**

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact
Hours

Outline

15.00**Scheduled topics of interest to students and faculty****15.00** Total Contact Hours *per credit hour*

Textbook(s) Used in this Course

Current materials appropriate to the specific topics covered.

Writing Expectations

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content

Kimberly Gray**REQUIRED ENDORSEMENT**

Signature of Rowan
Kimberly Gray
 Department Chair / School Director / Campus Dean

*9/5/07**2/19/07*

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

RTT 21096 Attachment 3-Page 89

Preparation Date **3-Jun-07**

Curriculum Bulletin _____

Effective Date **Fall 2007**

Approved by EPC _____

Department **Respiratory Therapy Technology**
College **RC - Regional Campuses**
Proposal **Establish Course**
Course Subject **RTT** Course Number **21096**
Course Title **Individual Investigation in Respiratory Therapy**
Minimum Credits **01** Maximum Credits **03**

Selected items are new

<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other



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

No impact on other policies, programs, or procedures.

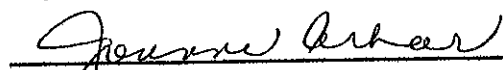

Units consulted (other departments, programs or campuses affected by this proposal):

Ashtabula Faculty Council, Speech Pathology and Audiology, EHHS

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean


Executive Dean of Regional Campuses

Provost

9/5/07
7/19/07

9/27/07

9/28/07

1/1/

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **3-Jun-07** Requested Effective Term **Fall 2007**
 Course Subject **RTT** Course Number **21096**
 Course Title **Individual Investigation in Respiratory Therapy**
 Title Abbreviation **Individual Investigation in RT**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **01** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours **01** ☒ to ☐ or Maximum Hours **03**
 Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit **OR** maximum hours **6**
 Course Level **UG - Undergraduate**
 Grade Rule **F - Satisfactory/Unsatisfactory**
 Schedule Type(s) **IND - Individual Investigation**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s)

Test Score(s)

Corequisite(s)

Registration is by permission only ☒ Yes ☐ No

Restrict Registration **RTT Majors**

(e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **93**

OBR Subsidy Code **06**

OBR Course Level **2**

CIP Code **510908**

Catalog Description ~~(Repeatable for a total of 6 hours)~~ **Readings and/or investigation of respiratory therapy topics supervised by respiratory therapy faculty. S/U grading**

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
15.00	Readings and/or investigation of respiratory therapy topics supervised by respiratory therapy faculty.

15.00 Total Contact Hours *per credit hour*

Textbook(s) Used in this Course **Current materials appropriate to the specific topics covered.**

Writing Expectations

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content **Kimberly Gray**

REQUIRED ENDORSEMENT

Lynne Elowson
Kimberly Gray

Department Chair / School Director / Campus Dean

9/5/07

7/19/07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Attachment 8 Page 92

Preparation Date **3-Jun-07**

Curriculum Bulletin _____

Effective Date **Fall 2007**

Approved by EPC _____

Department **Respiratory Therapy Technology**
College **RC - Regional Campuses**
Proposal **Establish Course**
Course Subject **RTT** Course Number **22001**
Course Title **Clinical Education III**
Minimum Credits **02** Maximum Credits **02**

Selected items are new

<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

No impact on other policies, programs, or procedures.

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

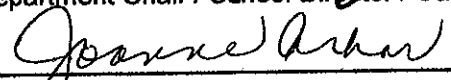
Ashtabula Faculty Council, Speech Pathology and Audiology, EHHS

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

9/5/07
7/19/07



College Dean

9/27/07



Executive Dean of Regional Campuses

9/28/07

Provost

1/1/

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **3-Jun-07** Requested Effective Term **Fall 2007**
 Course Subject **RTT** Course Number **22001**
 Course Title **Clinical Education III**
 Title Abbreviation **Clinical Education III**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **02** ☒ to ☐ or Maximum Credit **02** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours **02** ☒ to ☐ or Maximum Hours **12**
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **C - Letter and In Progress (IP)**
 Schedule Type(s) **CLN - Clinic**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **RTT 12002**

Test Score(s)

Corequisite(s)

Registration is by permission only ☐ Yes ☒ No

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **93**
 OBR Subsidy Code **06**
 OBR Course Level **2**
 CIP Code **510908**

Catalog Description **Continuation of Clinical Education II, with emphasis on aerosol therapy, Oxygen therapy, suction, EKG, ABG, ventilators, and ICU. Assigned to a clinical education center for 60 hours.**

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
60.00	Assigned to a clinical education center with emphasis on aerosol therapy, Oxygen therapy, suction, bronchial hygiene, EKG, ABG, ventilators, and ICU.

60.00 Total Contact Hours

Textbook(s) Used in this Course
Oakes, Dana
ISBN 0932887007

Clinical Practicioners Pocket Guide to Respiratory Therapy

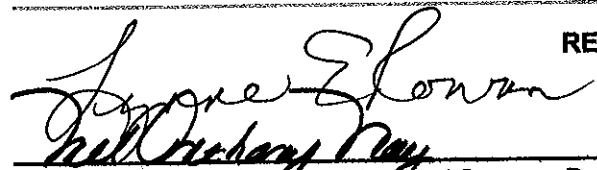
Writing Expectations

Students will complete written reflection papers regarding clinical experiences.

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content Kimberly Gray

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

9/5/07
7/19/02

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

RTT 22002 Attachment 8 Page 95

Preparation Date **3-Jun-07**

Curriculum Bulletin _____

Effective Date **Fall 2007/8**

Approved by EPC _____

Department **Respiratory Therapy Technology**
 College **RC - Regional Campuses**
 Proposal **Establish Course**
 Course Subject **RTT** Course Number **22002**
 Course Title **Clinical Education IV**
 Minimum Credits **02** Maximum Credits **02**

Selected items are new	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

No impact on other policies, programs, or procedures.

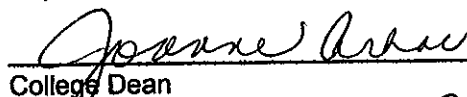
Units consulted (other departments, programs or campuses affected by this proposal):

Ashtabula Faculty Council, Speech Pathology and Audiology, EHHS

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

9/5/07
7119102


 College Dean

9127107


 Executive Dean of Regional Campuses

9128107

Provost

111

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **3-Jun-07** Requested Effective Term **Fall 2007**
 Course Subject **RTT** Course Number **22002**
 Course Title **Clinical Education IV**
 Title Abbreviation **Clinical Education Iv**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **02** ☒ to ☐ or Maximum Credit **02** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours **02** ☒ to ☐ or Maximum Hours **12**
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **C - Letter and In Progress (IP)**
 Schedule Type(s) **CLN - Clinic**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **RTT 22001**

Test Score(s)

Corequisite(s)

Registration is by permission only ☐ Yes ☒ No

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, sophomore level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **93**

OBR Subsidy Code **06**

OBR Course Level **2**

CIP Code **510908**

Catalog Description **Continuation of Clinical Education III, with emphasis on pulmonary function tests (PFT), neonatal care, critical care, emergency care and pediatrics. Assigned to a clinical education center for 60 hours.**

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
60.00	Assigned to a clinical education center with emphasis on neonatal care, ventilators, PFTs, critical care, emergency care, pediatrics, review previous clinical concepts.

60.00 Total Contact Hours

Textbook(s) Used in this Course
Oakes, Dana
ISBN 0932887007

Clinical Practicioners Pocket Guide to Respiratory Therapy

Writing Expectations

Students will complete written reflection papers regarding clinical experiences.

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content

Kimberly Gray

REQUIRED ENDORSEMENT


 Department Chair / School Director / Campus Dean

9/5/07
 7/19/07

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 (440) 964-4269 by **November 30, 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

**Kent State University Ashtabula
Respiratory Therapy Survey
Distribution List
Response as of 6/21/2007**

Survey	Hospital Name	Telephone	RT Director Name	Title	Address	City	State	Zip
	Acute Care Home Nursing Services	440-563-3362		Director	5266 St. Rt. 45	Rock Creek	OH	44084
	Andover Village Retirement Community	440-293-5416		Director	486 S. Main St.	Andover	OH	44003
x	Ashtabula County Nursing Home	440-477-4074	Elaine Nelson, RRT	RT Director	5822 Woodhill St.	Painesville	OH	44077
x	Ashtabula Regional Home Health Services	440-992-4663	Kerry Gerken	CEO	3949 Jefferson Rd.	Ashtabula	OH	44004
	Austinburg Nursing & Rehabilitation Center	440-275-3019		RT Director	2026 St. Rt. 45	Austinburg	OH	44010
	Broadfield Manor Nursing & Convalescent Home	440-466-3702		RT Director	7927 Middle Ridge Rd.	Madison	OH	44057
	Cardinal Woods Skilled Nursing & Rehab	440-428-5103		RT Director	6831 E. Chapel Rd.	Madison	OH	44057
	Carington Park	440-964-8446		RT Director	2217 West Ave.	Ashtabula	OH	44004
x	Cleveland Clinic	216-444-5797	Ed Hoisington	RT Supervisor	9500 Euclid Ave., M56	Cleveland	OH	44195
x	Cleveland Clinic	216-444-5798	Doug Orens	RT Director	9500 Euclid Ave., M56	Cleveland	OH	44195
	Cleveland Metropolitan Hospital	216-398-6000		RT Director	3395 Scranton Rd.	Cleveland	OH	44109
	Continuum Home Care	440-964-3332		Director	1047 Lake Ave.	Ashtabula	OH	44004
x	Euclid Hospital	216-692-8655	Rick Rice	CPS Manager	18901 Lakeshore Blvd	Euclid	OH	44119
	Country Club Retirement Center	440-992-0022	Gabriella Venditti	Director	925 E. 26th St.	Ashtabula	OH	44004
x	Forum Health Northside	330-884-3101	William Hill	Neuropulm. Sup.	500 Gypsy Lane	Youngstown	OH	44501
	Geneva Village Retirement Community	440-466-5809		Director	1140 S. Broadway	Geneva	OH	44041
x	Hamot Medical Center	814-877-6000	Scott Marton	RT Director	201 State St.	Erie	PA	16550
x	Hillcrest Hospital	440-312-4500	Lorena Hewitt	RT Director	6780 Mayfield Rd.	Mayfield Hts.	OH	44124
x	Huron Hospital	216-761-7383	Tim Price	Cardiopul. Manager	13951 Terrace Rd.	East Cleveland	OH	44112
	Inn-Conneaut Health Center	440-593-6266		RT Director	22 Parrish Rd.	Conneaut	OH	44030
	Intrepid USA Healthcare Services	440-593-6996		Director	348G W. Main St.	Conneaut	OH	44030
x	Jefferson Healthcare Services	440-576-3120	Pamela L. West	DON	222 E. Beech St.	Jefferson	OH	44047
	Keisel Home Therapy & Rehabilitation	440-998-7505		Director	2141 W. Prospect Rd.	Ashtabula	OH	44004
x	Lake Hospital System	440-953-6614	Carol Billletter	Director, Cardiopul.	36000 Euclid Ave.	Willoughby	OH	44094

**Kent State University Ashtabula
Respiratory Therapy Survey
Distribution List
Response as of 6/21/2007**

Survey	Hospital Name	Telephone	RT Director Name	Title	Address	City	State	Zip
x	Lake Hospital System	440-953-6614	Scott Neuhoof	Op. Coordin.	CPS-W4 36000 Euclid Ave.	Willoughby	OH	44094
x	Lake Hospital System- East	440-354-2400	Darlene Boggs	Op. Coord.	CPS-East 10 East Washington St.	Painesville	Oh	44077
	Madison Health Care	440-428-1492		RT Director	7600 S. Ridge Rd.	Madison	OH	44057
	Madison Village Manor	440-428-6969		RT Director	148 E. Main St.	Madison	OH	44057
x	Meridian Healthcare Group at VAMC	814-860-2344	Michelle Kunselman	Director of RT	135 E. 38th St.	Erie	PA	16504
	Park Haven Home	440-992-9441		Director	4533 Park Ave.	Ashtabula	OH	44004
	Primary Medical Management LLC - DELETE (no fwd.)	440-563-3863		Director	5252 St. Rt. 45	Rome	OH	44085
	Rae-Ann Geneva Skilled Nursing & Rehab.	440-466-5733		Director	839 W. Main St.	Geneva	OH	44041
	Richwood Residential Centers, Inc.	440-466-0733		Director	81 Walnut St.	Geneva	OH	44041
	S Generation Center - DELETE (no fwd.)	440-964-2677		Director	2580 Walnut Blvd.	Ashtabula	OH	44004
	Sacred Heart Nursing Center	440-466-1181		Director	60 West St.	Geneva	OH	44041
	Shriners Hospitals for Erie	814-875-8700		RT Director	1645 W. 8th St.	Erie	PA	16505
x	South Pointe Hospital	216-491-6540	Gail Reeder	RT Manager	20000 Harvard Rd.	Warrensville Hts.	OH	44122
x	St. Elizabeth Health Center	330-480-3691	Donald Terpak	Director, Resp. Svc.	1044 Belmont Ave.	Youngstown	OH	44501
x	St. Joseph's Health Center	330-841-4798	Steven Pavlak, MS.	Mgr., Resp. Care	667 Eastland Ave.	Warren	OH	44484
	St. Vincent Health Center	814-452-5000	Sue Shakley	RT Director	232 W. 25th St.	Erie	PA	16544
	Stewart Lodge	440-428-7121		Director	7774 Warner Rd.	Madison	OH	44057
	Sunset Manor	440-466-4881		Director	840 Sherman St.	Geneva	OH	44041
	Trumbull Memorial Hospital	330-841-9011	Tom Knoske	RT Director	1350 E. Market St.	Warren	OH	44482
	U.S. Veterans Hospital	440-526-3030		RT Director	10000 Brecksville Rd.	Cleveland	OH	44141
	UH Conneaut Medical Center	440-593-1131	Sue Geiser	RT Director	158 W. Main Rd.	Conneaut	OH	44030
x	UH Geauga Regional Hospital	440-285-6353	Kathy Guhde	Mgr., Resp. Therapy	13207 Ravenna Rd.	Chardon	OH	44024
x	UH Geneva Medical Center	440-415-0145	Stacy Eubanks	Cardiopul. Manager	870 W. Main St.	Geneva	OH	44041
x	UH Richmond Medical Center	440-585-6270	Heather Blazek, RR	Cardiopul. Services	27100 Chardon Rd.	Richmond Hts.	OH	44143

Kent State University Ashtabula
 Respiratory Therapy Survey
 Distribution List
 Response as of 6/21/2007

Survey	Hospital Name	Telephone	RT Director Name	Title	Address	City	State	Zip
	University Hospital of Cleveland	216-844-8447	Steven Slaughter	RT Director	11100 Euclid Ave.	Cleveland	OH	44106

Kent State University Ashtabula Campus

Associate of Applied Science in Respiratory Therapy Program Needs Assessment

A preliminary needs assessment was sent to 47 health care providers in Ashtabula County and the surrounding region. Of these, 3 surveys were undeliverable because the organization was no longer at the address listed and did not have forwarding address. As a result, a total of 44 organizations received the survey; of these, 15 returned the survey for a response rate of 34%. In addition, a representative from the Cleveland Clinic Health System contacted the campus by phone to voice strong support for the establishment of a program at the Ashtabula Campus. Below are the responses to the needs assessment.

1. Based upon the information 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
10 (67%)	4 (27%)	1 (7%)	0

- b. In Ashtabula County?

Strongly Agree	Agree	Disagree	Strongly Disagree
6 (55%)	5 (45%)	0	0

- c. In this region (northeast Ohio and western Pennsylvania)?

Strongly Agree	Agree	Disagree	Strongly Disagree
11 (73%)	4 (27%)	0	0

2. Based upon your review of the information [provided], would your organization hire graduates from a Kent State Ashtabula program?

Yes	No
15 (100%)	0

If you answered yes, please estimate the number of graduates your organization would anticipate hiring:

- a. In the next 3 years: 5-7, 3-4, 8-10, 4-6, 1-2, 2-5, 3-5, 10-15, 2, 1, 3, 1, 2, 15 in 2007 and 4-8 in 2008-09, (no response on 1 survey)

Estimate Range: 64-71

- b. In the next 5 years: 4-6, 7-10, 15-20, 4, 1-2, 15, 2-8, 7, 15-25, 4, 1-2, 6, 2, 6-8 depending on attrition, (no response on 1 survey)

Estimate Range: 89-119

3. If your organization would hire graduates from a Kent State Ashtabula program, please estimate the annual starting salary: \$46,000, \$45,000, \$38-40,000, \$32,000, \$40,000, \$42,000, \$42-46,000, \$35-40,000, \$36,000, \$43,680

Average: \$35,473 - \$36,573

\$16-17/hour, \$16-17/hour, \$18.50/hour, \$15/hour, (no response on 1 survey)

Average: \$16.38 - \$16.88

4. If the Ashtabula Campus develops a program in Respiratory Therapy, would your organization be willing to serve as a clinical site for students?

10 (77%) Yes

1 (8%) No – We currently have Lakeland Community College students

1 (8%) Unknown at this time

1 (8%) Would be open to discussion; already serve as site for 2 other programs

(no response on 2 surveys)

5. If we continue with the planning process, would you be interested in serving on an advisory committee?

9 (64%) Yes

2 (14%) No

1 (7%) No – too far

1 (7%) No – don't feel qualified

1 (7%) Ad Hoc

(1 No Response)

Kent State University Ashtabula

RESPIRATORY THERAPY STUDY GROUP TELECONFERENCE

March 28, 2007

Present:

Kimberly GrayStudy Group Chair
Melissa ShanleyAshtabula County Medical Center

KSUA Representatives:

Mel Anthony May .. Assistant Dean
Tracey Housel..... Allied Health Secretary

Via Telephone:

Steven PavlakHumility of Mary Health Partners - St. Joseph's Health Center
Donald Terpak.....Humility of Mary Health Partners - St. Elizabeth's Health Center

A Respiratory Therapy Study Group teleconference was scheduled for 9:30 am on Wednesday, March 28, 2007. Due to technical difficulties with the MCI bridge, we were unable to connect with multiple members of the study group as planned.

However, a telephone conversation was held with Steven Pavlak, Director of the Cardiopulmonary Department at St. Joseph's Health Center in Warren, Ohio, and Donald Terpak, Director of Respiratory Services at St. Elizabeth's Health Center in Youngstown. Kim Gray, Study Group Chair, and Melissa Shanley of Ashtabula County Medical Center joined Kent State Ashtabula Assistant Dean, Mel Anthony May, in this discussion in the Lake Room at Kent State Ashtabula.

Mr. Pavlak stated that there is a definite need for respiratory therapists (RT) in our geographic area. He noted that Youngstown State University had four RT graduates in their last class and there are approximately 20 to 25 students in the current Bachelors degree program. Steve suggested that we contact Dr. Harris at Youngstown State as we proceed with the development of our program. Steve supports the associate degree program because the earning potential is good. Cleveland Clinic has stated a need for 80 to 100 respiratory therapists in the next year.

St. Joseph's Health Center is a 125 to 140 bed hospital. They currently have a clinical site agreement with Youngstown State. Mr. Pavlak stated that they would be able to serve as a KSUA clinical site to a limited capacity. He felt that we would need to pay for the clinical instructor for our students due to staffing limitations at the hospital. Currently St. Joseph's Health Center has YSU clinical students on site on Mondays, Wednesdays, and Fridays. Perhaps arrangements could be made for Ashtabula students to participate on Tuesdays and Thursdays. A St. Joseph's therapist who works midnights might be available to serve as the clinical instructor (on our payroll).

Steve Pavlak stated that he serves on the advisory board for Youngstown State's respiratory therapy program, but if would not be a conflict of interest, he would be willing to also serve on our advisory committee. He stated that phone meetings work best with his schedule.

Don Terpak reported that St. Elizabeth's Health Center will be opening a new facility in August. They currently serve as a major clinical site for Youngstown State University. The Center also provides clinical sites for Clarion University in western Pennsylvania.

Although St. Elizabeth's has 55 respiratory therapists on staff, the first wave of departmental retirements will occur shortly. In the next three to five years, he expects retirements to continue on a regular basis. The new facility will require 12 therapists. For these reasons, Steve Terpak stated that there is a need for a respiratory therapy program in this area. Sufficient clinical sites must be secured. He asked if our students would be willing to travel to sites out of the immediate Ashtabula area. It was noted that many KSUA students reside out of the area and having clinical sites in surrounding communities would be advantageous.

He expressed concern about St. Elizabeth's ability to take on additional clinical students. Four out of five days of the week are currently committed for YSU clinical agreements, with Clarion University filling in other open times. Steve shared a desire to support a respiratory therapy program at Kent State Ashtabula by providing clinical slots, but he could not commit to doing so at this time. Assistant Dean May asked if there was a possibility of placing students after regular hours. Steve indicated that due to supervisory staffing limitations during evenings and weekends that option, while not absolute, was not a preference. St. Elizabeth's will be able to determine their ability to offer slots to our program later this fall.

Steve Terpak recommended that our respiratory therapy students begin their clinical rotation in the second semester which would be during the summer of 2008 if the program begins in January. He feels that this hands-on experience is invaluable.

When asked if a site agreement was reached with St. Elizabeth's Health Center, would the facility provide an on-site clinical instructor, Mr. Terpak commented that we would be responsible for funding that position. They have a Director of Clinical Affiliations on staff, however, the daily supervision of students would be handled by another person.

Steve agreed to serve as an ad hoc member of our respiratory therapy advisory committee. He asked if we were considering offering a four-year baccalaureate degree. Mel May stated that we are focusing on the two-year associate degree program at this time, but additional options would be considered in the future. Steve commented that a 2+2 option for associate degree graduates to pursue a Bachelor of Integrated Health Science degree would be beneficial. He noted that 50 to 60 percent of the therapists in his facility hold a baccalaureate degree.

Assistant Dean May thanked those involved in this discussion for their participation. It was agreed to reschedule the Study Group teleconference for Friday, March 30, at 9:30 am.

Recorded by:

Tracey Housel, Secretary
Allied Health Programs

4/5/07

Kent State University Ashtabula

RESPIRATORY THERAPY STUDY GROUP TELECONFERENCE March 30, 2007

Present:

Kimberly Gray Study Group Chair
Melissa Shanley Ashtabula County Medical Center

KSUA Representatives:

Mel Anthony May .. Assistant Dean
Tracey Housel Allied Health Secretary

Via Telephone

Charles Cornfield Gannon University
Kathy Guhde University Hospitals Geauga Regional Hospital
Bill Henry Heather Hill
Loreena Hewitt Cleveland Clinic Hillcrest Hospital
Steven Pavlak Humility of Mary Health Partners - St. Joseph's Health Center
Rick Rice Cleveland Clinic Euclid Hospital
Donald Terpak Humility of Mary Health Partners - St. Elizabeth's Health Center

The Respiratory Therapy Study Group teleconference convened at 9:30 am on March 30, 2007. Study Group Chair, Kimberly Gray of Ashtabula County Medical Center, welcomed those participating in the discussion.

Need for a Respiratory Therapy Program

She asked for input on the need for a new Respiratory Therapy associate degree program at Kent State Ashtabula. Loreena Hewitt of Hillcrest Hospital stated that there is a long-term need for therapists with an associate degree. Her facility will be expanding and staffing needs will increase. Steven Pavlak of St. Joseph's Health Center agreed, noting that he anticipates significant retirements in his department in the next 2-5 years. Charles Cornfield of Gannon University stated that the job market is excellent with openings regionally and nationally. Don Terpak of St. Elizabeth's Health Center said that 75% of the staff members of sleep labs have a respiratory therapy background which provides another job market for our graduates.

Associate and Bachelor Degrees

Assistant Dean Mel May explained a possible option in which graduates of our (proposed) respiratory therapy associate degree program could proceed in a 2+2 program to complete a bachelor degree of Integrated Health Science. We are focusing on offering the associate degree at this time, but will be exploring baccalaureate degree possibilities in the future. Charles Cornfield felt that a specialized bachelor degree in respiratory therapy would be more beneficial than the Integrated Health Science program. Steve Pavlak and Charles Cornfield felt strongly that education beyond the associate degree level will be the standard in the future.

Don Terpak commented that while the four year radiologic-specific bachelor degree may provide the most "pure" educational experience, because of time or financial restraints, many students may not be able to obtain that degree. The job market for therapists with an associate degree is still strong. Don said in his experience, associate degree graduates have more "hands on" and clinical skills while baccalaureate degree graduates have more managerial skills.

Applicant Interviews

Discussion was held on including a personal interview as part of the student selection process for the program. Steve Pavlak said that YSU previously conducted interviews, but no longer used them due to subjectivity issues. Gannon does not utilize interviews in their application process. They follow set criteria for entry into the program.

Curriculum and Clinicals

Kim Gray asked for group input on when the clinicals should begin. Steve Pavlak commented that beginning clinical rotations during the second semester would be beneficial. He recommended offering a medical terminology course during the first year. He also suggested including a one-day-a-week observation as part of the Introduction to Respiratory Therapy course.

Charles Cornfield stressed the importance of having faculty input in developing the curriculum. At Gannon, the associate degree program is completed in two years plus two summers.

Don Terpak recently hired a Gannon baccalaureate degree student and was very impressed with the student's knowledge and preparation for the job. This student already passed the CRT exam. At Lakeland, students may sit for the CRT before their official graduation date. This eliminates the lag time for graduates to become certified. Charles stated that there is now a three year window to sit for the exam after graduation, however he encourages graduates to take the exam as soon as possible.

Don asked if an analysis of existing programs had been completed to determine if there would be sufficient clinical sites for a new program. Mel May confirmed that this has been part of our program development process.

Assistant Dean May asked those participating in this meeting if their facilities would be able to serve as clinical sites. Loreena Hewitt indicated that Hillcrest Hospital can provide clinical slots. Steve Pavlak reported that while St. Joseph's Health Center has a clinical agreement with Youngstown State University, they have open hours on Tuesdays and Thursdays which could accommodate our students. Steve stated that KSUA would be responsible for providing the clinical instructor. St. Elizabeth's Health Center is also open to serving as a clinical site, according to Don Terpak. However, it is too early to make a commitment to Kent State Ashtabula. They have agreements with YSU and Clarion and will need to determine availability of clinical openings. Don also confirmed the need for us to provide the clinical instructor if an agreement is signed. Kathy Guhde of UH Geauga Regional Hospital stated that their facility was willing to serve as a clinical site.

Respiratory Therapy Advisory Committee

Kim Gray sought volunteers to serve on the KSUA Respiratory Therapy Advisory Committee. Melissa Shanley, Loreena Hewitt, Steve Pavlak, Charles Cornfield and Don Terpak (ad hoc) agreed to serve. Kim will seek other committee members as plans progress.

Adjournment

Mel explained that Study Group Chair, Kim Gray, will write a letter of support, based on the comments received in the teleconferences and personal discussions with respiratory therapy professionals as the next step in the program approval process.

Kim thanked the participants for their insightful comments and support. The meeting adjourned at 10:10 am.

Recorded by:

Tracey Housel, Secretary
Allied Health Programs

4/5/07

Statement of Support
Respiratory Program Study Group

This letter will outline that there is indeed a need in the community and the desire to support a Respiratory Therapy Program at Kent State University in Ashtabula, Ohio.

The first phase of the Study Group was to send out Program Needs Assessments to forty-seven health care providers in Ashtabula County and the surrounding region. Of the forty-seven mailed out, three surveys were undeliverable due to no forwarding address. Of the forty-four surveys that were delivered, fifteen were responded to for a response rate of 34%. In addition to the surveys, a representative from The Cleveland Clinic Health System contacted the campus via phone to voice a strong support for this program.

Below is a summary of the results of the needs assessment:

1. Based upon the information 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
10 (67%)	4(27%)	1(7%)	0

b. In Ashtabula County?

Strongly agree	Agree	Disagree	Strongly Disagree
6(55%)	5(45%)	0	0

c. In this region (NE Ohio/Western PA)

Strongly agree	Agree	Disagree	Strongly Disagree
11(73%)	4(27%)	0	0

2. Based upon your review of the information provided, would your organization hire graduates from the Kent State Ashtabula program?

Yes	No
15(100%)	0

If you answered yes, please estimate the number of graduates your organization would anticipate hiring:

a. In the next 3 years: 5-7, 3-4, 8-10, 4-6, 1-2, 2-5, 3-5, 10-15, 2, 1, 3, 1, 2,
15 in 2007 and 4-8 in 2008-09, 1 survey no response
Estimate Range: 64-71

b. In the next 5 years: 4-6, 7-10, 15-20, 4, 1-2, 15, 2-8, 7, 15-25, 4, 1-2, 6, 2,
6-8 depending on attrition, 1 survey no response
Estimate Range: 89-119

3. If your organization would hire graduates from a Kent State Ashtabula program, please estimate the annual starting salary:

\$46,000, \$45,000, \$38-40,000, \$32,000, \$40,000, \$42,000, \$42-46,000,

\$35-40,000, \$36,000, \$43,680

Average: \$35,473-\$36,573

\$16-17/hour, \$18.50/hour, \$15/hour, 1 survey no response

Average: \$16.38-16.88

4. If the Ashtabula Campus develops a program in Respiratory Therapy, would your organization be willing to serve as a clinical site for students?

10(77%) yes

1(8%) No, we currently have Lakeland Community College students

1(8%) Unknown at this time

1(8%) Would be open to discussion, already serve as site for 2 other programs

No response on 2 surveys

5. If we continue with the planning process, would you be interested in serving on an advisory committee?

9(64%) Yes

2(14%) No

1(7%) No, too far

1(7%) No, don't feel qualified

1(7%) Ad Hoc

1(7%) No Response

After reviewing the results from the Needs Assessment, it was determined to pursue the process of applying for accreditation for a Respiratory Program and develop a Study Group.

The Study Group met at the Kent Campus on February 27. It was confirmed that there is definitely a need but due to the low attendance it was determined that personal calls would be made to each member. I personally contacted fourteen managers/directors in the area and verified that there was a need and availability for clinicals. (Roster is attached)

A Study Group teleconference was arranged for March 28, 2007 but due to phone problems, only two directors were able to dial in and there were four members on site. Both members that dialed in gave some very valuable insight and the meeting minutes are attached to support the discussion that took place. Due to the problems with the phones, a second teleconference was arranged for March 30.

The teleconference on March 30 had seven managers dialed in and four members present at Kent. A very educational and insightful discussion took place. The outcome was that there is a tremendous need for the program and there are sites willing to support clinicals for the students. The meeting minutes from the teleconference are attached.

It is the conclusion from the Study Group that there is a need in the community for a Respiratory program at Kent State University and the community will support it.

Sincerely,

Kimberly D. Gray
Study Group Chair

**AFFILIATION AGREEMENT BETWEEN AGENCY
AND
KENT STATE UNIVERSITY ASHTABULA**

This Agreement made on the _____ day of _____, 2007, by and for the Kent State University Ashtabula Respiratory Therapy Technology Program, Ashtabula, Ohio, (hereinafter called KSUA), and _____ (hereinafter Agency) will remain in effect for one year from the date hereof and then shall be extended automatically for successive one year periods. Either party upon written notice to the other may terminate the agreement at least 90 days in advance.

(A) KSUA agrees to:

1. Plan clinical laboratory hours, days of assignment of students, and number of students at one time in the AGENCY in cooperation with the clinical Director of the Respiratory Therapy or his/her designated representative.
2. Provide the AGENCY with course outlines each year or as needed which delineates student-learning objectives.
3. Demonstrate proof to the AGENCY that complies with the existing policy of the academic Respiratory Therapy Department requiring enrollment of each student in the student liability insurance program with coverage of \$1,000,000 per incident, \$3,000,000 aggregate per year.
4. Understand that the AGENCY continues to maintain control over the care and treatment of patients.
5. Prohibit any student from being assigned in the AGENCY who does not meet the health criteria established by their health service. Upon request KSUA shall provide the Agency with the necessary documentation indicating each student participating in a clinical rotation have been tested and comply with all Agency's health screening criteria such as TB, Hepatitis, etc.
6. Instruct all students and faculty to comply with all rules, regulations, policies and procedures regarding personnel working within the AGENCY including call-off procedures.
7. Provide counseling and guidance to students relative to academic concerns and recourse available regarding student complaint policy.
8. Designate a KSUA faculty member as Academic Coordinator of Clinical Education (ACCE) and/or Fieldwork Coordinator, to regularly visit the clinical site.

(B) The AGENCY agrees to:

1. Provide opportunities for student observation and practical experience in the patient units, clinics and selected department of their facility relative to specific objectives determined by the educational program.
2. Promote a stimulating atmosphere conducive to learning, which meets the standards of recognized professional and/or state agencies, and lies within the boundaries of legal and ethical practice in Respiratory Therapy.
3. Assist in the orientation of students and faculty to the physical facilities, policies and procedures of the AGENCY as required.
4. Designate a Center Coordinator of Clinical Education (CCCE) or Clinical Instructor (CI) or Fieldwork Supervisor who will provide written evaluation to KSUA of each student's progress and performance when assigned to the AGENCY utilizing a format provided by KSUA.
5. Provide classroom or conference room space if available for conferences concerning patient care at or near the clinical setting.
6. Provide adequate locker facilities when possible for student and faculty use while the students are receiving instruction at the clinical site.
7. Allow students the use of any available instructional and/or reference materials.
8. Allow students and faculty to use cafeteria facilities, if available, in the AGENCY at their own expense.
9. Maintain supervision of students on the premises of the AGENCY with the presence of Licensed Respiratory Therapy personnel.
10. Provide for emergency treatment in case of accident or illness to students while assigned at the AGENCY, at the student's expense.

C) KSUA and the AGENCY mutually agree that:

1. Appropriate ethical and professional conduct will be required of all students assigned to the AGENCY.
2. They will adhere to affirmative action policies and will not knowingly discriminate against students on the basis of gender, race, color, religion, disability, national origin, disabled veteran and veteran of the Vietnam era.
3. They will cooperate in the scheduling of conferences for the purpose of interpreting, discussing, and evaluating the Respiratory Therapy Department programs.
4. They are aware of the importance of, and will work to maintain, a quality education program.
5. This Agreement constitutes the full and complete understanding of the participants relative to the subject matter hereof.

COMPLIANCE WITH APPLICABLE LAW

The parties shall comply with all applicable federal, state, and local laws and regulations in effect as of the date of this Agreement, and as they may thereafter be changed or amended, including, but not limited to the Health Insurance Portability and Accountability Act (HIPAA).

Specifically, KSUA agrees to be bound by the AGENCY'S HIPAA Business Associate Terms and Conditions to the extent that KSUA is at any time considered to be a Business Associate, as defined by the HIPAA Privacy Rule. The AGENCY'S HIPAA Business Associate Terms and Conditions can be found on the AGENCY'S web site.

To the extent that there are changes to, or clarifications of, the HIPAA Privacy Rule, the AGENCY reserves the right to modify the HIPAA Business Associate Terms and Conditions to be consistent with the changes or clarifications to the HIPAA Privacy Rule. KSUA shall comply with such modifications to the AGENCY'S Business Associate Terms and Conditions as posted on the AGENCY'S web site within the timeframes required by law.

IN WITNESS HEREOF, the parties have hereunto set their hands on the date and year first above written.

KENT STATE UNIVERSITY ASHTABULA
3300 Lake Road West, Ashtabula, OH 44004

Susan Stocker, Dean

Respiratory Therapy Director

AGENCY:

Name

Address

City, State, Zip

Administrator Signature / Date

Administrator -- Print Name & Title

Director of Rehab Services Signature / Date

Director -- Print Name & Title

*This document approved as to form by the Office of University Counsel.

KENT STATE UNIVERSITY ASHTABULA

FACULTY COUNCIL MEETING MINUTES

The Faculty Council met on Monday, February 5, 2007 in the Blue and Gold Room at Kent State Ashtabula.

Those present:

Ann Abraham	Irene Edge	Mahmoud Najafi
Laurie Bentley	Jean Freeman	Payman Nasr
Deborah Bice	Natalie Huya	Christine Naylor
Bob Burhanna	Bradley Keefer	Charles Poluga
Brian Castellani	Suzanne Kibler	Sandra Ranck
Tamra Courey	Lora Leonard	Stacy Rose
Mike Czayka	Mel Anthony May (ex officio)	Julie Senita
Kevin Deemer	Carol Murray	Susan Stocker (ex officio)
Thierry Delorme	Ed Murray	John Stoker
Marna Drum	Diane Murry	Daryl Upole
		Jeff Wheeler

The meeting of the Faculty Council was called to order by Edward Murray, Chair, at 12:00 noon.

Minutes

The minutes of the December 4, 2006 meeting were accepted with no additions or corrections.

Dean's Report

Dean Stocker emailed her Dean's Report to all faculty prior to this meeting. In addition:

- A plaque presented at the Founders and Scholars Ball (11/4/06) to Ford Behm on behalf of the Ashtabula Area College Committee and the Ashtabula Campus Faculty and Staff for their contributions to the new Health and Science Building was passed around the room for everyone to see.
- A proclamation was received from the KSU Board of Trustees extending special recognition (posthumously) to Barton Nolan for his 46 years of distinguished instruction and service to the Ashtabula Campus of Kent State University. We will frame this proclamation and display it in a prominent place.
- We have had some items stolen from faculty offices. Lock your offices when you are not in them.
- Dean Stocker introduced a new faculty member: Dr. Bradley Keefer, History Professor.

Chair's Report

- Ed Murray asked Faculty Council members to consider the suggestion that he remain as Faculty Council Chair for one more year. This would provide time for Tamra Courey, Co-Chair, to rearrange her teaching schedule, so she can take over the duties as Chair the following year. No motion was called for at this time.

Committee Reports

a. Faculty Senate

Ann Abraham gave a brief report on the last Faculty Senate meeting. Included in the discussion were the harassment policy, the DMA document that everyone needs to sign and the Provost's search. Ann will email faculty a more formal update later.

b. Diversity Committee

- Brian Castellani stated that he is ready to move forward with his retention study. He has the list of faculty members from last spring who indicated their interest in participating in this study. In addition to his retention study, a list of questions for the students to answer about scheduling of classes was provided by Assistant Dean Mel May.
- Marna Drum reported on the Biloxi trip over Spring Break in March. Marna will be our campus representative for this trip to Biloxi where relief efforts continue in the aftermath of Hurricane Katrina. The cost to each student for this trip is \$299, which includes transportation and meals. Proceeds from fund raising activities currently being held at the Kent Campus will help defray the student cost for the trip. Marna is expecting 30 interested people from our campus to attend the first meeting. Faculty are invited to participate as well. Students will receive one hour of college credit for their efforts in Biloxi.

c. Ad Hoc Excellence Committee

Ed Murray announced that the first meeting of this committee was cancelled due to snow. It has been re-scheduled for Thursday, February 8, at 7:00 p.m. in the Reading Room at the Library.

d. Research/Creative Activity Committee

Dr. Mahmoud Najafi, Chair of this Committee, announced that four proposals were received from Ashtabula Campus faculty members for the Faculty Summer 2007 Awards. Dr. Najafi congratulated all four faculty members on submitting excellent proposals. There were (2) for the Teaching Development Award, and (2) for the Professional Development Award. The Committee recommendation on these proposals was submitted to Dean Stocker.

Old Business

Socrates Café

Laurie Bentley reported the first Socrates Café was held Thursday, February 1, with Dr. David Perusek, presenting the topic, "Who Owns Me?" The next Café will be on Tuesday, March 6, with Anne Freitas and Stacy Rose posing the question, "What is Health?"

New Business

a. Schedule of Classes

In future scheduling of classes, Ed Murray asked Assistant Dean May to hold open the time slot of 12:30-1:45 p.m. on Monday and Wednesday for full-time faculty. This would help facilitate time for faculty meetings.

b. Academic Reading (Summer Reading Program)

Ed mentioned there is a Summer Reading Program at the Kent Campus. Ed asked the question, "Could we take what they are doing and integrate it into our courses during the academic year?" The Kent Campus used the *Color of Water* in their program a few years ago.

c. **Make-Up Exams**

Dean Stocker stated that faculty need to curtail the number of requests to the Office of Academic Services for make-up exams. Much discussion followed on this topic. Some suggestions were: appointments need to be made for students to take make-up exams, limits need to be placed on the number of students making up any particular exam, and faculty need to include a statement in their syllabi that all tests must be taken as scheduled or other arrangements need to be made. Kevin Deemer reminded faculty members to fill out the forms necessary for all make-up exams. There are forms in the mailroom and on-line as a PDF file. Another suggestion to discourage students from requesting make-up exams was that any make-up exams be made more difficult than the original exam. This could be communicated to students on the syllabi at the beginning of the semester. Brian Castellani volunteered to write such a statement to be approved and voted on by Faculty Council. Tamra Courey mentioned that the Nursing Program at our campus currently does have a statement in their syllabi that could be incorporated into a more general statement for all disciplines to use. Tamra will work with Brian on this. Brad Keefer said this could also be addressed by faculty members in their syllabi as part of their individual attendance policy for each course. John Stoker suggested that make-up exams are not necessarily an entitlement. We may want to request a viable absence excuse from students who appear to be abusing this service.

d. **Main Hall Renovation**

A form was distributed asking for suggestions from faculty of how they would like to see Main Hall renovated (e.g., classrooms, offices, computer labs, other areas). Dean Stocker asked that all forms be returned to her by March 5, 2007.

e. **Regional Campuses Mission Statement**

We will hold a brainstorming session on Wednesday, February 7, from 12:00 noon to 1:00 p.m. for developing a new Regional Campuses Mission Statement. John Yesso will facilitate this session. Faculty are encouraged to attend.

f. **Respiratory Therapy Associate of Applied Science degree**

Dean Stocker reported that we have been approached by ACMC and The Cleveland Clinic concerning a shortage of Respiratory Therapists. The Cleveland Clinic estimates a shortage of 80-100 therapists by 2008. Therefore, we are moving forward with a letter to the Ohio Board of Regents requesting preliminary approval for this program on our campus. This program would be housed in the College of Education, Health and Human Services. As part of this process, we need a motion from our Faculty Council to approve moving forward with this process. In addition, we are required to convene a study group with area providers. This meeting is scheduled for February 14, 2007.

John Stoker moved, Mike Czayka seconded, that we develop an Associate of Applied Science Degree in Respiratory Therapy program on the Ashtabula Campus. Motion passed unanimously.

Other

- **Math Day--Friday, February 23, 2007** – We have invited Dr. Reza Sarhangi, Professor of Mathematics, from Towson University in Maryland. The topic of his presentation will be “Mathematics and Art.”
- **Honors Program** – will be held at the Stark Campus on April 13. Assistant Dean May asked faculty members to inform their students about this program and encourage them to submit any research projects or papers for consideration.

- **Freshman Forgiveness Proposal** – Mel indicated this proposal went to EPC on January 29, and is on the Faculty Senate agenda for February 12. The proposal states:
Students may repeat any lower division (10000 or 20000 level) course or 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.
- **New Scantron machine** - We are looking at replacing our existing Scantron machine. Julie Senita has done some research on this and would like to invite all faculty to join the ParSystem Webinar scheduled for March 7th. This demonstration will take place live at 2:00 p.m. through the Internet with a step-by-step demonstration presented by one of the ParSystem product specialists. There are many additional features on this machine which are not on our present one. In addition to electronically scoring exams, faculty can register through this machine to develop test banks. Part of the purchasing package is an on-site training program to learn to use this new machine.
- **Open Office Software** – Daryl Upole reminded faculty members who might want to inform their students that they can access **Open Office** free of charge. It provides nearly all the same functions as Microsoft Office.

Adjournment/Next Meeting

The meeting adjourned at 12:45 p.m., upon motion of Mike Czayka, second by Deborah Bice, and vote. The **next meeting** of Faculty Council will be held on **March 5, 2007**.

Sharon A. Wilson

Sharon A. Wilson
Administrative Secretary

Edward J. Murray

Edward J. Murray, Chair

DISTRIBUTION:

KSUAC Tenure Track/NTT faculty
RCFAC

Kent Campus:

Shirley Barton
Gayle Ormiston

Approved (Date)

OCT 04 2007

Kent State University
Undergraduate Studies
Interdepartmental Correspondence

Date: October 4, 2007
To: Gayle Ormiston, Associate Provost, Academic Affairs
From: Gary Padak, Dean, Undergraduate Studies
Subject: **Transmittal Memo – Revision of US 10097 First Year Colloquium**

A CCP form and Basic Data Sheet are attached proposing revision to the course US 10097 First Year Colloquium. This one-credit course, usually taken in the first semester of a student's first year at the university, is a university requirement for graduation. This proposal addresses the following changes to the course:

Change of Title

In the fall semester 2006, the title of the course was officially changed from US 10001 University Orientation to US 10097 First Year Colloquium. This title change was made as the first step in revising the content of the course from an emphasis on transition to college issues (e.g. time management, study skills, policies and procedures) to content that is academically engaging and intellectually stimulating for first year students.

After the title was changed, the Honors College expressed concern about using the term Colloquium in the title. The title First Year Colloquium might cause confusion with the **Freshman Honors Colloquium I and II** courses that Honors students take in lieu of College Writing I and II. To eliminate this confusion, the title of **US 10097 First Year Colloquium** will be changed to **US 10097 First Year Experience FLASH Point**. In accordance with university nomenclature for course types, this change will preserve the colloquium nature of the course.

Change of Course Content

In spring semester 2006, visiting ACE Fellow Jackie Taylor completed a study of the University Orientation course that concluded the course was not meeting its potential in contributing to a higher first year retention rate at the Kent campus. Consequently, an effort was initiated to remodel the course and focus it on intellectually engaging, high interest content beginning with a FLASH Point pilot program for 2007-2008.

The pilot program implemented this semester has 57 FLASH Point sections out of a total of 178 sections. The goal for fall 2008 is the creation of a minimum of 120 FLASH Point

sections. For an example of one FLASH Point section as well as titles of additional FLASH Point sections, please see the Basic Data Sheet of this proposal.

The following goals have been established to guide the US 10097 First Year Experience FLASH Point course:

- **Issue-oriented:** The FLASH Point course highlights issues and topics of high interest to first year students;
- **Student Focused:** The FLASH Point course allows students to make a successful transition to college life;
- **Discussion Based:** The FLASH Point course encourages students to be active participants in their learning;
- **Focused on Fundamental Intellectual Skills:** The FLASH Point course helps students develop intellectual skills (including reading, writing, speaking, listening, mathematical competency, and critical thinking) that are essential for learning in various disciplines and for continued learning in life outside of the University;
- **Thinking Critically:** The FLASH Point course provides students with multiple perspectives on, and contrasting views of, the world in which they live;
- **Active learning:** The FLASH Point Course encourages student self-directed inquiry and creative activity for class participation and assignments.

Change of Course Description

As a result of the change in course content, the description of US 10097 First Year Experience FLASH Point is also proposed for revision:

Former Description: 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

Proposed Description: Assists students in making an successful academic transition to the university through intellectually engaging, high interest content. Required of all entering first year students. S/U grading. Prerequisite: None

Curricular Implications

There are a number of curricular implications resulting from this proposal including the following:

- **Traditional transition to college content** - This traditional content was frequently presented in the former University Orientation course in a lecture, information-giving format whether students required the

information or not. With the new course, this content will be moved to (a) the time from PASS to CLASS via electronic communication, websites, (b) the Week of Welcome, and (c) a series of fall semester workshops academic skills workshops especially designed for first-year students in early academic difficulty. In addition, the Academic Skills Center will increase its academic support services, targeting more first year students with low midterm grades.

- Academic advising – Although academic advising will be removed as a requirement in the revised course, FLASH Point faculty will be asked to devote instructional time to drawing the link between the Topic and students' choice of major and/or career. For now, enrollment in a college's FLASH Points will be limited to majors in that college. A number of first year students would be assigned to a professional adviser in the proposed First Year Advising Center. The remaining first year students would be advised by their college advising offices.
- Smaller class sizes – Class size for FLASH Points will be reduced from a maximum of 25 to a maximum of 20. This reduction will encourage increased faculty-student interaction and have a potentially positive effect on first year retention.

Staffing and Budget Implications

As in the past, colleges will be responsible for staffing the FLASH Point sections. Budget implications may vary from college to college and unit to unit depending on how faculty staffing is handled. Reducing the class size will result in the addition of 15 to 20 sections spread across all colleges. In the RCM environment, colleges will receive the revenue attributed to their FLASH Point sections.

With the change to FLASH Points, the faculty instructor will now be the content expert, and the role of the student instructor will be changed in the following manner:

1. A cadre of 50 Student Instructors will trained in the traditional course content (i.e. study skills, university policies, icebreakers to build community). FLASH Point faculty who desire a student instructor can request one from this pool.
2. We will invite faculty members who are teaching FLASH Points to select a student from their discipline to assist them in teaching the course. Most faculty members can identify a promising undergraduate student with whom they have already developed a mentoring or advising relationship. These new student instructors would still have the opportunity to receive college credit for their efforts.
3. We are developing a plan to use the talents of former student instructors to assist first-year students with persisting in college. This plan could take the form of a Peer

Mentoring Program that would rely on students helping students in much the same way that FYC student instructors do.

Thank you for your consideration of this proposed course revision.

cc: Robert Frank, Provost
Laura Davis, Associate Provost
Terri Christensen, Director, First Year Experience

FALL 2007 First Year Colloquium Course – US 10097

	First-year students	FYC sections	FLASH Topic sections	Faculty all FYC sections*	Staff all FYC sections*	GA/TA all FYC sections*	Projected first-year students F08	FYC sections needed F08 (class = 20)
A&S	709	36	16	29	7	2	746	37
AED	239	11	1	11	0	0	252	13
B	479	20	11	7	12	3	504	25
CA	461	20	2	15	6	0	485	24
CCI	426	18	2	17	1	0	448	22
EHHS	548	25	8	23	2	0	577	29
N	203	9	0	0	6	3	214	11
T	114	5	1	1	2	2	120	6
US	607	34	16	1	23	11	654	33
Total	3786	178	57	104	59	21	4000	200

*** - Six (6) sections are currently team taught**

US 10097 First-Year Experience FlashPoint Course Frequently Asked Questions

1. What are the goals of the new US 10097 FYE FlashPoint course?

First-Year Experience program has listed several goals. All sections, we hope, share these features:

- Issue-oriented: Courses "should engage issues and highlight topics."
- Student Focused: Courses should allow students to make a comfortable transition to college life.
- Discussion Based: Courses encourage students to be active participants in their learning.
- Focused on Fundamental Intellectual skills: Course should help students develop intellectual skills (including reading, writing, speaking, listening, mathematical competency, and critical thinking) which are essential for learning in various disciplines, and for continued learning in life outside of the University
- Thinking Critically: Course should provide students with multiple perspectives on, and contrasting views of, the world in which they live (e.g., various views of society, of the phenomena of the physical world, and of the relationship of the individual to society and to physical phenomena; perspectives on ethics, and on the relationships among abstract quantities);
- Active learning: The seminars encourage "self-directed inquiry." That means student participation in class assignments that encourage creative activity.

2. What are the features of the new US 10097 FYE FlashPoint course?

- Conducted in small groups limited to 20 students in which active participation is encouraged and regular attendance is required.
- Meet once per week
- Evaluation of students is in terms of a Satisfactory/Unsatisfactory (S/U) grade.
- Student instructors will be available on a requested basis.
- Advising will be offered outside of the course.
- Students will select topics in their collegial unit.

3. What will happen to the traditional college transition content of University Orientation?

Starting Fall 2008, the traditional content of the former University Orientation course will be communicated to students in various ways: over the summer via videos, through podcasts, during the Week of Welcome, and through a newly created First-Year Success Series that will offer seminars throughout the Fall semester. In First-Year FlashPoint sections, instructors will be asked to cover only material related to the theme that they have determined for the section or sections that they teach. Instructors may still want to informally discuss with students any questions they have about adjusting to college and direct them to services that they may need—as they would in any first-year course.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Oct-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **US**
 College **US - Undergraduate Studies**
 Proposal **Revise Course**
 Course Subject **US** Course Number **10097**
 Course Title **First Year Colloquium**
 Minimum Credits **01** Maximum Credits **01**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

This course is a university requirement for graduation. It is also a critical component of the First-Year Experience. The previous content of this course will be disseminated to first-year students at the following times: (a) electronically and programmatically from PASS to CLASS, (b) during the Week of Welcome, and (c) during a series of fall semester workshops.

As in the past, each college will be responsible for staffing its own sections of this course. This proposal will reduce the class size from 25 to 20 thus requiring an additional 15-20 sections spread across all colleges.

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

Academic personnel from all colleges were consulted. The Interim Academic and Student Services Dean for Regional Campuses was consulted.

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

Baym. Padua

College Dean

____/____/____

10/5/07

____/____/____

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **1-Oct-07** Requested Effective Term **Fall 2008**
 Course Subject **US** Course Number **10097**
 Course Title **First Year Experience FLASH Point**
 Title Abbreviation **FYE-Flash Point** *1st yr Experience FLASH Point*
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.
 Minimum Credit **01** ☐ to ☐ or Maximum Credit **01** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
 Per Week ☐ Laboratory Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
☒ Other Minimum Hours **01.00** ☐ to ☐ or Maximum Hours **1.25** *2*
 NOTE: Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **F - Satisfactory/Unsatisfactory (S/U)**
 Schedule Type(s) **COL - Colloquium**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite Course(s) **None.**
 NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No
 NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration
 (e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES	
OBR Program Code	<u>09</u>
OBR Subsidy Code	<u>02</u>
OBR Course Level	<u>1</u>
CIP Code	<u>240102</u>

Catalog Description **Assists students in making a successful academic transition to the university through intellectually engaging, high-interest content. Required of all entering first year students. S/U grading. Prerequisite: None** *2*

Complete the following only if applicable:

Previous Title **First Year Colloquium**

Previous Subject _____ Previous Number _____

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
1.00	General Introduction of FLASH Point - e.g. Understanding the World of Your Parents: American Popular Culture in the 1970's
12.00	Key Topics and Concepts - will vary according to FLASH Topic - e.g. for Understanding the World of Your Parents: American Popular Culture in the 1970's
	1.0 hour = May 4, 1970: Excerpt from video, tour.
	1.5 hours = Politics in the 1970's: Watergate, Terrorism at the Munich Olympics, Jonestown Massacre, Iranian Revolution/Hostage Crisis
	1.5 hours = Music in the 1970's: Woodstock, Big Stadium Concerts, Punk, Disco.
	2.5 hours = Socioeconomics in the 1970's: Hippies, Gay Rights, Gasoline Crisis, Whip Inflation Now, Reaganomics
	1.5 hours = Technology in the 1970's: early computers, color televisions, the phonograph record
	2.0 hours = Food and Drink in the 1970's: Snapple, fondue, quiche, crockpot
	2.0 hours = Famous Names in the 1970's
1.00	Relationship of FLASH Point to Choice of Academic Major and/or Career
1.00	Assessment - Impact of study of FLASH Point on Academic Engagement

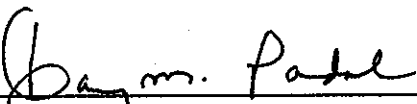
Examples of additional FLASH Points offered in fall 2007 pilot program:

The Role of University in American Life
Geography of Football
The Culture of the 60s
Weapons of Mass Destruction
Big Brother/Media Manipulation
Freakonomics
Hidden Lessons on Gender: What the Other Sex Can Tell You about the College Experience
Hip Hop In America: History, Culture, & Politics
Harry Potter Goes College: How Life at Hogwarts Mirrors the College Experience

15.00 Total Contact Hours

Textbook(s) Used in this Course	Various texts will be used based on FLASH Point
Writing Expectations	Will vary according to faculty instructor
Instructor(s) Expected To Teach throughout the university.	Faculty, qualified administrative staff, and graduate assistants
Instructor(s) Contributing to Content	Gary Padak, Gene Helton, Terri Christiansen

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

10/05/07



RESEARCH AND GRADUATE STUDIES

124 Cartwright Hall
Telephone: 330-672-3012
E-mail: dfinotel@kent.edu

To: Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum
From: Daniele Finotello, Associate Dean, Research and Graduate Studies
Cc: John West, Vice President for Research and Dean of Graduate Studies; Mark Weber, Dean, Library and Media Services; Therese Tillett, Director Curriculum Services
Date: September 27, 2007
Subj: **INFORMATIONAL ITEM FOR EPC**

Dear Gayle:

I would like to request that at the next scheduled EPC meeting, the EPC membership be informed that effective Fall 2008, the Library will only accept Dissertations submitted electronically through the ETD website found at <http://www.library.kent.edu/page/10013>. In addition to this change, there will be no cost to the students for the microfilming (i.e., submission to UMI) of the dissertation.

I enclose below the language changes that will appear in the 2008-2009 issue of the Graduate Catalog. Please note that individual units may still wish to require the submission of a hard-copy for their records.

This change has been unanimously endorsed by GSAAC.

Fees and Financial Aid

FEES AND FINANCIAL AID

The Board of Trustees reserves the right to change any fees whenever conditions or circumstances make this change necessary. Please consult the most recent fee schedule for each semester available from the Bursar's Office.

For Ohio resident students with a total program of 11+ hours (inclusive), the total tuition for each semester is approximately \$3,990.

INSTALLMENT PAYMENT PLAN

The Bursar's Office permits students to pay some or all of their registration fees and room and/or board charges in installments over a period of three months. An additional service charge is added for any fees paid under this system. Contact the Bursar's Office for further information.

APPLICATION

A \$30 nonreturnable application fee will be charged to all applicants of the graduate schools. The fee is to be paid by check or money order and enclosed with the application for admission.

LATE REGISTRATION

A late registration fee of \$100 will be charged for any new registration processed after the first week of classes. See the *Summer term calendar* at www.registrars.kent.edu for summer deadlines.

NONRESIDENT

A student not a resident of the state of Ohio for subsidy and tuition purposes, with a total program of 11+ hours, will be assessed a nonresident surcharge of \$3,506 in addition to the regular fees each semester.

PART-TIME

Resident students enrolled for 1-10 hours will be charged at the rate of \$365 for each hour of credit. A nonresident student will be charged \$320 per hour in addition to the regular part-time fee.

MASTER'S THESIS

Registration for Thesis 6#199 carries from 2 to 6 hours credit in any one semester. Regular fees are paid. The fee for Thesis 6#299 is \$10. A student may enroll in an additional course or courses. In doing so, the student must pay the instructional fees for the additional courses at the part-time rate.

THESIS BINDING

Those who write a thesis must pay for the binding of two copies to be filed in the university library. The charge is \$10. The fee is waived for those students choosing to submit their thesis electronically.

DOCTORAL DISSERTATION

The fee for 15 hours of Dissertation I 8#199 is \$670. The fee for Dissertation II 8#299 is \$15. A student may enroll in an additional course or courses with the approval of the department.

In doing so, the student must pay the instructional fees for the additional courses at the part-time rate.

DISSERTATION BINDING

For doctoral candidates choosing to submit their dissertation through paper copies, the fee for binding and microfilming of two copies of the dissertation is \$65.

delete

Ohio Student Residency for State Subsidy and Tuition Surcharge Purposes

(A) Intent and Authority

- (1) It is the intent of the Ohio Board of Regents in promulgating this rule to exclude from treatment as residents, as that term is applied here, those persons who are present in the state of Ohio primarily for the purpose of receiving the benefit of a state-supported education.
- (2) This rule is adopted pursuant to Chapter 119 of the Revised Code, and under the authority conferred upon the Ohio Board of Regents by Section 3333.31 of the Revised Code.

(B) Definitions

For purposes of this rule:

- (1) "Resident" shall mean any person who maintains a 12-month place or places of residence in Ohio, who is qualified as a resident to vote in Ohio and receive state public assistance, and who may be subjected to tax liability under Section 5747.02 of the Revised Code, provided such person has not, within the time prescribed by this rule, declared himself or herself to be or allowed himself or herself to remain a resident of any other state or nation for any of these or other purposes.
- (2) "Financial support" as used in this rule shall not include grants, scholarships and awards from persons or entities that are not related to the recipient.
- (3) An "institution of higher education" shall have the same meaning as "state institution of higher education" as that term is defined in Section 3345.011 of the Revised Code, and shall also include private medical and dental colleges that receive direct subsidy from the state of Ohio.
- (4) "Domicile" as used in this rule is a person's permanent place of abode, so long as the person has the legal ability under federal and state law to reside permanently at that abode. For the purpose of this rule, only one domicile may be maintained at a given time.
- (5) "Dependent" shall mean a student who was claimed by at least one parent or guardian as a dependent on that person's Internal Revenue Service tax filing for the previous tax year.
- (6) "Residency Officer" means the person or persons at an institution of higher education that has the responsibility for determining residency of students under this rule.

these will be changed as per fees at that time

Academic Regulations

major subject. This examination will be taken when departmental requirements have been met, but it should not be taken later than nine months before the student expects to receive the degree. The content and scope of the examination are determined by the department concerned. The examination may be either written or oral, or both. The student is not permitted to continue with the dissertation unless this requirement is satisfied.

Failure on the candidacy examination and a subsequent prescription and reexamination are subject to departmental policy. When opportunities for such reexamination are exhausted without success, the student will be dismissed from graduate study.

DISSERTATION

A dissertation is required of each doctoral candidate in any department offering the doctoral degree. The dissertation topic must be approved by the department and filed with the dean no later than one semester preceding that in which the candidate expects to receive the degree. Each graduate unit has adopted a procedure for the preparation of a dissertation prospectus. This document will normally include an outline of the parameters of the projected dissertation topic with a statement of the problem to be undertaken, the procedure or methodology to be used in the research, a preliminary review of the literature substantiating the need for the study, and the principle sources of information for the dissertation. The prospectus must be in writing, but an oral presentation may also be required.

The dissertation must demonstrate that the student has acquired the ability to conduct research in a discriminating and original manner. The dissertation should make a significant enough contribution to the field in which it is written that at least one scholarly article suitable for publication in a professional journal may be derived from it or that the findings of the dissertation would be otherwise publishable.

After the dissertation, typed in legible form, is accepted by the dissertation advisor, it will be read by the student's dissertation committee, and any recommended revisions will be communicated to the student. Upon completion of the revisions, if any, the student will be required to defend the findings before a committee of graduate faculty members including the dissertation committee and others chosen by the department and dean. The responsibility for conducting the examination itself will be that of an impartial moderator selected from a department other than that of the student's major or minor. The defense of the dissertation is open to the university community. Questioning is restricted to members of the graduate faculty, and the vote of the examining committee will be conducted in private.

After the candidate has passed the oral examination, ~~two copies of the final, letter-perfect dissertation are prepared and submitted to the appropriate graduate office. Two copies of an~~

The dissertation will also include an abstract of no more than 350 words.

~~abstract of not more than 350 words must also be submitted with the dissertation.~~

the will submit
 Doctoral candidates ~~have the option of submitting~~ their dissertation in electronic form instead of the paper format. A "check-list" and a "how-to" create Electronic Theses and Dissertations is found online at: <http://www.library.kent.edu/page/10239>. 100130

↳ Dissertations submitted electronically are available through OhioLINK. ~~If this option is exercised, no paper copies are required.~~ Individual units may still require submission of a paper copy for their archives. It is the responsibility of the doctoral student to fulfill this requirement.

Theses and dissertations must be prepared according to established guidelines. Guidelines for preparation and typing of theses and dissertations are available in the offices of the ~~deans~~ *appropriate graduate offices.*

Each doctoral candidate, upon admission to candidacy, must register for Course Number 8##99, Dissertation I, for a total of 30 hours. It is expected that a doctoral candidate will continuously register for Dissertation I, and thereafter Dissertation II, each semester, including summer, until all requirements for the degree have been met. The grade of "IP" is used until the student completes the dissertation at which time all "IP" grades in dissertation are changed to "S" grades.

All dissertations must be published according to a plan provided by UMI Dissertation Publishing, Ann Arbor, Michigan for the purposes of archiving, indexing, and dissemination. All communications and relations between faculty or students and UMI shall be carried out only through the Kent State University librarian.

Publication of the complete dissertation or significant parts of it through other avenues is expected, but this is not to be used in lieu of the requirement stated herein.

MULTIPLE DEGREES

A student may work simultaneously or sequentially on doctorates in two different disciplines or a doctorate in one and a master's or baccalaureate in another if the departments involved believe there is good reason for so doing and will admit the student to both programs. Persons having a doctorate will not be permitted to work on a second degree from the same department with a different emphasis. Courses to be doubly counted shall be determined by the departments but in no case may the number of credits exceed the equivalent of a master's degree plus 12 credits. The deans involved shall be notified of these decisions.

PRIVILEGES

A doctoral student will be allowed, with the consent of the advisor and of the instructor concerned, to enroll in any course offered at Kent State University.

Preliminary Prospectus

**Kent State University
College of Business Administration
Department of Marketing**

Title of Proposed Programs: **Marketing and Managerial Marketing**

**Modification of Existing Program and
New Degree program**

Department in which programs will be located: **Marketing**
Name of department head: **Richard H. Kolbe, Ph.D.**

Degree to be offered: **Bachelor of Business Administration with
a major in Managerial Marketing or Marketing, beginning Fall 2008**

Approvals to date

Approved, August 24, 2007, by Department of Marketing Faculty

Approved, September 18, 2007, by College of Business Administration Undergraduate
Curriculum Committee

Preliminary Prospectus for Degree Programs (Revised and New) in Marketing and Managerial Marketing at Kent State University

Nature of Request

The Department of Marketing at Kent State University requests the opportunity to administer two majors in the field of marketing within the BBA degree beginning **Fall 2008**. We seek to revise the *Marketing* major within the BBA degree program. The requirements for the major in *Marketing* will be changed to suit the needs of students seeking a generalist approach to the field. We also seek to establish a BBA degree program with a major in *Managerial Marketing* which utilizes hands-on learning and emphasizes analytical and decision-making skill development. The requirements for the *Managerial Marketing* program duplicate what is currently offered in the BBA Marketing program.

Objectives for the Proposed Program

Offering two degree programs will greatly assist the department in meeting the needs of students seeking a major in marketing at Kent State University. Offering two distinct, pedagogically sound, and rigorous majors is needed to help fulfill student demand on the Kent campus. The two programs are designed to be distinct. The *Managerial Marketing* program emphasizes hands-on learning and constructivist pedagogy. There are no programs in Northeast Ohio that resemble this program. The revised *Marketing* program will provide students with a strong understanding of the breadth of marketing. The course of study in the latter program is generally comparable to marketing majors found in state universities in Ohio and will utilize the more typical mixture of lecture, case analysis, and projects to accomplish its instructional objectives.

The proposed programs represent a continuation of the Department's efforts to achieve the University's mission of excellence in education by delivering high-quality training in the field of marketing. The Marketing Department has been deeply involved in efforts intended to create and provide excellent educational experiences for our students. Our programs are designed to meet the future needs of students through relevant and challenging instruction and coursework. We work closely with the business community so that we teach the business concepts students need to know and apply appropriately in business circumstances. Further, our department works diligently on the assurance of student learning. The Department's assessment plan and activities for student learning are a prototype for the University community and are displayed on the KSU AQIP website as an assessment plan exemplar. Certainly by providing quality programs that meet the needs of KSU students and their future employers, we are fulfilling one of the University's key missions of meeting the needs of those we serve.

Our faculty consists of individuals who are suited to teach in one or both of the programs. We have instructors who work effectively in the constructivist mode of the Managerial Marketing program, while others are effective in more traditional styles of teaching. In combination, the faculty can cover the courses in both majors. As will be detailed in a

subsequent section of this proposal, our students are divided in their desire and preference for the Managerial Marketing and Marketing majors. Having two majors will allow us to provide the educational experience sought by these two student groups.

Rationale and Need for the Program

Some background is appropriate to help the reader understand the current circumstances pertaining to programs within the Department of Marketing at Kent State University. The Department of Marketing implemented a new marketing curriculum in Fall 2005 (which we seek to have titled “Managerial Marketing” in this proposal). This course of study has an explicit marketing management orientation, implemented with a specific focus on significant hands-on activities, analytical, decision-making, and managerial skill development, relatively small course sections (~30), and considerable interaction/collaboration among students and between students and faculty. The program is sequential, which requires students begin the program in the Fall semester of their junior year. Students in this major commit to a four semester, two-year time period to complete the major. Students who complete this program are well-suited to enter the workforce as marketing managers, capable of engaging in effective marketing practice from the onset of their employment.

The managerial orientation of the program has had a significant impact on the educational experience of those who chose to enroll in it; however, it is clear from our research and discussions with students and the college’s academic advisors that there are students interested in pursuing a career in marketing who do not wish to be part of this more focused course of study or cannot make a commitment to the prescribed two-year time frame. Consequently, we are proposing a second, complementary marketing curriculum that would be offered to this latter group of students in order to give them a quality, but more flexible, course of study in marketing. The proposed curriculum would resemble our pre-2005 undergraduate catalog curriculum based on course offerings. This program would be titled, “Marketing,” and therefore is construed to be a revision of the existing marketing major. Students who complete the generalist Marketing major will find employment within a broad range of options in the discipline of marketing. Marketing generalists are valuable in a wide range of areas, including services, manufacturing, retailing, and internet marketing.

The proposed Marketing major will be more flexible and readily taken by non-traditional students, transfer students, and others who take a few courses at a time, by students who want to begin the program in the Spring semester, and by students who prefer to take courses in the evening. (The existing curriculum, with its Fall admission and lock-step course sequencing does not fit with all students’ availability and stage of progress.)

Target enrollments would be 60 full-time students entering the Managerial Marketing curriculum each Fall term (for a total of 120 students in this program). About 180 (90 junior and seniors) students are expected to enroll in the revised Marketing major, with the majority (70 to 80 percent) being full-time students. Current appraisal of student interest in studying marketing suggests this level of demand for the two majors is

realistic. The Department of Marketing has served between 250 and 350 majors over the past 5 years. Accordingly, we will be able to provide course coverage with existing faculty to meet the combined enrollment of 300 students in the two programs. We anticipate demand to remain close to this level for the next four years.

Identification, recruitment, and selection of students for the existing and proposed majors will occur in the introductory marketing course (MKTG 25010), which is offered at the sophomore level; thus the majority of enrollment is expected to derive from students who would normally come into the KSU system. We have begun offering sections of Marketing 25010 exclusively for pre-majors. In these course sections we will work closely with our pre-majors regarding the options they might wish to pursue in selecting a course of study in marketing. The pre-majors' version of MKTG 25010 has smaller enrollments, is more rigorously taught, and has more interaction with the faculty than in our other sections of the introductory course (which have large enrollments). Through an assessment of students' interests, quality of work, and an application process, we will be able to direct students into the most appropriate program for their educational needs, abilities, and preferences as well as accurately forecast demand for our majors.

Marketing degree programs at Youngstown State University, University of Akron, and Cleveland State appear similar to the revised Marketing program in terms of course listings and requirements, though pedagogy is likely different. None have marketing majors that parallel our Managerial Marketing program. Though the University of Akron has a marketing management major, it does not resemble the coursework of our Managerial Marketing major. The Department of Marketing at the University of Akron has three majors; thus, the request for two majors in one department is not extraordinary.

Marketing is a high demand major on the KSU campus and across Ohio. This demand substantiates the offering of the marketing major at all four-year regional universities. The presence of majors with different pedagogical approaches creates opportunities for distinctions among area universities and excellence in programming due to the focus needed to deliver these majors to students in a competition-driven environment.

Academic Planning

The Marketing and Managerial Marketing majors were developed by the marketing faculty at Kent State University, with extensive involvement from the business community to insure their relevance to real-world practice. The marketing faculty formally reviewed and unanimously approved the proposal for two majors on August 24, 2007. The proposal for the two majors was reviewed and unanimously approved by the Undergraduate Curriculum Committee in the College of Business on September 18, 2007. The full proposal for the two programs will be submitted to the University's Educational Policy Committee (EPC) for evaluation and approval following approval of this preliminary prospectus. Following EPC approval, the full proposal will be evaluated by Faculty Senate and then by the Board of Trustees before being submitted to the Ohio Board of Regents.

Academic Control

The two programs will be administered solely by the Department of Marketing. No other departments will be involved in the administration of the majors. No articulation agreements exist.

Curricula

The Managerial Marketing program was previously approved under the Marketing program title and first offered in Fall 2005. While technically this program is designated as a “new program” due to the program title change, the requirements duplicate that of the current marketing major. Courses in this major will carry the MMTG program code.

The “revision” of the Marketing major is substantial and will be given the greatest emphasis in the subsequent discussions of the majors. The proposed revised Marketing major will use courses which have remained in the Department course inventory from our pre-2005 major, plus one new course, to provide students with a generalist approach to the marketing discipline. Courses in this major will retain the MKTG program code.

Table 1 compares the proposed Marketing curriculum and the pre-2005 marketing curriculum from which it derives. In comparison to the pre-2005 marketing major, the proposed Marketing program is more streamlined. Electives have been eliminated and only one new course added to the department’s course inventory (i.e., Marketing Applications; please refer to accompanying Table 1 on the next page). The proposed Marketing Applications course is intended to be the first upper division class taken in the major (at the junior level) and focuses students on the application of key marketing concepts. This course is being added to the program because we found the absence of a managerial, decision-making focus to be a major weakness of the pre-2005 curriculum, which manifested when students were taking the capstone Marketing Policies & Strategies course their senior year.

No electives are being offered in the proposed curriculum, which helps limit the number of course offerings; however, it should be noted that students in the pre-2005 marketing curriculum typically selected elective courses based on their personal schedules rather than interest in specific course content. The proposed major contains courses that are central to the field of marketing; accordingly, completion of this course of study will provide students with breadth and depth of knowledge of the field of marketing. Students who complete the proposed curriculum will be well-equipped to become marketers upon graduation. Consequently, the absence of electives does not adversely affect students’ options nor their overall training or breadth of exposure to the field.

All courses (except Marketing Applications) in the proposed general marketing curriculum are in the department’s course inventory as they are currently needed to help students who are enrolled in the pre-2005 marketing curriculum complete their degrees. It should be noted that four courses in the proposed curriculum (i.e., International Marketing, Consumer Behavior, Advertising & Promotion Management, and Personal

Selling & Sales Management) have been departmentally designated as service courses in support of the marketing minor and the fulfillment of marketing course needs for non-majors. Having these four courses as part of a major (as opposed to being service courses without majors as enrollees) will strengthen the overall rigor and quality of the classes and increase the attention given to the pedagogy utilized therein, which will benefit both majors and non-majors.

Table 1

**Comparison of Pre-2005 Marketing Major with the
Revised Marketing Major**

Pre-2005 Marketing Curriculum	Revised Marketing Curriculum
Required Courses (9 hours)	Required Courses (All are Required) (24 hours)
Consumer Behavior Marketing Research Marketing Policies & Strategies (Capstone and WIC course)	Marketing Applications (Majors Only) Consumer Behavior Marketing Research (Majors Only) Marketing Policies & Strategies (Majors Only) (Capstone and WIC course)
Electives (Students Select Five) (15 hours)	
Advertising & Promotion Management Personal Selling & Sales Management International Marketing Business Marketing and E-Commerce Retailing and Web-Based Merchandising	Advertising & Promotion Management Personal Selling & Sales Management International Marketing Service, Retail, and Web-based Marketing (Majors Only) Marketing Internship would become a General Business Elective
Marketing Internship Business Marketing and E-Commerce Internet Marketing Service Marketing	To be inactivated To be inactivated To be inactivated

Though the Marketing program contains existing courses from our previous (pre-2005) undergraduate major, it should in no way be construed as being merely a rehashing of this program. The goal is to provide a refined and enhanced version of that program. While we will use the courses and general content of the classes from the pre-2005 major to form the general framework of the Marketing major, the faculty will meet to discuss the role of each course in the proposed major and how each will provide key elements to our students' education in marketing prior to the program being implemented. Such meetings will be continued beyond the initial stage of development and will occur regularly, at minimum, at the beginning and end of each academic semester. This procedure was used

successfully to implement and manage our current curriculum. One key objective of this process is to get faculty engaged in the program as a whole and to not focus solely on their individual courses. Group discussion of individual courses, as a part of the totality of the program, helps to reduce redundancy across classes and amplifies the unique content individual courses need to provide. This exercise helps to identify key elements that students must learn and where these need to be taught, learned, and reinforced within the program. Collective development of the curriculum also breaks down the traditional barriers to discussing classroom activities among instructors and causes faculty to share successes and failures in the classroom, which ultimately leads to improved teaching throughout the program. Our department has become very open to sharing our teaching experiences, both good and bad, and working to support each other in the endeavor of improving classroom instruction. The end result has been a collegial and collaborative environment for the support of excellence in the classroom. We expect to continue this model with the revised Marketing program. Committees are being formed with faculty and instructors to achieve this level of collaboration among those who will teach in this program.

The proposed Marketing major parallels the topic coverage of the existing (Managerial Marketing) curriculum, but without the extensive hands-on projects (see Table 2 on the next page) or the “lock step” sequencing of the courses. In total, the proposed major and the alternatives it provides will be beneficial in helping students learn well, proceed with their degree programs in a timely manner, and assist the Department in attracting and retaining quality students to Kent State University.

Proposed catalog copy for the Marketing and Managerial Marketing majors is included in the appendix.

The two marketing programs will be evaluated under the College’s accreditation with AACSB. No separate accreditation for these programs is necessary.

Facilities and Support Services

Existing facilities, including classrooms and library resources, are sufficient for offering the proposed programs.

Financial Resources

There is no need, at present, for additional faculty resources. An analysis of the course offerings needed to fully meet student demand indicates that current faculty resources are adequate. Should demand exceed 300 majors, the department will assess the need for additional faculty. Specifying the course offering in our two marketing majors allows us to effectively allocate faculty resources to both programs. The elimination of electives in the proposed major will limit the total number of courses we will need to offer for this program. Further, it should be noted that the sequential nature of the Managerial Marketing program allows us to offer courses only once in an academic year. Together,

the total number of course offerings is within the capacity of the faculty to effectively and efficiently service.

Table 2

**Proposed Marketing Curriculum Compared to
New Curriculum and Entrepreneurship Major**

Marketing Major	Managerial Marketing Major
Proposed Marketing Curriculum	Existing Curriculum
Marketing Applications ^x (MKTG 35030) (Majors Only)	Marketing Tools (MMTG 35011)
Marketing Research (MKTG 35050) (Majors Only)	Research for Marketing Decisions (MMTG 35021)
Consumer Behavior (MKTG 35035)	Customer Analysis (MMTG 35023)
International Marketing (MKTG 45060)	Channel Management (MMTG 45030)
Service, Retail, and Web-based Marketing (MKTG 45082) (Majors Only)	Competitive Market Analysis (MMTG 45020)
Advertising & Promotion Management (MKTG 45045)	Promotion Management (MMTG 45039)
Marketing Policies & Strategies (MKTG 45084) (Majors only)	Integrated Marketing Strategy (MMTG 45040)
Personal Selling & Sales Management (MKTG 45046)	Three One-Credit Hour Lab Courses

^x *Marketing Applications is the only new course being proposed for this revised major. Marketing Research, Service, Retail, and Web-based Marketing, and Marketing Policies & Strategies will be designated as "majors only" courses. Service courses for non-majors and minors include Consumer Behavior, International Marketing, Advertising & Promotion Management, and Personal Selling & Sales Management.*

Conclusion

In conclusion, the proposed revised marketing curriculum ("Marketing") will provide a quality educational experience, with flexibility to meet the needs of a broad audience of students. The courses selected for inclusion in this major will provide a comprehensive and cohesive training in marketing, helping students to understand key areas of the field. We believe that the proposed curricula will have considerable appeal and demand among KSU students. Having two marketing majors will allow us to accommodate a breadth of students at KSU with the coursework they seek, thereby improving retention, while also serving a large number of students successfully, efficiently, and effectively.

Appendix

Proposed Catalog Copy for the

Marketing Major

and Catalog Changes for the

Managerial Marketing Major

B.B.A. in Marketing

CATALOG COPY

Marketing is a broad field entailing a wide variety of tasks involving the analysis, planning, implementation, and control of marketing programs (the strategies and tactics used by businesses to sell goods and service to consumers and other businesses). There are two programs in marketing at Kent State University ("Marketing" and "Managerial Marketing"). The Bachelor of Business Administration in Marketing is designed to provide students with a broad working knowledge of the theory and practice of marketing. Students majoring in marketing have employment opportunities in such fields as personal selling, advertising, product management, international marketing, marketing research, e-commerce, working with manufacturing, wholesalers, advertising agencies, retail organizations, and research-oriented firms. Recently there has been an increased demand for marketing graduates from nonprofit organizations, the health care industry, service firms, and the public sector.

PRE-MAJOR PROGRAM

(See Pages 204-205 for more details)

I.	General College or University Requirements.....	1
II.	Liberal Education Requirements.....	36-37
III.	Business.....	24

ADVANCED BUSINESS PROGRAM

Minimum 39 semester hours at the upper division level (30000-40000) normally are required for graduation with the Bachelor of Business Administration degree.

IV.	General Business Requirements.....	12
	ENG 30063 Business and Professional Writing.....	3
	FIN 36053 Business Finance.....	3
	M&IS 34060 Operations Management.....	3
	44285 Integrated Business Policy and Strategy.....	3
V.	Mathematics	
	Choose from the following.....	3-5
	MATH 11012 Intuitive Calculus (3)	
	MATH 12002 Analytic Geometry and Calculus I (5)	
VI.	Electives (at least 11 hours must be at the upper division level).....	19-21
	Students may take or use any course at any level as long as the minimum 39-hour requirement for upper-division is satisfied for graduation with a BBA.	

Exceptions: Maximum 3 credit hours of physical education activity (PEB) courses and maximum 3 credit hours for courses in applied music and music ensembles (MUS courses with a second digit of 5, 6, or 7) combined may be counted toward

the 121-total-hour or 39-upper-division-hour graduation requirement. Non-business courses may be selected, provided there is a minimum 6 credit hours in each of two different disciplines/departments. A minor (business or non-business) is encouraged. There is no limit on other music coursework. Any other exceptions must be approved by the assistant dean.

Note: Credit for ENG 11001 or MATH 10034, 10035, and 10036 may apply only toward lower-division non-business electives.

VII. Major Requirements	24
MKTG 35030, Marketing Applications	
3	
MKTG 35035, Consumer Behavior	3
MKTG 35050, Marketing Research	3
MKTG 45045, Advertising and Promotion Management	3
MKTG 45046, Personal Selling and Sales Management	3
MKTG 45060, International Marketing	3
MKTG 45082, Service, Retail, and Web-based Marketing	3
MKTG 45084, Marketing Policies & Strategies	3
TOTAL Degree Requirements	
121	

The following policies are in effect for marketing majors:

- Admission of maximum 90 students into the marketing major each academic year, with a target cumulative GPA of at least 2.50. Class performance in Marketing 25010 will be taken into consideration in the admission process. Also required: a minimum C (2.00) in ENG 11011, ENG 21011, MATH 11010, COMM 15000, and MKTG 25010.
- Students must take MKTG 35030 as the first course in the major and earn no less than a C (2.00) to continue in the major. MKTG 35030 may be taken concurrently with MKTG 35035 (Consumer Behavior) or MKTG 35050 (Marketing Research).
- Normally a marketing major course can be repeated only once. Exceptions require the approval of the department chairperson and the assistant dean for the College of Business Administration.
- The number of marketing major (3/45000) courses that can be repeated and counted toward the marketing major is three. All attempts will count in the computation of the major and cumulative GPAs.
- Should students not obtain a grade of C (2.0) or higher in MKTG 35030, Marketing Applications, they will be required to enroll in the course again until a grade of C is achieved.

Marketing internships are an excellent source of “real world” work experiences for students. Typically, an internship receiving three hours credit under MKTG 45292, Marketing Internship, requires students to work a minimum 12-15 hours

per week for approximately 10 weeks in a marketing-related position. The responsibilities, supervision, and training provided to the interns should be comparable to that which new college graduates in the organization usually receive. Grading is based on job performance plus a written report. With pre-approval, students may take Marketing 45292, Marketing Internship, to partially or completely fulfill the business elective requirement.

PRE-MAJOR PROGRAM

(See Pages 238-239 for more details)

I. General College or University Requirements	1
II. Liberal Education Requirements	36-37
III. Business	24

ADVANCED BUSINESS PROGRAM

Minimum 39 semester hours at the upper-division level (30000-40000) normally are required for graduation with the Bachelor of Business Administration degree.

IV. General Business Requirements	12
ENG 30063 Business and Professional Writing	3
FIN 36053 Business Finance	3
M&IS 34060 Operations Management	3
44285 Integrated Business Policy and Strategy	3
V. Mathematics	3-5
Choose from the following:	3-5
MATH 11012 Intuitive Calculus (3)	
12002 Analytic Geometry and Calculus I (5)	
VI. Electives	19-21

Students may take or use any course from any non-business department at any level as long as a minimum of 6 semester hours in each of two disciplines and the minimum 39-hour requirement for upper-division courses is satisfied for graduation with a B.B.A. A minor (business or non-business) is encouraged. Exceptions: Maximum 3 credit hours of physical education activity (PEB) courses and maximum 3 credit hours for courses in applied music and music ensembles (MUS courses with a second digit of 5, 6 or 7) combined may be counted toward the 121-total-hour or 39 upper-division-hour graduation requirement. There is no limit on other music coursework. Any other exceptions must be approved by the assistant dean.

Note: Credit for ENG 11001 or MATH 10005 may apply only toward lower-division non-business electives.

VII. Major Requirements	15
FIN 36054 Intermediate Business Finance	3
36058 The Financial System	3
36059 Investments	3
* 46059 Financial Policy	3
46064 International Business Finance	3

VIII. Major Electives

Choose from the following:	9
ACCT 33061 Financial Reporting Issues and Analysis (3)	
33063 Cost Control and Analysis for Management (3)	
FIN 36061 Real Estate Principles (3)	
36081 Principles of Insurance (3)	
46054 Financial Risk Management (3)	
46055 Options and Future Markets (3)	
46067 Portfolio Analysis (3)	
46068 Financial Management of Commercial Banks (3)	
46096 Individual Investigation in Finance (3)	

IX. Writing-Intensive Requirement

TOTAL 121-122

* Course fulfills writing-intensive requirement.

Requirements to be admitted as a finance major:

- Satisfactory completion of 46 semester hours applicable to the pre-finance major
- Minimum 2.50 cumulative GPA
- Minimum C (2.0) grade in COMM 15000, ENG 11011, ENG 21011, and MATH 11010 (or placement out of ENG 11011 and/or MATH 11010)
- Minimum C (2.0) grade in FIN 36053

Requirements to graduate with a B.B.A. in finance:

- Minimum 2.50 cumulative GPA
- Minimum 2.50 GPA in major

While the finance major does not require specific options or concentrations, it is suggested that students who have career interests in the areas listed below choose electives from the groups indicated:

FINANCIAL MANAGEMENT

ACCT 33061*, 33063*, FIN 46054, 46055, 46067

INVESTMENTS

FIN 46054, 46055*, 46067*, ACCT 33061

BANKING / FINANCIAL INSTITUTIONS

ACCT 33061*, FIN 36061, 46054, 46055, 46067

* strongly recommended

B.B.A. in Marketing

Managerial Marketing

The Bachelor of Business Administration in Marketing at Kent State University emphasizes marketing within small-sized businesses (those with 500 or fewer employees and/or sales less than \$100 million). The curriculum is designed to educate students to function effectively in the small-business environment by giving them the abilities to analyze information and make insightful and autonomous managerial decisions. These same skills also have value should students gain employment in large firms. The coursework for the major is sequential and integrated; each course builds upon prior classes to give students, upon graduation, a holistic body of knowledge, skills and abilities that will make them capable of being fully functional marketing professionals. Students majoring in marketing have a range of employment opportunities in such fields as personal selling, marketing management, product management, e-commerce,

College of Business Administration

retailing and wholesaling as well as in service (e.g., airlines, banking), non-profit, health care and public sector occupations.

PRE-MAJOR PROGRAM

(See Pages 238-239 for more details)

I. General College or University Requirements	1
II. Liberal Education Requirements	36-37
III. Business	24

ADVANCED BUSINESS PROGRAM

Minimum 39 semester hours at the upper-division level (30000-40000) normally are required for graduation with the Bachelor of Business Administration degree.

IV. General Business Requirements	12
ENG 30063 Business and Professional Writing	3
FIN 36053 Business Finance	3
M&IS 34060 Operations Management	3
44285 Integrated Business Policy and Strategy	3
V. Mathematics	3-5
Choose from the following:	3-5
MATH 11012 Intuitive Calculus (3)	
12002 Analytic Geometry and Calculus I (5)	
VI. Electives	19-21

Students may take or use any course from any non-business department at any level as long as a minimum of 6 semester hours from each of two different disciplines/departments and the minimum 39-hour requirement for upper-division courses is satisfied for graduation with a B.B.A. A minor (business or non-business) is encouraged.

Exceptions: Maximum 3 credit hours of physical education activity (PEB) courses and maximum 3 credit hours for courses in applied music and music ensembles (MUS courses with a second digit of 5, 6 or 7) combined may be counted toward the 121-total-hour or 39 upper-division-hour graduation requirement. There is no limit on other music coursework. Any other exceptions must be approved by the assistant dean.

Note: Credit for ENG 11001 or MATH 10005 may apply only toward lower-division non-business electives.

VII. Major Requirements	24
-------------------------	----

MMTG MKTG 35011 Marketing Tools	3
** 35021 Research for Marketing Decisions	3
*** 35023 Customer Analysis	3
** 35024 Hands-On Technology Enhancement Laboratory	1
** 35026 Decision-Making Skill Enhancement Laboratory	1
** 45010 Promotion Management	3
*** 45020 Competitive Market Analysis	3
*** 45026 Personal Selling Methods and Practices Lab	1
*** 45030 Channel Management	3
Choose from the following	3
** 45040 Integrated Marketing Strategy (3)	3
** 45050 Entrepreneurship (3)	3

VIII. Writing-Intensive Requirement

TOTAL 121-122

* Course fulfills writing-intensive requirement, offered only in the fall semester.

** Course available spring semester only

*** Course available fall semester only

The following policies are in effect for marketing majors:

- Students are admitted into marketing major in fall semester only.
- Admission of maximum 150 students into the marketing major each fall semester, using a target GPA of 2.50. A minimum C (2.0) is required in the following courses: Eng 11011, Eng 21011, Math 11010, Comm 15000 and Mktg 25010.
- The marketing curriculum is to be taken in sequence. Not all courses will be offered each semester. Students should obtain a copy of the marketing requirements sheet for a schedule of the course sequencing.
- Students who wish to take MKTG 45050 in lieu of MKTG 45040 must apply to the department chair for permission to enroll.
- Only 20 students per semester will be permitted to enroll in this course.
- Normally a marketing major course can be repeated only once. Exceptions require the approval of the department chair and the assistant dean for the College of Business Administration.
- Only three marketing major (3/45000) courses can be repeated and counted toward the marketing major. Exceptions require the approval of the department chair. All attempts will count in the computation of the major, upper-division business and cumulative GPAs.
- Should students not obtain a C (2.0) grade or higher in MKTG 35011, they will be required to repeat MKTG 35011 during the following fall semester to alleviate skill deficits, and they will not be eligible to progress in the major.

Marketing internships are an excellent source of real-world work experiences for students. Typically, an internship receiving 3 credit hours under MKTG 45292 requires students to work 12-15 hours per week for approximately 10 weeks in a marketing-related position. The responsibilities, supervision and training provided to the interns should be comparable to that which new college graduates in the organization usually receive. Grading is based on job performance plus a written report. With pre-approval, students may take MKTG 45292 to partially or completely fulfill the business elective requirement.

B.B.A. in Operations Management

Operations management is concerned with the efficient management of the production and delivery of goods and services for the customer in all organizations, ranging from modern manufacturing to administration of hospitals and other not-for-profit

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____

DATE PROPOSAL APPROVED BY EPC: _____

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall 2008DATE OF PREPARATION: 9/7/2007

Purpose of Proposal

New Program

Department

LIS

Requested Effective Term

2008F

Advanced Study in Digital

SIS Code or Brief ID of Program Affected by Action

Libraries certificate

(e.g. A BS CHEM, WMST MNR, DTP CERT, etc.)

*post-master's - C822*Description of Proposal
(please use upper case)

THIS IS A PROPOSAL TO ESTABLISH A CERTIFICATE OF ADVANCED STUDY IN DIGITAL LIBRARIES. THE CERTIFICATE WILL ALLOW THOSE WHO HOLD THE MASTER'S IN LIBRARY AND INFORMATION SCIENCE TO ACQUIRE THE NECESSARY SKILLS TO PURSUE A CAREER IN DIGITAL LIBRARIANSHIP.

Describe Impact on
Other Programs

NONE.

Units Consulted
(See guidelines for
Instructions)

NONE.

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean

Rubler

College/School Dean

9/7/07
Amel
9/17/2007

Vice Provost for Regional Campuses

Provost



KENT STATE

U N I V E R S I T Y

To: Anne Reid, CCI
 From: Richard Rubin, School of Library & Information Science *RR*
 Date: September 7, 2007
 Re: Establishment of a new Certificate Program

A new, post-master's *Certificate of Advanced Study in Digital Libraries* was developed and presented to the School of Library and Information Science (SLIS) Faculty Advisory Committee. The FAC unanimously approved the establishment of this new certificate program for library and information professionals interested in digital librarianship

It was agreed that the *Certificate of Advanced Study in Digital Libraries* will meet the growing need for digital librarianship in Ohio and in the nation. Admission to the certificate program will be limited to those students who already hold the M.L.S. or M.L.I.S. degree.

The Certificate of Advanced Study in Digital Libraries requires 18 credit hours of Library and Information Science (LIS) coursework, including three new courses:

- LIS 60637: Metadata Implementations and Architectures (formerly a *Selected Topics* course)
- LIS 60638: Digital Libraries
- LIS 60639: Implementation of Digital Libraries

The School of Library and Information Science is requesting that this certificate proposal be put on the EPC agenda as an Information Item.

Timeline:

- August 2007: Paperwork submitted to CCI Curriculum Committee
- September 2007: Proposal reviewed and approved by EPC
- Spring 2008: Announce new Digital Libraries Certificate and courses
- Fall 2008: Delivery of new Digital Libraries courses required for *Certificate of Advanced Study in Digital Libraries*

Attachments:

- Proposal Summary: Certificate of Advanced Study in Digital Libraries
- Certification of Curriculum Proposal: Program Add
- Transmittal Memos (3): New Courses
- Certification of Curriculum Proposal (3): New Courses
- Basic Data Sheets (3): New Courses
- New Catalog Copy for *Graduate Schools Catalog* (with attached new course descriptions)
- Requirement Sheet / Curriculum Sheet for completion of Certificate of Advanced Study in Digital Libraries

School of Library and Information Science

P.O. Box 5190 • Kent, Ohio 44242-0001
 330-672-2782 • Fax: 330-672-7965 • <http://www.slis.kent.edu>

Title:

Certificate of Advanced Study in Digital Libraries

[Proposal Prepared by: Athena Salaba, Marcia Zeng, Yin Zhang, School of Library and Information Science (SLIS)]

09/21/07

Subject Specification:

This is a proposal to establish a post-master's *Certificate of Advanced Study in Digital Libraries* in The School of Library and Information Science.

Background Information:

About 12 years ago, when fewer than 100 web sites inhabited the planet, the phrase "Digital Libraries (DL)" entered the main stream and began a new era. This was largely due to a \$30 million joint NSF/DARPA/NASA initiative in 1994, which funded six research projects over a five-year period, known as the "Digital Libraries Initiative - Phase I (DLI-I)". It signaled the beginning of a national conversation about digital libraries, promoting discussion on the importance of improving the utility, effectiveness, performance, scalability, and sustainability of current and future digital services and collections. Since then, government funding for digital libraries has experienced tremendous increases, evidenced by the multi-federal agency collaboration to provide \$55 million for Phase II of the DLI projects in 1999. One of the results from the DLI is the well-known product, Google, which assembled researchers trained in the DLI projects as well as ideas that had been implemented and tested at DLI projects already. The impact of digital libraries is immeasurable.

Other DL projects include development projects to create digitized collections. Some are carried out by librarians at major public and university libraries. At the national, state, county, and city level, libraries, archives, and museums have established digital libraries known as "memory" projects (e.g., American Memory, Ohio Memory, Cleveland Memory, Worthington Memory) by digitizing collections of artifacts, photographs, documents, and other materials. Societies, publishers, and other organizations have also conducted numerous projects that focus on creating digital resources and making them available online (e.g. the Association for Computing Machinery (ACM) Digital Library, Elsevier's ScienceDirect for current scientific literature, and JSTOR for older journals). The University of California (UC) established its 11th university library in 1997. Instead of a new library building located on any UC campus, this is a digital library for the whole university, the California Digital Library. The concepts, models, best practices, and issues appearing along with all these new phenomena presented great challenges as well as opportunities for library and information science education.

The emerging demand for digital librarians and digital libraries has warranted the restructuring of the library and information science curricula. Developing a "digital libraries" track for information and computer science students that focuses on the technical and human aspects of the web and digital libraries is critical. Education and training of digital library librarians has emerged as a major task during recent years. The Institute of Museum and Library Services (IMLS) has offered dozens scholarships for recruiting and training MLIS students in digital librarianship during the last two years. A recent publication revealed that: (1) of the 56 ALA Accredited LIS Master's programs, 29 programs offer DL-related courses, thus, 52% of accredited LIS programs offer courses on DLs; (2) in these 29 programs, 40 DL-related courses were offered in recent years, between 2003 and 2006. Some of these programs offer two or even three DL-related courses.¹ Our recent investigation confirmed the findings of this report. Several schools also offer Digital Libraries concentrations and certificate of advanced study (CAS) programs.

Based on students' feedback and DL project initiatives in Ohio, we expect a huge need for digital librarianship in Ohio. Nationally, the trend is even more obvious. We have no doubt that there will be

students who choose digital libraries as their career goal and there will be potential students interested in a post-master's certificate program.

Developing a DL Curriculum

Mapping SLIS courses to a DL Curriculum

A "Curriculum Areas and Suggested Topics for Digital Library Education" proposal was published in *D-Lib Magazine* when DLI-II was initiated.² The following table represents the proposed curriculum areas, the suggested topics covered by each area, and the matching courses that KSU SLIS currently offers or plans to develop:

Table 1. Curriculum Areas, Suggested Topics, and SLIS Courses

CURRICULUM AREAS:	TOPICS:	KSU-SLIS Courses
Theoretical and Historical Foundations	History of libraries; Human information behavior; Information retrieval theory; Development of digital collections and digital libraries	60638 DIGITAL LIBRARIES (3) – NEW 60600 FOUNDATIONS OF LIBRARY AND INFORMATION SCIENCE (3)
Technical Infrastructure of the Digital Library	Information retrieval engines; Database construction of digital libraries; Distributed collections; Multimedia formats and applications; Interoperability; Network technology; Web applications in digital libraries; Interface design; Communication protocols; Query languages	60639 IMPLEMENTATION OF DIGITAL LIBRARIES (3) – NEW 60642 IMPLEMENTATION OF INFORMATION STORAGE AND RETRIEVAL SYSTEMS (3) 60645 DATABASE SYSTEMS (3) 60646 USER INTERFACES FOR INFORMATION RETRIEVAL SYSTEMS (3)
Knowledge Organization in Digital Libraries	Metadata; Indexing; Classification; Database integration; Document formats	60637 METADATA ARCHITECTURES AND IMPLEMENTATIONS (3) 60649 INDEXING AND ABSTRACTING (3) 60691/ IAKM 60002 KNOWLEDGE ORGANIZATION SYSTEMS (3)
Collection Development and Maintenance	Digital archives; Digital conversion technology; Digital preservation	60651 DIGITAL IMAGE PROCESSING AND COLLECTION MANAGEMENT (3)
Information Access and Utilization of Digital Libraries	Users and uses of digital libraries; Usability and evaluation research; Information	60613 INFORMATION USES AND SERVICES (3)

	behavior in digital libraries	60646 USER INTERFACES FOR INFORMATION RETRIEVAL SYSTEMS (3) IAKM 60101 INFORMATION ARCHITECTURE I (3)
Social, Economic and Policy Issues	Electronic publishing; Scholarly communication; Copyright issues and intellectual property rights in digital libraries; Costs of building digital libraries; Funding for digital libraries	60648 ELECTRONIC PUBLISHING ON THE WEB (3) 60638 DIGITAL LIBRARIES (3) – NEW WP: Designing Successful Grant Projects
Professional Issues	Roles and responsibilities of the digital librarian; Management of digital libraries; Bibliographic instruction	60638 DIGITAL LIBRARIES (3) – NEW WP: Electronic Reference Start-Up

As indicated by the above table, SLIS already offers many courses that provide the needed knowledge and skills for digital librarianship. However, we do not have a clearly-defined DL specialization (focus of study) for our MLIS program or an advanced certificate program in DL.

DL Curriculum proposal

Based on our preliminary study of other DL programs, we propose the following curriculum for the Certificate of Advanced Study in Digital Libraries, which will require only two new required courses to be developed and added to the current SLIS curriculum. The third required course is already taught under *Special Topics: Metadata Architectures and Implementations* and is being entered in our program course catalog with a new number. With the addition of the two new DL courses and the continuing offering of the third, the SLIS curriculum will be enhanced to allow our MLIS students to specialize in digital libraries.

Certificate of Advanced Study in Digital Libraries (short title: DL Certificate)

The Certificate of Advanced Study in Digital Libraries is designed for students who have earned a MLIS degree already. A total of 18 credit hours are required. There are no prerequisites for any of the "Certificate Required" courses and these three courses can be taken in any order.

Note: a policy on transferring credits from within or outside campus is pending on information gathering relating to University policy on Advanced Certificates. Once a decision is made, the Certificate Guidesheet will be updated.

	# of Courses	# of Credit Hours
I. Certificate Required	3 courses	9
II. Electives courses and workshops (up to 6 credit hours for workshops)	3 courses or 2 courses + 3 workshops 1 course + 6 workshops	9

I. DL Certificate Required

- 60637 Metadata Architectures and Implementations (3)
- 60638 Digital Libraries (3) – New
- 60639 Implementation of Digital Libraries (3) – New

II. Electives Courses and Workshops

COURSES

- 60003 Information Technology for Library and Information Professionals (only for those under catalog year prior to fall 2007)
- 60613 Information Uses and Services (3)
- 60641 Information Storage and Retrieval Systems (3)
- 60642 Implementation of Information Storage and Retrieval Systems (3)
- 60645 Database Systems (3)
- 60646 User Interfaces For Information Retrieval Systems (3)
- 60648 Electronic Publishing on the Web (3)
- 60651 Digital Image Processing and Collection Management (3)
- 60691/IAKM60002 Knowledge Organization Systems: Thesauri, Taxonomies & Ontologies
- IAKM 60101 Information Architecture I (3)
- 60692 Practicum -- Libraries and Information Centers (2-3)
- 61096 Individual Investigation (1-2) (Maximum of 4 hrs. can be applied to the certificate)

WORKSHOPS

- Database Design and Applications I: Introduction to Database Systems
- Database Design and Applications II: Issues, Principles and Intermediate Skills
- Database-Driven Web Sites
- Designing Successful Grant Projects
- Digital Imaging I: Image Processing
- Electronic Publishing I: Intro to SGML/HTML
- Electronic Publishing II: Advanced HTML and Early JavaScript
- Electronic Reference Start-Up
- JavaScript for Web Page Development (2 cr.)
- PHP and MySQL for Web Database Creation and Implementation
- Separating Content and Presentation: Designing Web Sites with XHTML and CSS (2 cr.)
- UNIX and Linux Operating Systems
- Using JavaScript to Jazz up Web Pages
- XML for Web Site Content Management (2 cr.)

New courses to be developed

In U.S. programs where multiple DL courses are offered, generally one course is a broad-based introductory DL course, and the other courses are "special topics" or clinical courses on specific technologies or services for DLs.³ At KSU SLIS, two new courses need to be developed and added to the current SLIS curriculum to expand the coverage of digital library related knowledge and skills. These two new courses will be part of the three courses required for the Certificate of Advanced Study in Digital Libraries.

- 60638 Digital Libraries (3) – New

A seminar course that provides an introduction to digital libraries and the major issues, concepts, and trends related to the development and maintenance of digital libraries, including technology, collection development and management, project management, digital preservation, user-centered design, public services, rights management, and funding.

- 60639 Implementation of Digital Libraries (3) – New
A course that provides hands-on experience for students to build digital library prototypes (small-scale) with open source software. Emphasizing design and implementation of key DL functions including building digital collections, defining and creating metadata, indexing, browsing and retrieval, customizing interface, implementing services, encoding and transforming for data exchange, and testing the usability and effectiveness.

Developing an Environment for DL Education

In addition to the program curriculum, we propose to build an environment for DL education, which will include:

I. DL-CCAT: a Digital Libraries Core Constituency Advisory Team

II. DL-Lab: a DL-Lab for the purposes of implementation, operation, and evaluation.

- Testbed: 1) terabyte data (of all kinds)
 - unstructured, un-organized documents
 - images and multimedia resources
 - organized digital collections
 - digital repositories (multiple collections)
- 2) tools
 - open sources, e.g., Greenstone, DSpace, Fedora, etc.
 - commercial software with free educational accounts, e.g., ContentDM
 - Web 2.0 technologies
- Lab facilities:
 - digitization
 - data capture
 - data migration and other preservation processes
 - XML editor(s)

III. DL-Forum: a forum for DL students to share their research and projects with all SLIS students.

IV. DL practicum sites.

V. Scholarships for DL students

Funding opportunities: IMLS Grant.

Laura Bush 21st Century Librarian Program, CFDA No. 45.313

Master's Programs, specifically to "educate the next generation of librarians"

Programs to Build Institutional Capacity

Develop or enhance courses or programs of study for library, museum, and archives

professionals in the creation, management, preservation, presentation, and use of digital assets.

Continuing Education

http://www.imls.gov/applicants/grants/pdf/L21_2008.pdf

Alternatives and Consequences:

Failure to develop a *Certificate of Advanced Study in Digital Libraries* will mean that students interested in this popular and growing area of librarianship will pursue graduate study elsewhere. In turn, this will result in a loss of revenue for both The School of Library and Information Science and for Kent State University.

Specific Recommendation and Justification:

Approval of this proposal to establish a *Certificate of Advanced Study in Digital Libraries* for students already holding the M.L.S. or M.L.I.S. degree as well as having two years of post-master's professional work experience.

Timeline and Actions Required

2007	February	Proposal to be discussed by SLIS Curriculum Committee
	February	Proposal to be discussed at FAC meeting
	March-July	Paperwork for the certificate and new courses
	August	Paperwork submitted to CCI Curriculum Committee
	December	IMLS grant proposal due
2008	Spring	Announcement of new DL and Certificate programs
	Spring	Development of two new courses
	Fall	Admission to the CAS in DL program
	Fall	Delivery of DL courses

References

¹ Pomerantz, Jeffrey et al. (2006) The Core: Digital Library Education in Library and Information Science Programs. D-Lib Magazine 12(11).

Available: <http://www.dlib.org/dlib/november06/pomerantz/11pomerantz.html>

² Spink, Amanda and Cool, Colleen (1999) Education for Digital Libraries. D-Lib Magazine 5(5). Available: <http://www.dlib.org/dlib/may99/05spink.html>

³ Pomerantz, Jeffrey et al. (2006) The Core: Digital Library Education in Library and Information Science Programs. D-Lib Magazine 12(11). Available: <http://www.dlib.org/dlib/november06/pomerantz/11pomerantz.html>

LIBRARY AND INFORMATION SCIENCE

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The school offers a graduate program, accredited by the American Library Association, which leads to a Master of Library and Information Science (M.L.I.S.) degree. An American Library Association-accredited master's degree is the basic requirement for professional employment in most libraries and information centers.



The School of Library and Information Science (SLIS) prepares students for positions of leadership in librarianship and the information professions. The master's and advanced certificate programs emphasize the preparation of students for professional service in academic, public, special and school libraries and other types of information agencies.

For more information about the School of Library and Information Science, prospective students may request an information packet by calling to the School of Library and Information Science or by visiting the school's Web site at <http://www.slis.kent.edu>.

Master of Library and Information Science

ADMISSION

Applicants who have an undergraduate grade point average of 3.0 or higher (A=4.0) are considered for regular admission. Applicants who do not meet the grade point average requirements must submit scores on the Graduate Record Examination (GRE) to be considered for conditional admission. All undergraduate courses, including postbaccalaureate classes, are considered in the calculation of the undergraduate grade point average. International students whose first language is not English must achieve a TOEFL score of 600 or higher to be considered for regular admission.

Prospective students should complete the application process no later than January 15 for admission for the summer and no later than March 15 for the fall semester. For further details on admission procedures and deadlines, prospective students should consult the school's Web site at <http://www.slis.kent.edu>.

PROGRAM REQUIREMENTS

The Master of Library and Information Science degree requires a minimum of 36 hours. All M.L.I.S. students must take five core courses: LIS 60001, LIS 60002, LIS 60003, LIS 60600 and LIS 60610. However, students earning the M.L.I.S. with K-12 school library media licensure are not required to complete LIS 60003 and LIS 60610. Students are encouraged to complete the core requirements during their first 18 hours of enrollment. In addition, all students must choose between a 3-hour culminating experience (LIS 60670) or a 6-hour master's thesis to meet degree requirements.

Students are also encouraged select at least one elective from each of these areas: (1) Access to Information, (2) Organization and Representation of Knowledge, and (3) Administration and Management.

Access to Information electives include LIS 60601, LIS 60606, LIS 60611, LIS 60612, LIS 60620, LIS 60621, LIS 60622, LIS 60623, LIS 60625, LIS 60626, LIS 60628, LIS 60629, LIS 60630 and LIS 60643.

Organization and Representation of Knowledge electives include LIS 60602, LIS 60603, LIS 60611, LIS 60624, LIS 60641, LIS 60642, LIS 60645, LIS 60646, LIS 60648, LIS 60649 and LIS 60651.

Administration and Management electives include LIS 60607, LIS 60608, LIS 60610, LIS 60613, LIS 60615, LIS 60616, LIS 60640, LIS 60644, LIS 60652, LIS 60654 and LIS 60661.

The Graduate Program Statement Form, available at <http://www.slis.kent.edu>, provides the complete list of electives, including LIS 60691 seminars and LIS 61095 selected topics courses, which have been approved for each of the three areas.

Multiple Degrees Option

A master's degree in a subject area in addition to the master's degree in library and information science is a desirable credential for some kinds of professional employment, especially in large research institutions. Students may apply to a second master's degree program offered by Kent State University and work simultaneously or sequentially on the two degrees.

Courses may be shared between the two degrees, as determined by the graduate department(s), but in no case may they exceed 12 credit hours. Two exceptions to this limit within the school are the Master of Library and Information Science/Master of Business Administration dual-degree option and the Master of Library and Information Science/Master of Information Architecture and Knowledge Management multiple degrees option.

Master of Library and Information Science and Master of Business Administration

The Master of Library and Information Science and Master of Business Administration dual-degree program is designed for managers of large libraries and information centers. Individuals in these positions need knowledge pertaining to planning, organizing, staffing, directing and controlling. Advanced education to obtain knowledge and learn skills related to these management functions enables students to take advantage of career opportunities in both library settings and other information settings, in both the profit and nonprofit sector.

Students apply to both the School of Library and Information Science and to the Graduate School of Management. Each program makes an independent admission decision. Admission is determined based upon undergraduate grade point average, strong performance on the Graduate Record Examination, three letters of reference, and an essay regarding the applicant's career direction.

Students may doubly count up to 28 hours in the Master of Library and Information Science and Master of Business Administration dual-degree option. For specifics about the curriculum for this program, please see the College of Business Administration section of the graduate schools catalog.

Master of Library and Information Science and Master of Science in Information Architecture and Knowledge Management

Prospective students interested in a multidisciplinary approach to graduate studies in the information-related disciplines and professions may also consider pursuing the Master of Library and Information Science and Master of Science in Information Architecture and Knowledge Management multiple degrees option. Administered through the School of Library and Information Science, the Master of Science degree in Information Architecture and Knowledge Management is a flexible degree program that combines graduate courses from these major contributing faculties: the Graduate School of Management, the Department of Computer Science, the School of Communication Studies, the School of Journalism and Mass Communication, the School of Library and Information Science and the School of Visual Communication and Design.

Students interested in this multiple-degrees option must apply to both the Master's Program in Information Architecture and Knowledge Management and to the School of Library and Information Science. Each program makes an independent admission decision. If approved for admission by both the program and the school, students may doubly count up to 28 credits for each degree. The actual number of shared hours typically ranges from 21 to 28, depending on the area of concentration selected for each degree.

For further information about the Master of Science degree in Information Architecture and Knowledge Management or the multiple degrees option, please see the Information Architecture and Knowledge Management section of the graduate schools catalog or consult the program Web site at <http://iakm.kent.edu>.

Master of Library and Information Science plus School Library Media Specialist Licensure

A course of study leading to the Master of Library and Information Science degree and multi-age licensure in school library media is offered in cooperation with the instructional technology program in the College of Education, Health and Human Services, Department of Educational Foundations and Special Services. The licensure program requires completion of at least 36 hours including 9 hours in instructional technology (ITEC)

Library and Information Science

and LIS 60670, the culminating practicum. Conferral of a school library media specialist license also requires successful completion of the Praxis examination in library media. Candidates must also hold or be eligible for an Ohio teacher's license.

For additional details on the courses required for the M.L.I.S./ School of Library Media Specialist Licensure program, please refer to the Graduate Program Statement Form for School Library Media at <http://www.slis.kent.edu>.

Certificate of Advanced Study

The school offers a "sixth-year" program as an opportunity for librarians and information specialists already in the field to update and upgrade professional skills. The program offers a multidisciplinary approach tailored to those who hold master's degrees in library and information science and are interested in expanding their professional skills in various areas of library and information science. A minimum of 18 graduate hours is required for the Certificate of Advanced Study in Library and Information Science, to be completed within four years.

Prospective students earning any of the school's certificates must hold a master's degree in library and information science from an institution accredited by the American Library Association (or equivalent degree from schools in other countries, in the case of international students). Ideally, advanced certificate students have had at least two years of professional experience since earning their master's degree.

Certificate of Advanced Study in K-12 School Library Media

The school offers an advanced certificate program as an opportunity for school library media specialists already in the field to update and upgrade their professional skills. This program is tailored to those school library media specialists who hold an M.L.S./M.L.I.S. degree (or another approved graduate degree in education), school library media licensure and standard teaching credentials. The certificate is aimed at those who are interested in expanding their administrative and technology skills. Each program is individually designed and leads to a certificate in the advanced study of school librarianship. Students will be awarded the "Certificate of Advanced Study in K-12 School Library Media" upon successful completion of 18 semester hours of coursework.

Certificate of Advanced Study in Library Management

The Certificate will allow those who hold the master's in Library and Information Science and who have current professional experience in libraries and other information agencies to expand and upgrade their professional skills in technology, administration, and information services. A minimum of 18 graduate hours of coursework is required for the Certificate of Advanced Study in Library Management.

Courses (LIS)

LIS 50693

VARIABLE TITLE WORKSHOP — LIBRARY AND INFORMATION SCIENCE (1-3)

Maximum workshop credit accepted for MLIS degree is 4 semester hours. Intensive examination of special topics of interest to practicing librarians. Repeat registration permitted. S/U grading.

LIS 60001

ACCESS TO INFORMATION (3)

Examination of information access issues. Topics include discussion of information needs, use of information sources, and information access services.

LIS 60002

ORGANIZATION OF INFORMATION (3)

Introduction to the theory and practice of organizing information in various information environments. Familiarity with principles, standards, tools and current systems relating to organization of information.

LIS 60003

INFORMATION TECHNOLOGY FOR LIBRARY AND INFORMATION PROFESSIONALS (3)

Provides basic information technology concepts and skills necessary for library and information professionals. Topics include computer hardware and software basics; operating systems; file management; software installation and configuration; basic PC applications; information systems concepts, development, and evaluation; search skills; Internet and web concepts, tools, and applications; emerging technologies and tools.

LIS 60199

THESIS I (2-6)

Thesis students must register for a total of 6 hours, 2 to 6 hours in a single semester, distributed over several semesters if desired. S/U grading; IP permissible. Prerequisite: Special Approval.

LIS 60299

THESIS II (2)

Thesis students must continue registration each semester until all degree requirements are met. S/U grading; IP permissible. Prerequisite: LIS 60199.

LIS 60600

FOUNDATIONS OF LIBRARY AND INFORMATION SCIENCE (3)

Social, philosophical and historical foundations; information technology and the library; types of libraries and services, national and internationally; professional issues, research, literature, associations, and education.

Certificate of Advanced Study
in Digital Libraries

* See attached description

LIS 60601**INFORMATION SOURCES AND REFERENCE SERVICES (3)**

Introduction to use and evaluation of basic sources of reference information, computerized and noncomputerized; reference interview and question-negotiation techniques; administration of reference and information services. Prerequisite: LIS 60001. Special fee: \$20.

LIS 60602**CATALOGING AND CLASSIFICATION I (3)**

Principles of cataloging with emphasis on Dewey Decimal and Library of Congress Classification systems, Library of Congress subject headings, online cataloging and administration. Prerequisite: LIS 60002. Special fee: \$20 per semester (subject to change).

LIS 60603**CATALOGING AND CLASSIFICATION II (3)**

Theory and practice of providing description and access to library materials. Examples and assignments will be taken from all types of library materials, print and nonprint. Prerequisite: LIS 60002 and 60602. Special fee: \$20 per semester (subject to change).

LIS 60604**RESEARCH METHODS FOR LIBRARIES AND INFORMATION CENTERS (3)**

Focuses on survey and qualitative research methods applicable to libraries and information centers. Explores research techniques, data analysis, proposal development, and ethical issues.

LIS 60606**ADVANCED REFERENCE AND BIBLIOGRAPHY (3)**

Reference service in support of research; creation of reference tools; study of foreign reference sources; select problems in reference service; introduction to historical bibliography. Prerequisite: LIS 60001 and 60601.

LIS 60607**SCHOOL LIBRARY MEDIA CENTER (3)**

Management of school library media centers K-12. Prerequisite: Special Approval.

LIS 60608**THE PUBLIC LIBRARY (3)**

Analysis of the historical, sociopolitical, technological, fiscal and organizational factors affecting American public librarianship. Includes evaluation, planning, networking, funding, automation, buildings and censorship. Prerequisite: LIS 60600.

LIS 60610**MANAGEMENT OF LIBRARIES AND INFORMATION CENTERS (3)**

Identifies and discusses management functions of libraries and related organizations; includes planning and decision-making, human resource management, measurement and evaluation, fiscal and project management.

LIS 60611**GOVERNMENT INFORMATION SOURCES AND SERVICES (3)**

Library treatment of U.S. government publications, with brief attention to municipal and state publications, and major documents of Great Britain, Canada and the United Nations. Will not include materials covered in LIS 60001. Prerequisite: LIS 60001.

LIS 60612**LIBRARY MATERIALS AND SERVICES FOR ADULTS (3)**

Recent investigations of group and individual reading habits; advisory services in various types of libraries; library programs for adult education; projection of library materials toward community.

LIS 60613**INFORMATION USES AND SERVICES (3)**

Analysis of information and communication theory as it relates to adults' information needs and use; interface issues, electronic information resources and information use; technological methods for designing and using information systems, telecommunications and networks, and consideration of planned communication strategies. Prerequisite: LIS 60001.

LIS 60614**SELECTION AND ACQUISITION OF LIBRARY MATERIALS (3)**

Factors affecting selection in public, academic, school and special libraries (reading habits, censorship, publishing trends); community analysis, selection policies and process; selection sources; acquisitions.

LIS 60615**THE ACADEMIC LIBRARY (3)**

Governance, administration and services of libraries in institutions of postsecondary education. Prerequisite: LIS 60600.

LIS 60616**THE SPECIAL LIBRARY (3)**

The formation of special libraries. Libraries in special subject fields and in organizations: corporations, government agencies, hospitals, etc. Internal organization and administration, collection development and services. Prerequisite: LIS 60600.

LIS 60620**HEALTH INFORMATION RESOURCES (3)**

Cross-listed with HED 64010.

Identifies print and electronic sources of health information with emphasis on electronic sources. Medical patient and consumer health information is presented. This course is designed for the health educator, librarian, nurse or other health care professional.

Graduate Schools Catalog Copy:

Certificate of Advanced Study in Digital Libraries

The Certificate of Advanced Study in Digital Libraries was designed to meet the growing demand for digital librarians and digital libraries. The program is intended for those who already hold an M.L.S. or M.L.I.S. degree. The Certificate requires successful completion of 18 semester hours of coursework. Curriculum focuses on the technical and human aspects of the web and digital libraries, including technical infrastructure of the digital library; theoretical and historical foundations; knowledge organization in digital libraries; collection development and maintenance; information access and utilization of digital libraries; and social, economic, policy and professional issues.

LIS 60637 Metadata Architectures and Implementations (3)

Principles and theories of metadata development in the digital environment. Main focus is given to the design and applications of metadata schemas for distinct domains and information communities, issues in metadata interoperability, vocabulary control, quality control and evaluation. Examination of international standards, activities and projects with the use of case study approach.

LIS 60638 Digital Libraries (3)

Issues related to the development and maintenance of digital libraries, including technology, collection development and management, project management, digital preservation, user-centered design, public services, rights management, and funding.

LIS 60639 Implementation of Digital Libraries (3)

Explores issues related to implementation of digital libraries and provides hands-on experience for students to build digital library prototypes (small-scale) with open source software. The major emphasis is on design and implementation of key DL functions, including building digital collections, defining and creating metadata, indexing, browsing and retrieval, customizing interface, implementing services, encoding and transforming for data exchange, and testing the usability and effectiveness.



CERTIFICATE OF ADVANCED STUDY in DIGITAL LIBRARIES

GUIDESHEET & PROGRAM STATEMENT FORM (ONLY for those with an M.L.I.S. / M.L.S degree)

- NOTE: This guidesheet and program statement form was created to assist you in course selection. Some courses and workshops on this guidesheet are NOT offered every year. New courses developed as Special Topics may also be added.
- Programs are planned for students on an individual basis and according to their original M.L.I.S./M.L.S. graduation date. Each student will follow an approved plan of study. This program statement form should be completed and approved by the program advisor prior to course enrollment.
- The courses chosen should not duplicate recently taken coursework (less than 6 years old).
- Students admitted to the Certificate of Advanced Study Program must receive a grade of "B" or better in all courses.
- Students must complete the program within 4 calendar years of initial entrance into the program.

Student Name: _____

Student Signature and Date: _____



Advisor Signature and Date: _____

 = Key Elective

REQUIRED COURSES (9 credit hours)

Course Number	Course Name	Semester Hours	Date Completed
60637	Metadata Architectures and Implementations	3	
60638	Digital Libraries	3	
60639	Implementation of Digital Libraries	3	

SUGGESTED COURSES and WORKSHOPS (9 credit hours needed)

Course Number	Course Name	Semester Hours	Date Completed
 60003	Information Technology for Library and Information Professionals	3	
 60651	Digital Image Processing and Collection Management	3	
60613	Information Uses and Services	3	

60641	Information Storage and Retrieval Systems	3	
60642	Implementation of Information Storage and Retrieval Systems	3	
60645	Database Systems	3	
60646	User Interfaces for Information Retrieval Systems	3	
60648	Electronic Publishing on the Web	3	
60691 OR	Knowledge Organization Systems: Thesauri, Taxonomies & Ontologies	3	
IAKM 60002	Information Architecture and Knowledge Management II		
IAKM 60101	Information Architecture I	3	
61096	Individual Investigation (No more than 2 credit hours can be granted in a single semester. Maximum of 4 hrs. applied to Certificate). Permission Required	1-4	
60692	Practicum -- Libraries and Information Centers	2-3	

LIS 50693: WORKSHOPS in LIBRARY & INFORMATION SCIENCE

- A maximum of **six** workshop credits can be applied to your Advanced Certificate in Digital Libraries.
- You must complete the "Request for SLIS Workshop Approval" form to receive credit for a workshop.
- You cannot receive credit for both a workshop and a class with similar content. Please refer to the "Workshop / Course Overlap" list.
- Workshop forms are online: <http://www.slis.kent.edu/links/forms.php>

Suggested Workshops: (Workshops are worth 1 credit, unless otherwise indicated)

- Database Design and Applications I: Introduction to Database Systems
- Database Design and Applications II: Issues, Principles and Intermediate Skills
- Database-Driven Web Sites
- Designing Successful Grant Projects
- Digital Imaging I: Image Processing
- Electronic Publishing I: Intro to SGML/HTML
- Electronic Publishing II: Advanced HTML and Early JavaScript
- Electronic Reference Start-Up
- JavaScript for Web Page Development (2 cr.)
- PHP and MySQL for Web Database Creation and Implementation (2 cr.)
- Separating Content and Presentation: Designing Web Sites with XHTML and CSS (2 cr.)
- UNIX and Linux Operating Systems
- Using JavaScript to Jazz up Web Pages
- XML for Web Site Content Management (2 cr.)

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 17-Aug-07 Curriculum Bulletin _____

Effective Date Fall 2008 Approved by EPC _____

Department IAKM

College CI - Communication and Information

Degree

Program Name **Information Architecture post-bachelor's certificate** Program Code **C612**

Concentration(s) Concentration(s) Code(s)

Proposal Establish Program

Description of proposal:

Establishment of an Online Certificate in Information Architecture.

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

If yes, current total credit hours proposed total credit hours

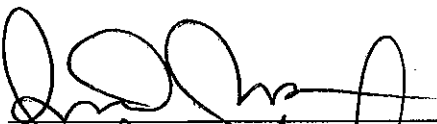
Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites)

The only impact will be on the IAKM program itself. This proposal takes existing courses and offers them in an online mode.

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

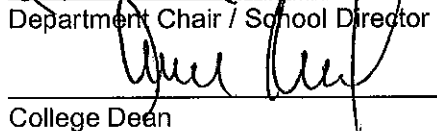
Library and Information Science, Journalism and Mass Communication, Computer Science, Communication Studies, Graduate School of Management, and Visual Communication Design (through the IAKM Graduate Program Committee, composed of members of the aforementioned, participant schools and departments) and the University Library.

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

9/13/07



College Dean

9/17/2007

Executive Dean of Regional Campuses

/ /

Senior Vice President for Academic Affairs and Provost

/ /

Proposal Summary

Title: Establishment of an Online Certificate in Information Architecture

Subject Specification:

This document proposes to establish an 18 credit hour "Certificate in Information Architecture" (CIA) for web professionals who possess a minimum of a bachelor's degree and significant experience in the web-design-oriented professions. The entrance requirements are the same as those for entrance into the Master of Science program in Information Architecture and Knowledge Management (IAKM): 3.0 (of 4.0) undergraduate average or above; satisfactory scores on the Graduate Record Examination (GRE)/TOEFL and/or appropriate professional experience (the GRE is recommended, because admission is selective and strong scores from the GRE may improve one's standing in the selection process); evidence of computer literacy; three letters of recommendation and a letter of application.

Background Information:

The Master's Program in Information Architecture and Knowledge Management started in 2001. Ever since its inception, it was conceived to be a dynamic program, responding to changes in the marketplace for information professionals and their skill sets. We continue to make adjustments to the curriculum to make sure that the students get the best foundation for taking one of the three concentrations: Information Architecture, Knowledge Management and Information Use.

Description of action, including its intended effect: A strategic goal of the Information Architecture and Knowledge Management (IAKM) program is to expand its enrollment by tapping a market of professionals who might not otherwise be able to attend classes at Kent Campus. To satisfy this emerging market, IAKM proposes to offer IAKM courses in the Information Architecture concentration online. IAKM is already successful offering courses in a certificate program in Knowledge Management online and offering a certificate program in Information Architecture is a natural extension of this activity.

CIA will be an asynchronous, web-based 18 credit hour certificate program, although instructors will be encouraged to offer some synchronous sessions. It will include five 3-credit hour courses (15 credit hours – see Appendix A) already offered by IAKM in the Information Concentration (IA) to be converted to web-based learning modules for online delivery. Two courses are almost finished for online delivery IAKM 60101 (Information Architecture) and IAKM 60102 (Information and Visual Design); and two others are in process of development for online delivery: IAKM 60201 (Usability I) and IAKM 60110 (Content Management Systems). Another course, IAKM 60111 (Online Branding), is poised for such development. An additional 3-credit hour capstone course will be required to complete the certificate, IAKM 61096 Individual Investigation or IAKM 61081 Capstone Experience (also under consideration in this proposal) unless the

student decides to pursue the MS degree, in which case, he or she would take IAKM 61080 Master's Project or IAKM 61199 Thesis.

Upon acceptance into the certificate program, students will have guidelines for them to obtain the certificate with a certificate advising sheet (See Appendix A). Their progress will be overseen by the Academic Program Coordinator, Janna Korzenko, with academic advising provided by Dr. Thomas J. Froehlich, IAKM Program Director or Professors David Robins or Karl Fast. Students will have four years from the date of their initial entrance into the program to complete the CIA Certificate.

Conformity of action with mission of sponsoring unit:

IAKM is an interdisciplinary program, with six sponsoring schools or departments: Graduate School of Management, Library and Information Science, Computer Science, Communication Studies, Journalism and Mass Communication and Visual Communication Design. It is administered by Library and Information Science. IAKM offers three concentrations: Information Architecture, Information Use and Knowledge Management. The IAKM program is in growth mode: it has three full-time faculty, two of whom work in the area of information architecture. Because we are the only program in the state of Ohio offering this degree, we are fulfilling our obligation to the state in making this specialized program available in certificate form to anyone in the state (which is our primary concern) as well as to persons outside of the state.

Effect on current programs, offerings, students and staff:

The content of the courses offered for the Information Architecture concentration in online mode will be the same as that are offered to students on campus. All courses developed for online delivery have been approved by the curriculum committee of IAKM, the IAKM Graduate Program Committee (composed of one member each of the participating schools or departments) and the FAC of SLIS. Additional staff have also been made available to support the development of online courses. This includes support from an instructional media designer, Valerie Kelly, and an additional Graduate Assistant (in addition to the 3 regular Graduate Assistants that belong to the IAKM program). In addition, Patricia Book, Vice-President for Regional Development, continues to provide significant support to facilitate the development for the online certificate program in IAKM. Any faculty selected to teach or develop courses in the IAKM online certificate program must receive the approval of the IAKM Curriculum Committee and the SLIS FAC. For a partial list of course developers who are approved or are in the process of being approved, see Appendix B. Appendix C sets a tentative organizational plan for online development. Appendix D is a list of members of the Advisory Council for the Information Architecture Concentration.

Scope of action:

The primary focus of the program is to serve students within the state of Ohio. It is to offer the certificate to those information professionals in the state, who would not

otherwise come to the Kent Campus to get courses in Information Architecture.

Fiscal impact of action:

CIA will serve as an entrepreneurial program with considerable revenue generating potential. The current on-site program has approximately 70 master's students. The enrollment in the courses for online program in Knowledge Management has 26 students, and these enrollments are expected to increase. There is considerably greater potential to generate enrollment if the Information Architecture courses are available online to the entire state. David Robins and Thomas Froehlich have given presentations around the state of Ohio on Kent State University's Information Architecture and Usability initiatives, for example, to the Northeast Ohio Chapter of the Usability Association (NEOUPA), the Web Association, and Northeast Ohio Chapter of the American Society for Information Science and Technology (NORASIST) where it has met with enthusiastic response. In addition, David Robins and Thomas Froehlich discussed the initiative at the Information Architecture Summit in Las Vegas in March, 2007, particularly with the members of the Advisory Council of the Information Architecture concentration, and they have praised the project. In addition, Janna Korzenko, the Academic Program Coordinator for the IAKM program, has logged many inquiries about delivering the Information Architecture concentration online. Given the demands of the workplace and the distance of travel to Kent, many have inquired about when the certificate or degree would be offered online.

As noted above, Patricia Book, Vice-President of Regional Development has already provided significant support to develop the online certificate for the Knowledge Management concentration of the program and will continue support for online delivery of the IAKM concentrations. Such a commitment substantially reduces any fiscal stresses that arise within SLIS.

Rationale for action:

The CIA will fill an existing educational gap in Ohio, nationally and internationally. This certificate will support students in acquiring new competencies to position them as productive information architects, web masters, web content developers, and interaction designers. Students who wish to achieve the full M.S. degree offered by IAKM could use the certificate as a block of credits toward the degree in the IA concentration, because the courses come from the regular program. Students will be permitted to transition from the certificate into the degree, if they so desire.

The audience includes businesses, government agencies, nonprofits, and Non-governmental organizations (NGOs) throughout the world, although the initial target will be statewide. These organizations have a need for continuing education for their employees as information technology enables knowledge sharing and methods of knowledge transfer continually change. Reaching these organizations will help IAKM to establish strong relationships with the business community, nonprofits, and governments and, in turn, expand influence in the fields it represents: information architecture, knowledge management, and usability.

The logistical problems faced by businesses and other organizations in sending people to campuses to attend classes for prolonged periods often leads to the decision to forego graduate level education. The online CIA permits these organizations to take advantage of relevant higher educational opportunities without the need for significant release time and employee travel. Students, mid-career professionals, and business people will learn on their own schedules and not be forced to attend classes on the university's schedule.

The potential certificate students are those who are unable for various reasons such as time constraints, location or job commitments to be able to attend courses under current in-person delivery methods. They are professionals with at least a bachelor's degree who most likely have experience in the information/knowledge marketplace and who would like to increase their current skills set to help lead their organizations' knowledge management initiatives.

Alternative and Consequences:

The only alternative is not to offer the certificate, in which case we would be denying students access to specialized expertise to enhance their careers and losing a potentially lucrative revenue stream. There is a great need for continuing education in the information professions, especially those related to IAKM. Currently, there are no graduate programs identified in Ohio that educate students on the foundations of the emerging fields of information architecture, knowledge management, and usability, except IAKM's current online certificate program in Knowledge Management. The online CIA can serve as the information professionals' first opportunity to study formally in the area of information architecture. Also if we do not offer the CIA certificate online, other institutions outside of the state may fill the gap and deflect valuable revenue streams from reaching the university.

Specific Recommendation and Justification:

To approve the proposal for the reasons mentioned above: enabling information professionals to acquire skills and knowledge in Information Architecture at their convenience.

Timetable and Actions Required:

Approved by the IAKM Curriculum Committee, the IAKM Graduate Program Advisory Committee and the SLIS FAC, the proposal will be reviewed in the Fall 2007 by the CCI College Curriculum Committee, Educational Policies Committee (EPC) and the Faculty Senate. Upon their approval, it is anticipated that these changes and additions would appear in the Graduate Catalog for the Fall 2008.

Appendix A

Coursework Plan for the Information Architecture Certificate

Course Number	Course Title	Credit Hours
Required: (6 hours)		
IAKM 60101	Information Architecture	3
IAKM 60102	Information and Visual Design	3
Electives: (9 hours)*		
IAKM 60201	Usability I	3
IAKM 60103	Research Methods for Information Architecture	3
IAKM 60110	Content Management Systems	3
IAKM 60111	Online Branding	3
IAKM 60112	Advanced Information Architecture	3
IAKM 61095	Selected Topics in Information Architecture	3
Capstone (3 hours-- required):		
IAKM 61096 IAKM 61081	Individual Investigation OR Capstone Experience**	3
	TOTAL	18

*As the certificate is deployed, 2 courses per semester will be implemented until there will be a sufficient selection of electives.

** If a student elects to move in the full Master's degree, they may do: IAKM 61081 (Capstone Experience) or IAKM 61080 (Master's Project) or IAKM 61199 (Thesis)

Appendix B
List of Course Developers

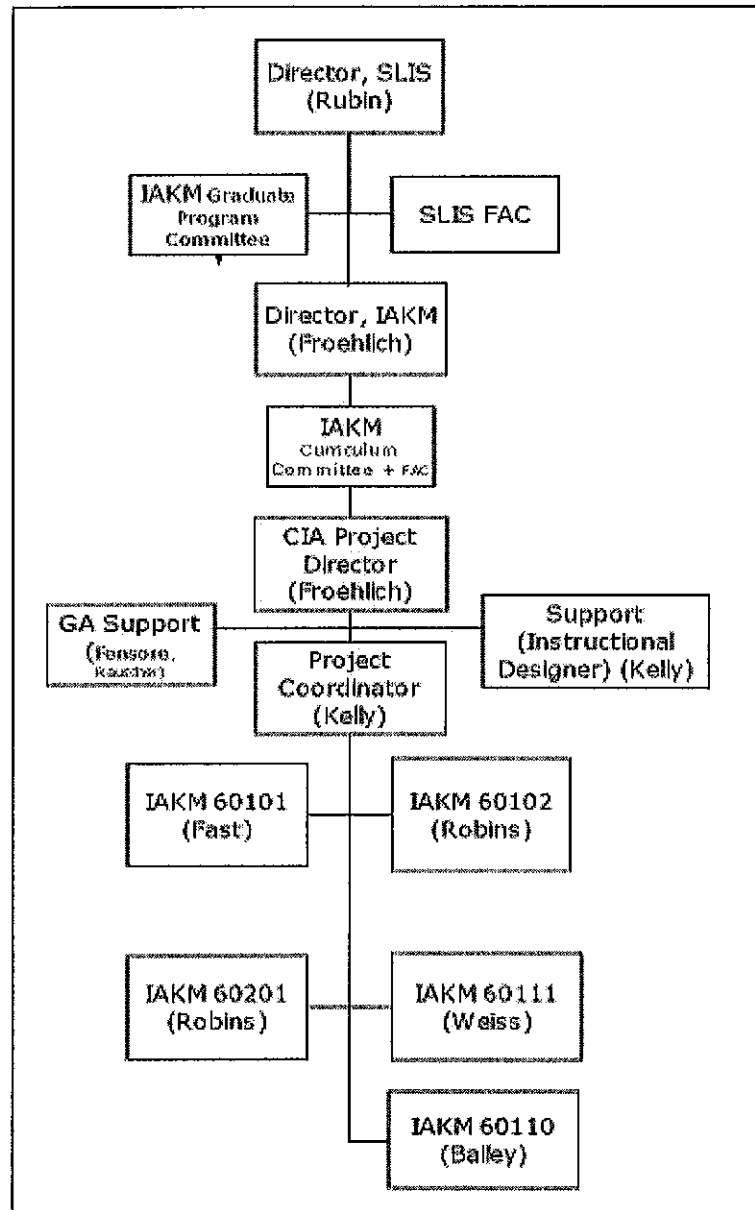
***Tentative and Actual Online Course Development
Assignments***

IAKM 60101, Information Architecture,* Karl Fast, David Robins
IAKM 60102, Information and Visual Design,* David Robins
IAKM 60201, Usability I,* David Robins, Samantha Bailey
IAKM 60103, Research Methods for Information Architecture, Karl Fast
IAKM 60110, Content Management Systems,* David Robins
IAKM 60111, Online Branding, Ken Weiss
IAKM 60112, Advanced Information Architecture, Samantha Bailey

*Two courses are almost finished for online delivery (60101, 60102); two others are in process of development for online delivery (60201, 60110).

Appendix C

Organizational Plan for the Development of the Online IA Certificate



Appendix D

Advisory Council for the IA Certificate and Degree*

Javier Velasco	Center for Web Research Universidad de Chile	Orono, ME
Louis Rosenfeld	Louis Rosenfeld LLC	Ann Arbor MI
Peter Morville	Semantic Studios	Ann Arbor MI
Kenneth Weiss	Progressive Insurance	Cleveland OH
Jesse James Garrett	Adaptive Path	San Francisco CA
Keith Instone	IBM	Maumee OH
Eric Reiss	FatDUX	Copenhagen Denmark
Margaret Hanley	IA Consulting	London, UK
Jared Spool	User Interface Engineering	Cambridge, MA
Peter Van Dijck	LDS	Hoboken, NJ

*All of these are serving on the board. An on-campus or virtual meeting has yet to be arranged. The majority of the members of this council have been consulted on the curriculum plans and they have provided commentary and advice, particularly at the Information Architecture Summit in Las Vegas, March 22-27, 2007.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 17-Aug-07 Curriculum Bulletin _____

Effective Date Fall 2008 Approved by EPC _____

Department IAKM

College CI - Communication and Information

Degree

Program Name **Knowledge Management post-bachelor's certificate** Program Code **C609**

Concentration(s) Concentration(s) Code(s)

Proposal Revise Program

Description of proposal:

Revise Online Certificate in Knowledge Management - add IAKM 61081 as option.

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

If yes, 18 current total credit hours proposed total credit hours

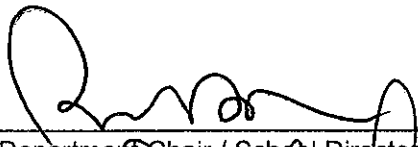
Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites)

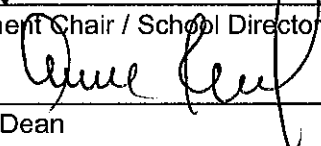
The only impact will be on the IAKM program itself. This proposal takes existing courses and offers them in an online mode.

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

Library and Information Science, Journalism and Mass Communication, Computer Science, Communication Studies, Graduate School of Management, and Visual Communication Design (through the IAKM Graduate Program Committee, composed of members of the aforementioned, participant schools and departments) and the University Library.

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean


 College Dean

Executive Dean of Regional Campuses

Senior Vice President for Academic Affairs and Provost

9, 13, 07

9, 17, 2007

/ /

/ /

Proposal Summary

Title: Revision of the Online Certificate in Knowledge Management

Subject Specification:

This document proposes to revise the 18 credit hour "Certificate in Knowledge Management" (CKM) for web professionals who possess a minimum of a bachelor's degree and significant experience in the knowledge-management-oriented professions.

Background Information:

The Master's Program in Information Architecture and Knowledge Management started in 2001. Ever since its inception, it was conceived to be a dynamic program, responding to changes in the marketplace for information professionals and their skill sets. We continue to make adjustments to the curriculum to make sure that the students get the best foundation for their career needs.

CKM is an asynchronous, web-based 18 credit hour certificate program, although instructors will be encouraged to offer some synchronous sessions. It is currently being offered online and is meeting significant success. The intent of this proposal is to add an alternative three-credit capstone course that is required for the certificate. At this moment, the only capstone course available is IAKM 61096 Individual Investigation. We wish to add IAKM 61081 Capstone Experience (under establishment consideration in another proposal, "Program Revisions and Additions in the Master of Science Degree in Information Architecture and Knowledge Management"). IAKM 61081 (Capstone Experience) would involve a class in which a variety of IAKM students (whether in the concentrations of Information Use, Knowledge Management or Information Architecture) would undertake a project – real or virtual – in which the students would collaborate to create and implement a real-world experience (if available) or virtual simulation of a real-world experience.

Otherwise the content of the certificate is unchanged. In same proposal just mentioned we seek to retitle two of the courses: IAKM 60302, "Organizational Memory Management" to "Document, Records and Content Management for the Enterprise"; and IAKM 60303 "Organizational Knowledge Management" to "Effective Knowledge Management for Organizations." The change in titles and course descriptions does not change the content, but strives to make them less abstract and more attractive to potential course takers.

Conformity of action with mission of sponsoring unit:

IAKM is an interdisciplinary program, with six sponsoring schools or departments: Graduate School of Management, Library and Information Science, Computer Science, Communication Studies, Journalism and Mass Communication and Visual Communication Design. It is administered by Library and Information Science. IAKM

offers three concentrations: Information Architecture, Information Use and Knowledge Management. The IAKM program is in growth mode: it has three full-time faculty, two of whom work in the area of information architecture. Because we are the only program in the state of Ohio offering this certificate, we are fulfilling our obligation to the state in making this specialized program available in certificate form to anyone in the state (which is our primary concern) as well as to persons outside of the state.

Effect on current programs, offerings, students and staff:

The content of the courses offered for the Knowledge Management concentration in online mode will be the same as that are offered to students on campus. All courses developed for online delivery have been approved by the curriculum committee of IAKM, the IAKM Graduate Program Committee (composed of one member each of the participating schools or departments) and the FAC of SLIS. Additional staff have also been made available to support the development of online courses. This includes support from an instructional media designer, Valerie Kelly, and an additional Graduate Assistant (in addition to the 3 regular Graduate Assistants that belong to the IAKM program). In addition, Patricia Book, Vice-President for Regional Development, continues to provide significant support to facilitate the development for the online certificate program in IAKM.

Scope of action:

The primary focus of the certificate program is to serve students within the state of Ohio. It is to offer the certificate to those information professionals in the state, who would not otherwise come to the Kent Campus to get courses in Information Architecture.

Fiscal impact of action:

By providing an alternative capstone that will include students from all concentrations, we actually will be able to optimize staff use – for one faculty member will be able to handle the culminating experience from all three concentrations, not just one (as in an Individual Investigation).

Rationale for action:

The addition of IAKM 61081 Capstone Experience is likely to be more attractive and manageable than an Individual Investigation. It will enhance options and maximize staff usage.

Alternative and Consequences:

The only alternative is not to offer IAKM 61081 Capstone Experience as an alternative for IAKM 61096.

Specific Recommendation and Justification:

To approve the proposal for the reasons mentioned above.

Timetable and Actions Required:

Approved by the IAKM Curriculum Committee, the IAKM Graduate Program Advisory Committee and the SLIS FAC, the proposal will be reviewed in the Fall 2007 by the CCI College Curriculum Committee, Educational Policies Committee (EPC) and the Faculty Senate. Upon their approval, it is anticipated that these changes and additions would appear in the Graduate Catalog for the Fall 2008.

Required Coursework for the Knowledge Management Certificate

Course Number	Course Title	Credit Hours
<i>Core: (6 hours)</i>		
IAKM 60301	Foundational Principles of Knowledge Management	3
IAKM 60302	Organizational Memory Management (2007-2008) (retitled) Document, Records and Content Management for the Enterprise (2008-2009)	3
<i>Electives: (9 hours)*</i>		
IAKM 60303	Organizational Knowledge Management (2007-2008) (retitled) Effective Knowledge Management for Organizations (2008-2009)	3
IAKM 60304	Research Methods for Knowledge Management	3
IAKM 60310	Intellectual Capital Management	3
IAKM 60311	Business Process Management	3
IAKM 60312	Business Intelligence-Competitive Intelligence	3
IAKM 60313	Strategic Knowledge Management -- Communities of Practice/Communities of Interest	3
IAKM 61095	Special Topics: Other topics to be developed	3
<i>Capstone (3 hours):</i>		
IAKM 61096 IAKM 61081	Individual Investigation (2007-2008) OR Capstone Experience (new) (2008-2009)	3
	<i>TOTAL</i>	18

*As the certificate is deployed, 2 courses per semester will be implemented until there will be a sufficient selection of electives.

** If a student elects to move in the full Master's degree, they may do: IAKM 61081 (Capstone Experience) or IAKM 61080 (Master's Project) or IAKM 61199 (Thesis).

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 30-Apr-07 Curriculum Bulletin _____Effective Date Spring 2008 Approved by EPC _____Department EFSSCollege EH - Education, Health and Human ServicesDegree CER6 - Certificate Post-BaccalaureateProgram Name ~~IEEC~~ Program Code C613

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

Proposal Establish Program*Integrating Technology
into Education***Description of proposal:**

The Instructional Technology program proposes to combine existing courses into a new certificate program at the graduate level entitled Integrating Technology Into Education. This program will offer a certificate at the end of 15 hours of coursework in instructional technology.

Does proposed revision change program's total credit hours? ☐ Yes ☒ NoIf yes, current total credit hours 15 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 known adverse impacts exist. The Information Architecture and Knowledge Management and the Computer Science programs as well as the College of Technology have supplied letters attesting to the fact that this proposed certificate program does not encroach on their programs. The courses are existing ones that are taught already; the primary impact we hope to see is an increase in our enrollment in those courses, followed by an increase in enrollment in our masters programs, as some certificate students enroll in the degree programs as well.

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

IAKM, Computer Science, College of Technology

REQUIRED ENDORSEMENTS*Quilda N. Smith*

Department Chair / School Director / Campus Dean

5/16/07*Mary E. Barbour*

College Dean

9/24/07*Provost*1/1/



COLLEGE AND GRADUATE SCHOOL OF EDUCATION, HEALTH, AND HUMAN SERVICES

Office of the Associate Dean for Administrative Affairs and Graduate Education

409 White Hall
Phone: 330-672-0552
Fax: 330-672-2285
E-mail : nbarbour@kent.edu

TO: Dr. Gayle Ormiston, Associate Provost, Faculty Affairs & Curriculum
FROM: Dr. Nancy Barbour, Associate Dean
Administrative Affairs and Graduate Education
DATE: 24 September 2007
SUBJECT: Curricular Proposal from Instructional Technology

Enclosed please find the following new curricular proposals from Instructional Technology in the department of Educational Foundations and Special Services:

- 1. Certificate Program - Integrating Technology Into Education
2. Certificate Program - Online Learning and Teaching

These curricular actions received approval of Graduate Council on September 21, 2007.

If you have questions or concerns, feel free to contact me or Dr. Albert Ingram, Program Coordinator.

NB:kas

c: Dr. Dan Finotello, Associate Dean, Graduate Studies

Enclosures: Proposal Summary, CCPs, Programs of Study, encroachment memos

Integrating Technology into Education Certificate Program

Proposal Summary

This is a proposal to create a new certificate program within the College and Graduate School of Education, Health, and Human Services by the Instructional Technology Program in the Educational Foundations and Special Services Department. The certificate program is called "Integrating Technology into Education."

With the rise of technology in the schools in recent years, teachers are looking for solid and useful knowledge and skills that will allow them to integrate technology effectively into their teaching. We have moved beyond the idea that simply making technology available to teachers and students will automatically result in higher quality learning. Administrators, teachers, and the faculty and researchers in instructional/educational technology programs recognize that much hard work will be needed to ensure that technology has significant effects on learning and achievement in education. At the same time, people recognize that teachers must know more than simply how to use the available hardware and software. They need the knowledge and skills necessary to use that hardware and software effectively for teaching and to keep up with a rapidly changing field.

This primary purpose of this certificate program is to help its students gain that knowledge and those skills. In doing so it will serve a real need in Northeast Ohio, in the state of Ohio generally, and perhaps beyond. As an example, the yearly eTech Ohio conference brings together thousands of administrators and teachers to discuss how they are using technology, trends in the field, and so on. As useful as such meetings are, it is clear that they only begin to meet the needs of these teachers (and others). The purpose of the certificate program is also to attract more students to our existing programs, especially our masters degree and licensure programs.

Specific goals for the program include

- Students will describe and apply a variety of models for technology integration in K-12 classrooms
- Students will demonstrate skills in developing effective educational materials using at least two different technologies, such as computer software applications (beyond basic Microsoft Office applications), digital video, Internet applications, and multimedia
- Students will apply concepts of technological change to their educational settings in order to successfully introduce new technologies of various types.
- Students will use a strategic plan and a variety of skills to integrate technology successfully into their educational settings.

Certificate in Integrating Technology into Education
Instructional Technology, Kent State University
PROGRAM OF STUDY

Those wishing to complete the Certificate in Integrating Technology into Education must complete a minimum of 15 hours of graduate level course work in Instructional Technology.

INSTRUCTIONS: Early during the semester they begin their graduate studies, the student should plan his or her program and arrange for a conference with an advisor for approval.

Certificate: Integrating Technology into Education

Student Name: _____ Student # _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____ - _____ - _____

Graduate work started: _____ Advisor: _____

INSTRUCTIONAL TECHNOLOGY CORE REQUIREMENTS

Course Number	Course Title	Credit Hours	(Anticipated) Completion
ITEC 57427	Technology and Learning	3	
ITEC 57413	Digital Video in Education	3	
ITEC 57430	Computer Applications in Education	3	
ITEC 67438	Instructional Applications of the Internet	3	
ITEC 67434	Emerging Technologies	3	
Total required credit hours		15	

Student Name Printed

Student Signature

Date

APPROVED:

Advisor Signature

Date

Admission Requirements

Admission requirements will be similar to the Instructional Technology masters degree admissions requirements but simpler:

- A completed application form
- A well-written and coherent statement of the student's goals in the program
- An undergraduate GPA of at least 3.0

Requirements for Completion

Fifteen credit hours of coursework:

- **ITEC 57427 Technology and Learning 3 hrs.**
- **ITEC 57413 Digital Video in Education 3 hrs.**
- **ITEC 57430 Computer Applications in Education 3 hrs.**
- **ITEC 67438 Instructional Applications of the Internet 3 hrs.**
- **ITEC 67434 Emerging Technologies 3 hrs.**

New Catalog Copy

Teachers increasingly need to integrate technology into their teaching and classrooms. This certificate program provides essential knowledge and skills for teachers to make effective use of a variety of current technologies in learning and teaching.

C614
Attachment 16-Page 1

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **30-Apr-07** Curriculum Bulletin _____
Effective Date **Spring 2008** Approved by EPC _____

Department **EFSS**
College **EH - Education, Health and Human Services**
Degree **CER6 - Certificate Post-Baccalaureate**
Program Name **ITEC** Program Code **C614**
Concentration(s) _____ Concentration(s) Code(s) **→ Online Learning and Teaching**
Proposal **Establish Program**

Description of proposal:

The Instructional Technology program proposes to combine existing courses into a new certificate program at the graduate level entitled Online Learning and Teaching. This program will offer a certificate at the end of 15 hours of coursework in instructional technology.

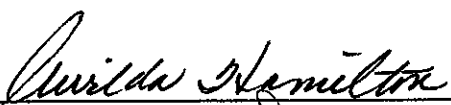
Does proposed revision change program's total credit hours? ☐ Yes ☒ No
If yes, current total credit hours _____ proposed total credit hours **15**

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

No known adverse impacts exist. The Information Architecture and Knowledge Management and the Computer Science programs as well as the College of Technology have supplied letters attesting to the fact that this proposed certificate program does not encroach on their programs. The courses are existing ones that are taught outside the certificate; the primary impact we hope to see is an increase in our enrollment in those courses, followed by an increase in enrollment in our masters programs, as some certificate students enroll in the degree programs as well.

Units consulted (other departments, programs or campuses affected by this proposal):
IAKM, Computer Science, College of Technology

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean


College Dean

5, 18, 07

9.24.07

Provost

____/____/____



COLLEGE AND GRADUATE SCHOOL OF EDUCATION, HEALTH, AND HUMAN SERVICES

Office of the Associate Dean for Administrative Affairs and Graduate Education

409 White Hall
Phone: 330-672-0552
Fax: 330-672-2285
E-mail : nbarbour@kent.edu

TO: Dr. Gayle Ormiston, Associate Provost, Faculty Affairs & Curriculum
FROM: Dr. Nancy Barbour, ^{NB}Associate Dean
Administrative Affairs and Graduate Education
DATE: 24 September 2007
SUBJECT: Curricular Proposal from Instructional Technology

Enclosed please find the following new curricular proposals from Instructional Technology in the department of Educational Foundations and Special Services:

- 1. Certificate Program - Integrating Technology Into Education
2. Certificate Program - Online Learning and Teaching

These curricular actions received approval of Graduate Council on September 21, 2007.

If you have questions or concerns, feel free to contact me or Dr. Albert Ingram, Program Coordinator.

NB:kas

c: Dr. Dan Finotello, Associate Dean, Graduate Studies

Enclosures: Proposal Summary, CCPs, Programs of Study, encroachment memos

Online Learning and Teaching Certificate Program

Proposal Summary

This is a proposal to create a new certificate program within the College and Graduate School of Education, Health, and Human Services by the Instructional Technology Program in the Educational Foundations and Special Services Department. The certificate program is called "Online Learning and Teaching."

Online learning is a growing segment of the education and training sectors. Faculty members at colleges and universities, teachers in online academies or even standard high schools, training specialists in private and public institutions are all finding that online education offers new ways of reaching their students. Even those who are not taking entire courses or programs online are finding blended approaches, which include extensive online components, to be useful in various settings. At the same time, it is clear that much of online learning is not well-designed or implemented. Kent State University is fortunate in having an instructional technology program with extensive individual and collective expertise in designing, delivering, and researching online learning.

The purpose of this certificate program is to provide current and potential online educators with a strong foundation in how to teach online. The specific goals are

- Students will choose and use a variety of Internet resources and software and integrate them effectively into education.
- Design effective online courses.
- Teach online courses effectively using such technologies as learning management systems, many computer mediated communications options, and other technologies.
- Incorporate multimedia and Web-based technologies into courses.

Admission Requirements

Admission requirements will be similar to the Instructional Technology masters degree admissions requirements but simpler:

- A completed application form
- A well-written and coherent statement of the student's goals in the program
- An undergraduate GPA of at least 3.0

Required Courses (15 hrs.)

ITEC 67436	Distance Education
ITEC 67438	Instructional Applications of the Internet
ITEC 67442	Designing Online Courses
ITEC 67444	Teaching Online Courses
ITEC 67449	Research in Online Learning

Certificate in Online Learning and Teaching
Instructional Technology, Kent State University
PROGRAM OF STUDY

Those wishing to complete the Certificate in Online Learning and Teaching must complete a minimum of 15 hours of graduate level course work in Instructional Technology.

INSTRUCTIONS: Early during the semester they begin their graduate studies, the student should plan his or her program and arrange for a conference with an advisor for approval.

Certificate: Online Learning and Teaching

Student Name: _____ Student # _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____ - _____ - _____

Graduate work started: _____ Advisor: _____

INSTRUCTIONAL TECHNOLOGY REQUIREMENTS

Course Number	Course Title	Credit Hours	(Anticipated) Completion
ITEC 67436	Distance Education	3	
ITEC 67438	Instructional Applications of the Internet	3	
ITEC 67442	Designing Online Courses	3	
ITEC 67444	Teaching Online Courses	3	
ITEC 67449	Research in Online Learning and Teaching	3	
Total required credit hours		15	

 Student Name Printed

 Student Signature

 Date

APPROVED:

 Advisor Signature

 Date

New Catalog Copy

Online learning and teaching are playing a widening role in education at all levels. This certificate program provides students with the opportunity to learn the essential knowledge and skills they need to teach effectively online, whether they are teaching an entire course or integrating online teaching into a more traditional setting. Students will prepare for future developments in online learning and teaching by becoming aware of the research literature and trends.

Interdepartmental Correspondence
Information Architecture and Knowledge Management
Kent State University

[http://iakm.kent.edu/\(330\) 672-5840/\(330\) 672-2118 \(fax\)/iakm@kent.edu](http://iakm.kent.edu/(330)672-5840/(330)672-2118(fax)/iakm@kent.edu)

To: Albert L. Ingram, Ph.D.



From: Thomas J. Froehlich, Director, IAKM

Date: April 8, 2007

Re: Encroachment of two proposed certificate programs in Instructional Technology, Online Learning and Teaching and Integrating Technology into Education on IAKM Certificate Programs, Courses and Workshops

I have looked at the general content of the two proposed certificate programs in Instructional Technology, (1) Online Learning and Teaching and (2) Integrating Technology into Education in terms of possible encroachment to certificates, courses and workshops in the Master's program in Information Architecture and Knowledge Management (IAKM). There does not appear to be any encroachment of these certificate program on what IAKM offers. IAKM is developing or has developed online certificate programs in Knowledge Management, Information Architecture and Usability Studies and none of these do or will conflict with Instructional Technology's certificate programs. IAKM supports Instructional Technology's development of these certificate programs.



To: Albert L. Ingram, Ph.D., Associate Professor and Coordinator, Educational
Psychology/Instructional Technology
From: Feodor F. Dragan, Curriculum Coordinator, Department of Computer Science
Re: A new certificate program in Online Learning and Teaching and a new certificate in Integrating
Technology into Education
Date: April 3rd, 2007

The Department of Computer Science is supportive of a new certificate program in Online Learning and Teaching and a new certificate in Integrating Technology into Education. The new certificate programs proposed by the College of Education, Health, and Human Services do not seem to infringe any courses and programs currently offered by Computer Science.

Subject: RE: Encroachment again

Date: Thursday, May 3, 2007 2:08 PM

From: CHOWDHURY, RAJ <achowdhu@kent.edu>

To: "INGRAM, ALBERT" <aingram@kent.edu>

Cc: "TERRILL, DEBORAH" <dterrell@kent.edu>, "JOHNSON, SALLY" <sjohnso1@kent.edu>, "CHOWDHURY, RAJ" <achowdhu@kent.edu>

Conversation: Encroachment again

Dr. Ingram:

The "College of Technology" and it's graduate program fully endorses the proposed ITEC-courses , and, there is no "encroachment" issues with our programs and/or curricula.

The certificate program (on-line) as well as the graduate courses in the areas of pedagogy(education/training/teaching and learning), integrating Technology and Education has been very beneficial to our Students and to our Master of Technology degree program.

Thanks for your on going support and collaboration.
Raj

Dr. A. R. (Raj) Chowdhury
Professor/ DEAN- College of Technology
202 Van Deusen Hall, P.O. Box 5190
Kent State University, Kent, OHIO 44242-0001

Phone: 330/ 672-9780 or 9781
Fax No.: 330/ 672-4818
E-Mail: Raj1@kent.edu or achowdhu@kent.edu

-----Original Message-----

From: INGRAM, ALBERT
Sent: Thursday, May 03, 2007 1:11 PM
To: CHOWDHURY, RAJ
Subject: Encroachment again

Hi Raj,

Last fall you were kind enough to support our addition of three new courses about online learning and to certify that they do not encroach on your programs. Now we want to use those courses in a new certificate program in Online Learning and Teaching. We are also proposing another new certificate in Integrating Technology into Education. We believe that both of these new programs will be popular among K-12 teachers, tertiary faculty, and others.

Apart from the new courses already approved, there are no new courses involved in either program. There are also no courses outside of our program in either one. Here are the particulars:

Integrating Technology into Education
 Required Beginning Courses (3 hrs.)
 ITEC 57427 Technology and Learning
 ITEC 67425 Managing Technological Change
 Elective Courses (6 hrs.)
 ITEC 57413 Digital Video in Education
 ITEC 57430 Computer Applications in Education
 ITEC 67432 Designing Multimedia Instruction
 ITEC 67437 Authoring Systems
 ITEC 67438 Instructional Applications of the Internet
 Capstone Course (3 hrs.)
 ITEC 67434 Emerging Technologies

Online Learning and Teaching
 ITEC 67436 Distance Education
 ITEC 67438 Instructional Applications of the Internet
 ITEC 67442 Designing Online Courses
 ITEC 67444 Teaching Online Courses
 ITEC 67449 Research in Online Learning

I'm not certain that certificate programs require non-encroachment letters,
 but I would like to be on the safe side. If you agree that these programs do
 not encroach on what you do, would you send me an email or memo to that effect?

Thanks very much. See you in a few weeks.

Chip Ingram

++++
 Albert L. Ingram, Ph.D.
 Associate Professor and Coordinator
 Educational Psychology/Instructional Technology
 College of Education, Health, and Human Services
 Kent State University
 405 White Hall
 Kent, Ohio 44242
 V 330-672-0587
 F 330-672-2512
 ++++

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 18-Sep-07 Curriculum Bulletin _____
 Effective Date Fall 2008 Approved by EPC _____

Department Graduate Programs
 College NU - Nursing
 Degree ~~CER2 - Certificate >1<2 years~~ CER8 - Certificate Post Master's
 Program Name ~~Post Master's Certificate for Advance Practice Nurses with Non-PMH Master's Degree~~ **Psychiatric Mental Health (PMH) Nursing of Children and Adolescents: Clinical Nurse Specialist**
 Program Code C823
 Concentration(s) ~~Psychiatric Mental Health (PMH)~~ Concentration(s) Code(s)
 Proposal Establish Program

Description of proposal:

The intent of this proposal is the addition of a post master's certificate concentration in psychiatric mental health (PMH) nursing of children and adolescents. This certificate program will prepare APNs with MSNs in non-PMH specialties to function as Child and Adolescent PMH clinical nurse specialists.

20 cr. hrs.

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)


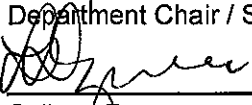
Because much of the content in the corresponding adult courses is applicable to populations across the lifespan; students from both concentrations can sit in the same classroom. Course content, assignments, and practical experiences will be tailored for the students in each concentration. The same faculty member can teach both groups of students simultaneously. We also are including a course that is currently offered in the Psychology Department. Thus, there will not be a requirement to add new faculty.

The State of Ohio has declared a need for providers of mental health services to children, adolescents, and families. ODMH has funded the development of this concentration. We anticipate that this will result in a slight increase in enrollment in our PMH nursing graduate program.

Code in Banner for student transcripts
 per Karen Budd 26-Sept-07:
 PM PMH CA CNS non PMH APNS

Units consulted (other departments, programs or campuses affected by this proposal):
 Approved by College of Nursing Master's Curriculum and Faculty Committees

REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director / Campus Dean	<u>9, 24, 07</u>
 _____ College Dean	<u>9, 24, 07</u>
_____ Executive Dean of Regional Campuses	<u> / / </u>
_____ Senior Vice President for Academic Affairs and Provost	<u> / / </u>



INTEROFFICE MEMORANDUM

TO: Dr. Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum
Ms. Therese Tillett, Coordinator of Curriculum Services

FROM: *KWB*
Dr. Karen W. Budd, Director Graduate Programs

SUBJECT: Proposal to Add a Post Master's Certificate for Advance Practice Nurses with Non-PMH Master's Degree Psychiatric Mental Health (PMH) Nursing of Children and Adolescents: Clinical Nurse Specialist

DATE: September 19, 2007

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 October 22, 2007 agenda of the EPC, effective for Academic Year 2008-2009. This item reflects the proposal for the addition of a Post Master's Certificate for Advance Practice Nurses with Non-PMH Master's Degree Psychiatric Mental Health (PMH) Nursing of Children and Adolescents: Clinical Nurse Specialist.

If approved, we request a new certificate code be assigned to the Post Master's Certificate for Advance Practice Nurses with Non-PMH Master's Degree Psychiatric Mental Health (PMH) Nursing of Children and Adolescents: Clinical Nurse Specialist.

Enclosed are the written proposal and rationale, program plan (graduation requirement sheet) for the Post Master's Certificate for Advance Practice Nurses with Non-PMH Master's Degree Psychiatric Mental Health (PMH) Nursing of Children and Adolescents: Clinical Nurse Specialist, and CCP form to add certificate.

Please contact me if there remain any questions.

/alw

Enclosures (3)

Proposal 1: Addition of a Post-Masters Certificate for Advance Practice Nurses with Non-PMH Master's Degree Psychiatric Mental Health (PMH) Nursing of Children and Adolescents: Clinical Nurse Specialist

Subject Specification: The intent of this proposal is the addition of a Post Master's Certificate ~~concentration~~ in Psychiatric Mental Health (PMH) Nursing of Children and Adolescents. *This certificate program will prepare APNs with MSNs in non-PMH specialties to function as Child and Adolescent PMH clinical nurse specialists.*

Background Information:

The College of Nursing recently added a concentration in the psychiatric mental health nursing of children and adolescents (C & A). We would like to extend our offering to prepare APNs with MSNs in non-PMH specialties. Rationale for the addition includes the following:

1. Since the inception of our C & A CNS focus, we have received several inquiries from APNs, particularly pediatric nurse practitioners/clinical nurse specialists, about the availability of a post-masters certificate.
2. We routinely receive calls from agencies who serve children, adolescents, and their families who are looking for potential employees.
3. There is a dire shortage of providers of mental health services to children, adolescents and their families, particularly prescribers, in Ohio and across the country.
4. This shortage has been of great concern to the Ohio Department of Mental Health (ODMH) who is providing funds through their Residency and Training Program.

The action that we propose to create this ~~concentration~~ ^{certificate} is to offer a post-masters program that parallels our current post-masters for Adult PMH CNSs. Because much of the content in the corresponding courses is applicable to populations across the lifespan; students from both concentrations can sit in the same classroom. Course content, assignments, and practical experiences will be tailored for the students in each concentration. The same faculty member can teach both groups of students simultaneously. Thus, there will not be a requirement to add new faculty.

Alternatives and Consequences: There is no alternative. The State of Ohio has declared a need for providers of mental health services to children, adolescents, and families. ODMH has funded the development of this ~~concentration~~ ^{certificate}. We anticipate that this will result in a slight increase in enrollment in our PMH nursing graduate program.

Specific Recommendations and Justification: We recommend 1) the addition of a post-masters certificate ~~concentration~~ in psychiatric mental health (PMH) nursing of children and adolescents. The recommendation is justified because of a need identified by the Ohio Department of Mental Health

Timetable and Actions Required:

Presentation to and approval by:

College of Nursing Masters Curriculum Committee

April 23, 2007

College of Nursing Faculty

April 23, 2007

University Educational Policy Council

October 22, 2007

Implementation:

Fall 2008

Pre-requisite	Masters of Science in Nursing					
N60208	Theory for Adv. Psych Mental Health Nursing—C & A Focus	3				

Year 1	Fall Semester	CHRS	Recommended Sem/Yr	Sem/Year Completed	Grade	Graduate Credits Transferred in / Other Advising Notes
N60004	Individual Psychotherapy in Nursing—C & A Focus	3				
N64492	Psych Mental Health Nursing Practicum I	4				
	Total	7				
Year 1	Spring Semester	CHRS				
N60005	Family and Group Psychotherapy in Nursing—C & A Focus	3				
N65592	Psych Mental Health Nursing Practicum II	4				
	Total	7				
Year 2	Fall Semester	CHRS				
N60003	Consult. & Liaison Psych Nursing (<i>recommended</i>)	(2)				
N66692	Psych Mental Health Nursing Practicum III	2				
	Total	2(4)				
Year 2	Spring Semester	CHRS				
N61006	Psychopharmacology for Major Psychiatric Disorders—C & A Focus (<i>recommended</i>)	(4)				
N60332	Clinical Specialization in Psych Mental Health Nrsng	4				
	Total	4(8)				
	Total Post Master's CNS Certificate Credit Hours	20(26)				

NOTE: Graduate courses are held just one day a week for CNS students. First year students attend on Tuesdays; second year and thereafter on Wednesdays.

Also recommended:

- Advanced Pharmacology
- A course in child development

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 19-Sep-07 Curriculum Bulletin _____

Effective Date Fall 2008 Approved by EPC _____

Department Graduate Programs

College NU - Nursing

Degree ~~GER2 - Certificate >1<2 years~~ CER8 - Certificate Post Master'sProgram Name ~~Post Master's Certificate for Advance Practice Nurses with PMH Master's Degree~~ **Psychiatric Mental Health (PMH) Nursing of Children and Adolescents ; Clinical**

Program Code C824

Concentration(s) ~~Psych Mental Health~~ Concentration(s) Code(s)Nurse
Specialist

Proposal Establish Program

Description of proposal:

The intent of this proposal is the addition of a post master's certificate concentration in psychiatric mental health (PMH) nursing of children and adolescents. This certificate program will prepare APNs with MSNs in Adult PMH Nursing to function as Child and Adolescent PMH clinical nurse specialists.

11 cr. hrs.

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)

Because much of the content in the corresponding adult courses is applicable to populations across the lifespan; students from both concentrations can sit in the same classroom. Course content, assignments, and practical experiences will be tailored for the students in each concentration. The same faculty member can teach both groups of students simultaneously. We also are including a course that is currently offered in the Psychology Department. Thus, there will not be a requirement to add new faculty.

The State of Ohio has declared a need for providers of mental health services to children, adolescents, and families. ODMH has funded the development of this concentration. We anticipate that this will result in a slight increase in enrollment in our PMH nursing graduate program.

Code in Banner for student transcripts
as per Karen Budd 26-Sep-07:
PM PMH CA CN ADULT PMH APNs

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


Approved by College of Nursing Master's Curriculum and Faculty Committees.

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

9/24/07



College Dean

9/24/07

Executive Dean of Regional Campuses

 / /

Senior Vice President for Academic Affairs and Provost

 / /



INTEROFFICE MEMORANDUM

TO: Dr. Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum
Ms. Therese Tillett, Coordinator of Curriculum Services

FROM: *KWB*
Dr. Karen W. Budd, Director Graduate Programs

SUBJECT: Proposal to Add a Post Master's Certificate for Advance Practice Nurses with PMH
Master's Degree Psychiatric Mental Health (PMH) Nursing of Children and Adolescents:
Clinical Nurse Specialist

DATE: September 19, 2007

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 October 22, 2007 agenda of the EPC, effective for Academic Year 2008-2009. This item reflects the proposal for the addition of a Post Master's Certificate for Advance Practice Nurses with PMH Master's Degree Psychiatric Mental Health (PMH) Nursing of Children and Adolescents: Clinical Nurse Specialist.

If approved, we request a new certificate code be assigned to the Post Master's Certificate for Advance Practice Nurses with PMH Master's Degree Psychiatric Mental Health (PMH) Nursing of Children and Adolescents: Clinical Nurse Specialist.

Enclosed are the written proposal and rationale, program plan (graduation requirement sheet) for the Post Master's Certificate for Advance Practice Nurses with PMH Master's Degree Psychiatric Mental Health (PMH) Nursing of Children and Adolescents: Clinical Nurse Specialist, and CCP form to add certificate.

Please contact me if there remain any questions.

/alw

Enclosures (3)

Proposal 2: Addition of a Post-Masters Certificate for Advance Practice Nurses with PMH Master's Degree Psychiatric Mental Health (PMH) Nursing of Children and Adolescents: Clinical Nurse Specialist

Subject Specification: The intent of this proposal is the addition of a post master's certificate ~~concentration~~ in psychiatric mental health (PMH) nursing of children and adolescents. *This certificate program will prepare APNs with MSNs in Adult PMH Nursing to function as Child and Adolescent PMH clinical nurse specialists.*

Background Information:

The College of Nursing recently added a concentration in the psychiatric mental health nursing of children and adolescents (C & A). We would like to extend our offering to prepare APNs with MSNs in Adult PMH nursing. Rationale for the addition includes the following:

1. Since the inception of our C & A CNS focus, we have received several inquiries from APNs, who have been prepared to provide PMH nursing services to adults, about the availability of a post-masters certificate.
2. We routinely receive calls from agencies who serve children, adolescents, and their families who are looking for potential employees.
3. There is a dire shortage of providers of mental health services to children, adolescents and their families, particularly prescribers, in Ohio and across the country.
4. This shortage has been of great concern to the Ohio Department of Mental Health (ODMH) who is providing funds through their Residency and Training Program.

The action that we propose to create this ~~concentration~~ ^{certificate} is to offer a brief, formal post-masters program that will provide the necessary educational background and will meet requirements for certification for Child and Adolescent PMH CNS. Because much of the content in the corresponding adult courses is applicable to populations across the lifespan; students from both concentrations can sit in the same classroom. Course content, assignments, and practical experiences will be tailored for the students in each concentration. The same faculty member can teach both groups of students simultaneously. We also are including a course that is currently offered in the Psychology Department. Thus, there will not be a requirement to add new faculty.

Alternatives and Consequences: There is no alternative. The State of Ohio has declared a need for providers of mental health services to children, adolescents, and families. ODMH has funded the development of this ~~concentration~~ ^{Certificate}. We anticipate that this will result in a slight increase in enrollment in our PMH nursing graduate program.

Specific Recommendations and Justification: We recommend 1) the addition of a post-masters certificate ~~concentration~~ in psychiatric mental health (PMH) nursing of children and adolescents. The recommendation is justified because of a need identified by the Ohio Department of Mental Health

Timetable and Actions Required:

Presentation to and approval by:

College of Nursing Masters Curriculum Committee
College of Nursing Faculty
University Educational Policy Council
Implementation:

April 23, 2007
April 23, 2007
October 22, 2007
Fall 2008

**POST-MASTER'S CERTIFICATE FOR ADVANCED PRACTIC NURSES WITH ADULT PMH NURSING MASTERS
PSYCHIATRIC MENTAL HEALTH—CHILD AND ADOLESCENT FOCUS
CLINICAL NURSE SPECIALIST (CNS)**

Year 1	Fall Semester	CHRS	Recommended Sem/Yr	Sem/Year Completed	Grade	Graduate Credits Transferred in / Other Advising Notes
NURS 60208	Theory for Adv. Psych Mental Health Nursing—C & A Focus (<i>optional</i>)	(3)				
	Total	(3)				
Year 1	Spring Semester	CHRS				
PSYC 60376	Child Psychotherapy	3				
	Total	3				
Year 2	Fall Semester	CHRS				
NURS 64492	Psych Mental Health Nursing Practicum I	4				
	Total	4				
Year 2	Spring Semester	CHRS				
N60332	Clinical Specialization in Psych Mental Health Nrsg	4				
	Total	4				
	Total Post Master's CNS Certificate Credit Hours	11(14)				

Also optional:

A course in child development

C825

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 19-Sep-07

Curriculum Bulletin _____

Effective Date Fall 2008

Approved by EPC _____

Department NURS

College NU - Nursing

Degree ~~CER2 - Certificate > 1 < 2 years~~ CER8 - Certificate Post Master'sProgram Name **Post Master's Certificate Nursing and Health Care Management** Program CodeConcentration(s) ~~Nursing and Health Care Mgmt - Concentration(s)~~ Code(s)

Proposal Establish Program

C825

Description of proposal:

This proposal requests the addition of a post-masters certificate concentration in Nursing and Healthcare Management. The certificate program will prepare masters-educated or currently-enrolled graduate registered nurses in non-management specialties to function as mid- and upper-level health care managers.

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

If yes,

current total credit hours

proposed total credit hours

15-19 cr.hrs.

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

The proposed post-masters certificate in Nursing and Health Care Management parallels our current master's offerings for the management specialty. Students in the certificate program would enter pre-existing KSU courses and expand enrollment for those courses, without the need for additional resources.


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

Approved by College of Nursing Master's Curriculum and Faculty Committees

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

9/24/07


 College Dean

9/24/07

 Executive Dean of Regional Campuses

____/____/____


 Provost

____/____/____



INTEROFFICE MEMORANDUM

TO: Dr. Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum
Ms. Therese Tillett, Coordinator of Curriculum Services

FROM: *KWB*
Dr. Karen W. Budd, Director Graduate Programs

SUBJECT: Proposal to Add Post Master's Nursing and Health Care Management (N & HCM) Certificate

DATE: September 19, 2007

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 October 22, 2007 agenda of the EPC, effective for the Academic Year 2008-2009. This item reflects the proposal for the addition of a Post Master's Nursing and Health Care Management (N & HCM) Certificate.

If approved, we request a new Certificate Code be assigned to the Post Master's Nursing and Health Care Management Certificate.

Enclosed is the written proposal and rationale, program plan (graduation requirement sheets) for the Post Master's Nursing and Health Care Management Certificate, and CCP form to add the certificate.

Please contact me if there remain any questions.

/alw

Enclosures (3)

Kent State University College of Nursing
Proposal: Addition of a Post-Masters Certificate Concentration
Nursing and Health Care Management (N & HCM)
Prepared by Susan Taft, PhD, Associate Professor and Director,
MSN-MBA/MPA Dual Degree Programs

Subject Specification: This proposal requests the addition of a post-masters certificate concentration in Nursing and Healthcare Management. The certificate program will prepare masters-educated or currently-enrolled graduate registered nurses in non-management specialties to function as mid- and upper-level health care managers.

Background Information:

The College of Nursing has, since 1993, offered 3 masters degree programs to prepare registered nurses for careers in management: the MSN with a concentration in administration/management; the MSN-MBA, and the MSN-MPA dual degree programs. These programs have expanded our enrollment from approximately 10-15 students in 1991 to more than 40 students today, spread across the three programs. We would like to offer additional opportunities for nurses prepared in clinical masters programs to learn management theory and skills so that they might assume management responsibilities with the appropriate knowledge base.

The majority of registered nurses entering nursing masters programs select Clinical Nurse Specialist (CNS) or Nurse Practitioner (NP) programs. KSU College of Nursing offers these role specialization programs in 4 areas: Nursing of the Adult, Nursing of Children, Women's Health, and Psychiatric-Mental Health Nursing. Graduates of these programs are prepared to function as advanced practice nurses within their area of clinical specialization. They have no management preparation for clinical roles. Many graduates later find themselves interested in or asked to take on management responsibilities. Our proposed certificate program would prepare them for these roles without requiring a second complete master's degree. Having already taken the core courses required of all nursing masters students, or being currently enrolled in a KSU graduate program, they would enter the management certificate program with the core masters knowledge base already in place.

The proposed post-masters certificate in Nursing and Health Care Management parallels our current master's offerings for the management specialty. Students in the certificate program would enter pre-existing KSU courses¹ and expand enrollment for those courses, without the need for additional resources.

Alternatives and Consequences:

The only alternative for masters-prepared nurses is to return to higher education and to enroll in a second masters program. However, this is unlikely to be a viable option because few nurses would choose to devote the time and resources required to obtain a second masters degree.

The consequences to offering a post-masters certificate in Nursing and Health Care Management include: 1.) expanded enrollment in KSU CON masters program courses without the need for additional resources, 2.) improved career opportunities for practicing nurses with masters

¹ Two courses are from the College of Nursing, two from the Graduate School of Management, and one from the MPA program in the Dept. of Political Science.

preparation, 3.) expanded supply of nurse leaders for health care organizations, and 4.) enhanced reputation of KSU CON as the university of choice for management preparation of advanced practice nurses.

There are no anticipated negative consequences for offering this expansion of our program options.

Specific Recommendations and Justification:

The goal of the program is to prepare advanced practice registered nurses for management roles and responsibilities without requiring a second master's degree.

In the past two years, we have received inquiries from masters-prepared, or currently-enrolled, graduate nurses interested in a program in Nursing and Health Care Management. To date, we have not marketed such an option; with KSU approval, we can add it to the suite of graduate programs we offer. We do not anticipate a large need for the program: 1-2 students/year would be anticipated at the start of the program. Over time, however, we hope the availability of this option might attract additional interest. Given the budget neutrality of our proposal, there is nothing to be lost by the College or University in adding the certificate program. Curriculum information follows below.

We recommend the addition of the post-masters certificate program in Nursing and Health Care Management, starting Fall 2007.

Timetables and Actions Required:

Presentation to and approval by:

College of Nursing Masters Curriculum Committee

April 23, 2007 (approved)

College of Nursing Faculty

April 23, 2007 (approved)

University Educational Policy Council

October 22, 2007

Implementation:

Fall, 2008

Curriculum Plan: Post-masters Certificate Program in Nursing & Health Care Management

Program Description: The curriculum includes three 3-credit hour and two 3-5 credit hour courses. The courses are focused on management knowledge, skills and functioning. Courses augment knowledge gained from undergraduate and graduate nursing courses by adding new material specific to the management role: budgeting; human resource management; understanding organizational structures, processes, and design, including strategy formulation, organizational theory and culture, inter-organizational relationships, technology, and managing organizational change; interpersonal relationships, group dynamics, and leadership; managing organizational politics and conflict; and practice/mentoring practicum experiences with selected health care leaders.

Prerequisites for the Certificate Program: a baccalaureate degree and a master's degree in nursing² or other discipline, or current enrollment in a masters program. Following is the recommended sequencing of courses. The program is designed for part-time students.

Course	Credit hours	College/Dept.	Semester availability
BAD 64271, Human Resource Management	3	College of Business Administration	Fall or spring semesters
PADM 60373, Public Budgeting (web-based course)	3	Dept. of Political Science, MPA Program	Fall or spring semesters
BAD 64270, Organizational Analysis Prerequisite to N65092 & 65192	3	College of Business Administration	Spring semester
N65092, Nursing & Health Care Management Practicum 1 ³	3-5	College of Nursing	Fall Semester
N65192, Nursing & Health Care Management Practicum 2 ³	3-5	College of Nursing	Spring Semester
Total Credit Hours:	15-19		

Application Information: Applications for admission to post-masters study may be obtained from the Graduate Office in the College of Nursing. KSU MSN students/graduates will need to complete a "Re-application for Admission" form. Masters graduates from other schools of nursing must complete an application for graduate study, including submission of official transcripts. Currently enrolled master's students should call/stop at the Graduate Office for application information:

College of Nursing, Graduate Office
Box 5190
Kent State University
Kent, OH 44242-0001

For questions about the program, contact the Program Director:

Susan H. Taft, PhD, RN
Associate Professor and Director, MSN-MBA/MPA Dual Degree Programs

² Certificate program may be taken following or concurrent with the completion of a master's degree.

³ Credit hours vary depending on previous management experience.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 21-Sep-07 Curriculum Bulletin _____

Effective Date Spring 2008 Approved by EPC _____

Department Nursing
College NU - Nursing
Degree CER8 - Certificate Post Master's
Program Name ~~Nursing~~ Program Code ~~NURS-~~
Concentration(s) Acute Care Nurse Practitioner Post Master's Certificate
~~Concentration(s) Code(s)~~ C801
Proposal Revise Program

Description of proposal:

To request the revision of an Acute Care Nurse Practitioner (ACNP) Post-master's Certificate within the Master of Science in Nursing program. Graduates will be eligible for credentialing as ACNPs.

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

If yes, 15 current total credit hours 16 proposed total credit hours

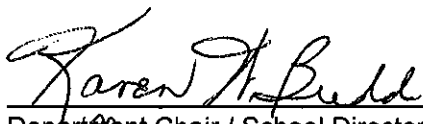
Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites)

The fiscal and staffing impact of the post master's certificate program is tied to the new Acute Care NP concentration that the College would open. There are no Acute Care Nurse Practitioner programs in the Kent State system and the closest state competing program is at Ohio State University. With marketing, planned by the College of Nursing's Marketing Coordinator, the program certainly will increase graduate enrollment for the College of Nursing. We have ability to absorb the increase in the number of students by adding one FTE in the clinical courses (candidates are available). The Adult Nurse Practitioner program likely will see a loss of 2-3 students that will select the ACNP tract. Currently the ANP program has an overall enrollment of 50 students a year with stable enrollment. Clinical sites in ACNP settings are more readily available than those for the Adult NP program. Clinical partnerships with both CCF and Summa Health system have been developed.

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

College of Nursing program directors and Master's Curriculum Committee.

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean



9/24/07

9/24/07

College Dean

Executive Dean of Regional Campuses

Senior Vice President for Academic Affairs and Provost

____/____/____

____/____/____



INTEROFFICE MEMORANDUM

TO: Dr. Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum
 Dr. Daniele Finotello, Associate Dean, Graduate Studies
 Ms. Therese Tillett, Coordinator of Curriculum Services

FROM: Dr. Karen W. Budd, Director, Graduate Programs, College of Nursing

SUBJECT: Proposal of Revision of Acute Care Nurse Practitioner Post Master's Certificate Program

DATE: September 21, 2007

CC: EPC File

Per the approval of the College of Nursing Master's Curriculum Committee and by vote of the College of Nursing faculty, I am requesting that the subject item be placed on the October 22, 2007 agenda of the EPC, effective for Academic Year 2008-2009. This item reflects the proposal for the revision of Acute Care Nurse Practitioner Post Master's Certificate program.

Enclosed are the proposal summary CCP, and program plan (graduation requirement sheet) for the Acute Care Nurse Practitioner Post Master's Certificate program, and ~~CCP forms and Basic Data Sheets adding two (2) new courses (listed below) that are included in the program plan.~~

Course No.	Course Name	Effective Semester/Year
N*****	Post Master's Acute Care NP Role Practicum	Spring 2009
N*****	Post Master's Acute Care NP Practicum	Spring 2009

Please contact me with any questions.

/alw

Enclosures (3)

Kent State University College of Nursing**PROPOSAL: REVISION OF ACUTE CARE NURSE PRACTITIONER
POST MASTER'S CERTIFICATE****Summary Statement**

This proposal requests the revision of an Acute Care Nurse Practitioner (ACNP) Post-Master's Certificate within the Master of Science in Nursing program. Graduates will be eligible for credentialing as ACNPs.

Need for Revision of the Program

An ACNP post-master's certificate program previously was offered at KSU CON in the mid nineties in collaboration with the Summa Health System and Akron General Hospital. The 15 credit hour program was comprised of three courses taught under a NURS61095 Special Topics number. All students were recruited from these two hospitals; the program was taught by S. Fleming and P. Cukr (now deceased). On completion of one cohort, students no longer were accepted into the program secondary to a faculty shortage and increased enrollment in our Adult Nurse Practitioner program.

In the past ten years, the demand for ACNPs has kept pace with the rapid growth in complexity in the acute healthcare environment. These advanced practice nurses are prepared to provide advanced nursing and or specialized medical care to adults with complex, acute illnesses in a variety of acute care settings. Such settings include specialty clinics; emergency departments; and acute, sub-acute, and intensive/critical care units in hospital-based settings. Recognizing the cost-effectiveness and high quality outcome of ACNP care, hospitals and agencies are creating positions on their staffs for them and have mounted aggressive recruitment campaigns in an attempt to hire them. To qualify for these positions, nurse practitioners in other specialties (Adult, Geriatric, Family, Women's Health) must enroll in the required specialty-specific courses; must have clocked 600 hours of supervised practice; and must have passed a national board certification examination. Successfully completing our Acute Care Post-Master's Certificate program will allow them to sit for the American Nurses Credentialing Center Acute Care Nurse Practitioner examination.

Admission Procedures and Program Requirements

This revised, 16-hour post-master's certificate program is comprised of four new courses with didactic and clinical content unique to acute care nurse practitioner practice. These courses are: Acute Care Therapeutics, Acute Care NP, Post-Master's Acute Care NP Practicum, and Post-Master's Acute Care NP Role Practicum. The first two will be new courses established with the new Acute Care Nurse Practitioner concentration. The second two acute care practicum courses will have titles that clearly identify them as post-masters courses. Doing so provides clarity to credentialing bodies that advanced practice post-master's students, who already may be certified in other specialties, are obtaining the additional required acute care clinical practice experience. Acute care NP credentialing bodies require 600 hours of supervised clinical practice, which are accommodated within the courses. Enrollees who are MSN-prepared Adult, Family, Geriatric, and Women's Health Nurse Practitioners likely will have met all prerequisites for the program. Other MSN

2.

advanced practice nurses will be evaluated on an individual basis to ascertain what prerequisite courses will be required prior to admission.

Fiscal and Staffing Impact

The fiscal and staffing impact of the post-master's certificate program is tied to the new Acute Care NP concentration that the College will open. There are no Acute Care Nurse Practitioner programs in the Kent State system and the closest state competing program is at Ohio State University. With marketing, planned by the College of Nursing's Marketing Coordinator, the program certainly will increase graduate enrollment for the College of Nursing. We have ability to absorb the increase in the number of students by adding one FTE in the clinical courses (candidates are available). The Adult Nurse Practitioner program likely will see a loss of 2-3 students who will select the ACNP tract. Currently the ANP program has an overall enrollment of 50 students a year with stable enrollment. Clinical sites in ACNP settings are more readily available than those for the Adult NP program. Clinical partnerships with both CCF and Summa Health system have been developed.

Timetable and Action Required

College of Nursing Master's Curriculum Committee
College of Nursing Faculty
University Educational Policy Council

September 10, 2007
September 17, 2007
October 22, 2007

MASTER OF SCIENCE IN NURSING
POST-MASTER'S CERTIFICATE
ACUTE CARE
NURSE PRACTITIONER
Graduation Requirement Sheet
PROGRAM PLAN

Pre-requisites:	Masters of Science in Nursing Graduate of Adult, Women's Health, Family, or Geriatric Nurse Practitioner Program (Board Certified or Board Eligible) OBN approved Pharmacology Course Completed
------------------------	--

Year 1	Fall Semester	CHRS
N60021	Acute Care Nurse Practitioner	5
N60022	Acute Care Therapeutics	3
	Total	8
Year 1	Spring Semester	CHRS
N60792	Acute Care NP Role Practicum	4-6
	Total	4-6
Year 1 or 2	Summer Semester	CHRS
N60792	Acute Care NP Role Practicum	2-4
	Total	2-4
Post MSN program credit hour Total if prerequisites have already been met		16

Students must complete 600 hours of supervised clinical practice as a part of this program for National Certification.

NOTE: Graduate courses are held just one day a week. First year students attend on Tuesdays; second year and thereafter on Wednesdays.

Web-based courses fall into one of the three following categories:

¹**Web-Synchronous** = Student is required to be online (at home or on campus) at the specified day/time stated for class participation.

²**Web-Asynchronous** = Class meets on campus first day at specified day/time for instruction. Thereafter, online coursework may be completed at any time that is convenient for student within specified guidelines set forth by instructor.

³**Web-Enhanced** = Class meets on campus first day at specified day/time for instruction. Thereafter, most online coursework is completed at time convenient for student; however, intermittent attendance on campus at specified dates and times may be required.

All other courses, if not noted "web", are traditional, on campus classes.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 27-Feb-07 Curriculum Bulletin _____

Effective Date ~~Fall 2007~~ ^{Spring 2008} Approved by EPC _____

Department ~~None~~ ^{Regional Campuses Academic Affairs}
 College ~~RG-Regional Campuses~~ ^{College of Technology}
 Degree CER1 - Certificate <1 year
 Program Name **Medical Billing Certificate** Program Code **C123**
 Concentration(s) _____ Concentration(s) Code(s) _____
 Proposal **Revise Program**

Description of proposal:

Revise program to provide a choice of either ITAP 26651 Medical Billing Terminology (2 credit hours) or HED 14020 Medical Terminology ^(2 credit hours) in the Medical Billing Certificate Program

Does proposed revision change program's total credit hours? ☒ Yes ☐ NoIf yes, ~~16~~ current total credit hours 16-17 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)

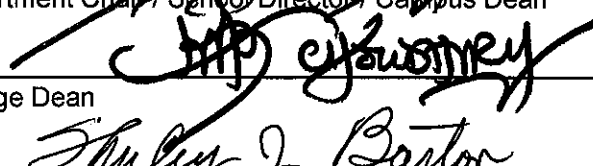
When HED 14020 is offered and ITAP 26651 is not, the enrollments in HED 14020 may grow minimally.

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

College of Technology Curriculum Committee, College of Technology Applied Business Division, College of Education, and Tuscarawas Campus Faculty Council

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean


 College Dean


 Executive Dean of Regional Campuses

 Senior Vice President for Academic Affairs and Provost

9/18/2007

9/18/2007

9/24/2007

____/____/____



Regional Campuses

Interdepartmental Correspondence

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

FROM: Shirley J. Barton, Executive Dean, Regional Campuses *SJB.*

DATE: September 24, 2007

SUBJECT: **CURRICULAR PROPOSAL**

The attached curricular proposal to revise the Medical Billing Certificate program has been reviewed and approved by the appropriate bodies. The faculty members propose the following revisions to the program:

Program Revisions:

- Add HED 14020 to the requirements
- Revise requirements to offer students a selection of ITAP 26651 or HED 14020
- Revise credit hours from 16 to 16-17

I now request this proposal be placed on the EPC Agenda for October, 2007. Please let me know if any additional information is needed for consideration by EPC.

SJB/vmc

Enclosure

cc: Raj Chowdhury, Dean, College of Technology

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 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 of the certificate's curriculum at Kent State University.

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:	<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
	ITAP 16620	Word Processing I	3	_____	_____
	ITAP 16649	Database Applications for Medical Billing	1	_____	_____
	ITAP 16650	System Studies for Medical Billing	1	_____	_____
	Select one from:				
	ITAP 26637	Specialized Machine Transcription (3)	_____	_____	_____
	ITAP 26656	CPT Coding (3)	_____	_____	_____
	ITAP 26650	Medical Billing Procedures	3	_____	_____
	Select one from:				
	ITAP 26651	Medical Billing Terminology (2)	_____	_____	_____
	HED 14020	Medical Terminology (3)	_____	_____	_____
	ITAP 26655	ICD Coding	<u>3</u>	_____	_____
Total Credit Hours			16-17		

Student Signature _____ Date _____ Advisor Signature _____ Date _____

Registrar Signature _____ Date _____ Dean Signature _____ Date _____

Certificate Program Enrollment Approved Effective _____ (Semester/year)

Date sent: **Sat, 07 Apr 2007 11:22:51 -0500**
From: **dkerr@kent.edu**
Subject: **Re: Approval Memo Requested**
To: **Pamela Ramey <pramey@tusc.kent.edu>**
Priority: **normal**

Hi Pamela:

We are happy to have your students in our Medical Terminology class.
Therefore
I approve of the curricular proposal to offer students the option of
taking either HED 14020 Medical Terminology or ITAP 26651 Medical
Billing Terminology. I understand that this option will create no
change in existing staffing or offerings.

Dianne L. Kerr, Ph.D., CHES
Associate Professor, Program Coordinator
Health Education & Promotion
ACHVE Department
316 White Hall, PO Box 5190
Kent State University
Kent, OH 44242

KENT STATE UNIVERSITY
College of Technology
Inter-campus Correspondence

Date: April 5, 2007

To: Dr. Raj Chowdhury, Dean College of Technology
Dr. Denise Seachrist, Interim Dean of Academic Services
Professor Pam Ramey

From: Bruce Gunning, Applied Business Technology Coordinator

RE: Change to the Medical Billing Certificate and Associate Degree

The proposed change to add HED 14020 Medical Terminology as a choice with ITAP 26651 Medical Billing Terminology has been approval by the Applied Business Division of the College of Technology by an email vote.

This memo will serve as verification that the faculty membership has reviewed the revisions and approves them for both the certificate and ATS programs.

**COLLEGE OF TECHNOLOGY
COLLEGE CURRICULUM COMMITTEE
MARCH 9, 2007**

PRESENT: Prof. Gunning, Prof. Marino (guest), Prof. Dragomier, Dr. Fitzsimmons, Prof. Mathur, Prof. Neuman, Dr. Villella, Dr. Boyd, Dr. Ramey, Prof. Griswold, Prof. Ralph Smith (guest), Prof. Remedio

- Approved minutes of September 26, 2006 meeting as corrected
- Approved the Certificate of Industrial Security and the proposed six new courses with changes as discussed
- Approved Allied Health Associate Degree as submitted
- Approved ITAP proposal as submitted
- Approved COMT proposal with recommended changes
- Tabled discussion on adding COMT courses to BS in Tech 2+2 General Option
- Approved motion that ABT Coordinator discuss NAIT required approval of course with ABT faculty and communicate with the appropriate group.
- Approved Trumbull Campus Tech Prep Validation proposal as submitted
- Approved recommendation that the CAC chair get load lift

Mr. Remedio stated that this may be his last semester as Chair since this semester marks the end of his two year appointment. He distributed a checklist on curriculum proposals and specified the new Provost website that should be used for curricular issues.

Minutes of September 26, 2006

Dr. Villella made a motion to accept the minutes as submitted, second by Prof. Neuman. Dr. Boyd stated that there is a correction needed on the last paragraph of the last page; it should read Dr. **Boyd** not Dr. Body. Also, in the second paragraph on page 3, it should read **EPC**, not EPA.

Dr. Villella revised his motion to accept the minutes as corrected, second by Prof. Neuman. Motion passed by a unanimous vote.

Industrial Security

Dr. Villella stated that this agenda item was reviewed by the BMRT curricular group and that several of the courses have been taught at Trumbull Campus for three or more years. He added that the proposal contains six courses and a certificate and that the comments brought up by Prof. Dragomier are minor details that need to be addressed. He said that conceptually the BMRT group is in agreement with the certificate and the courses being proposed.

Prof. Marino provided extensive documents that have been done to support the development of the certificate and the necessary coursework. He stated that the genesis for this program goes back to 9/11 when he was contacted by the Army concerning problems of returning service members looking to come back and get their jobs back. There is a significant need for training in industrial security and courses have been taught consistently since 2001. At that time Dr. Book expressed interest in new programs and granted a stipend to put together this program.

Prof. Neuman asked if the certificate would be available at any regional campus. Prof. Marino replied that they could be taught at any campus. Prof. Neuman stated that TECH 36318 is also used by the ACTT group in the fraud examination sequence. She suggested he coordinate the scheduling of that course with other campuses when that course is offered which could increase the enrollment numbers.

Prof. Dragomier stated that he had no objection to the certificate or the content but rather to structural issues. One item is that on certificate advisory sheet TECH 36420 is listed as a pre-requisite for the other courses, but it is not listed on the BDS for those courses. He added that he was not questioning the logic of the pre-requisite but wanted to be sure that if it is to be a pre-requisite it has to be listed on the other courses. Prof. Marino replied that it would either be removed as a pre-requisite or properly listed on the appropriate BDS sheets.

Prof. Dragomier pointed out that an associate degree is listed as a pre-requisite which cannot be done. Prof. Marino said that was going to be changed to Junior standing for 30000 level courses and Senior standing for 40000 level courses.

Prof. Dragomier stated that a recent email from Dr. Ormiston dealt with pre-requisite issue for Banner including the need to list a specific number of hours and the fact that some pre-requisites are only offered at regional campuses. A discussion was held on what pre-requisites need to be changed.

Prof. Marino said permission is listed as a pre-requisite because there is market that will have the equivalent experience, but not necessarily a specific course. Prof. Dragomier stated that the problem is not in recognizing the background of the student but that NAIT does not want permission listed as a pre-requisite.

Dr. Villella stated that the information states a student needs a maximum of C when it should probably be minimum of C. He also suggested the faculty be listed as full-time Business or BMRT or TECH faculty. Prof. Mathur suggested faculty be listed as ABT faculty. Prof. Marino agreed that would be a good change.

Dr. Villella stated that Prof. Dragomier had also suggested that the option of Credit by Exam (CBE) be listed on the syllabi. Prof. Neuman disagreed because the enrolled students would not be the market for CBE. Prof. Dragomier stated that a student might start the class, review the syllabus, and determine they could take the CBE for the credit. Prof. Neuman stated that it should be faculty choice whether or not to list the CBE on the syllabus. Prof. Dragomier replied that NAIT wants everything listed on the syllabus. Prof. Marino asked for a copy of the shell of a NAIT approved syllabus and then the developed syllabi could be revised to meet those requirements. Prof. Dragomier said he could send the format to Prof. Marino.

Dr. Villella asked whether if the courses were lecture or lab courses because the OBR code needs to be correctly identified on the BDS. Prof. Neuman stated that some fields on the BDS were completed by the Provost's office. Dr. Boyd stated that the Course Fee, LER Status, Writing Intensive, and Diversity blanks are completed by the Provost. Dr. Villella stated that the activity type needs to be listed. Dr. Boyd said that since the courses all list 45 contact hours they would be lecture courses.

Dr. Boyd stated that he had a couple of questions. He asked if TECH 36410, Security for Business Students, would require a non-encroachment from Business. He added that the title implies this might be something Business students would be interested in taking. Prof. Smith stated that when the courses were developed they looked at the agency that does the accreditation and aligned with their titles. Dr. Boyd expressed concern that Business will have a problem with the course title. Prof. Marino said he would contact Liz and make sure there is no problem.

Dr. Boyd suggested that Prof. Marino review the title abbreviations because some of them will not need to be abbreviated. He also asked about the January 11, 2007 letter to Prof. Ward that the courses will be writing intensive and questioned whether they could really be classified as writing intensive. Prof. Marino replied that there was a misunderstanding and that the language will be changed.

Prof. Mathur questioned the use of the ABCD grading scale and asked if the new +/- scale is to be used. Prof. Marino said that information is listed on the syllabus and will not go to the EPC. Prof. Gunning spoke with Therese Tillett who stated the plus/minus grading system is optional.

Dr. Villella made a motion to accept the proposal put forth for the Certificate in Industrial Security and the accompanying six courses with the changes as discussed, second by Prof. Mathur. Motion passed by unanimous vote.

Allied Health

Prof. Neuman made a motion to approve the Allied Health Associate Degree, second by Prof. Mathur.

Prof. Neuman stated that the background for this proposal is that the ABT faculty has reviewed the curriculum as well as several subcommittees. She added that this is a community driven project with an allied health group from Trumbull and Mahoning counties as well as St. Elizabeth Hospital. The program is for individuals who hold a certificate but are moving into management and will be taking on supervisory roles. Prof. Neuman stated that the information submitted surveys from employers and employees and that the paperwork and supporting documents have been sent to OBR. She asked for the support of the CCC so the proposal could go before the EPC.

Prof. Dragomier asked how they will take a certificate and put it with other courses to earn an associate degree. Prof. Neuman replied that the group wanted to recognize the wide variety of certificates held by individuals who would be attracted to this degree. She stated that the proposal suggests a maximum of 27 hours will transfer. This means that if

an individual holds a certificate that only comes to 15 hours they must take additional hours to come up to the 27. She added that there are no new courses in the program.

Prof. Neuman added that it would be the ABT Coordinator who would determine the number of hours allowed to translate from a certificate to the associate degree. It will be a department decision rather than a campus decision. Prof. Remedio asked if a student only has 10 certificate hours will the 17 additional hours they need have to be in the health field. Prof. Neuman replied that they will be looking for applied business, not health hours. If they want more health hours they would go elsewhere, they will want this degree because they are looking for supervisory courses. She added that the program will be very advising intensive. Dr. Fitzsimmons stated that the new Facility Planning course might work for someone looking for hours. Prof. Dragomier said that a course should be included on customer service. Dr. Villella stated that there is a 30000 level customer service course.

Dr. Villella asked if Prof. Neuman would consider putting a TECH course into the program. Prof. Neuman replied that they would consider that. She added that it would be impossible to list all the possible courses in the catalog because not everyone is going to come in with 27 hours in the certificate. She stated that this is another reason that advising is going to be very important.

Dr. Villella stated that the form should indicate the BMRT group was consulted and that it should read Trumbull Business Advisory Board. Prof. Neuman said she would go over every line again before the final submission and that the Lincoln Bldg. has been kept in the loop since October.

Dr. Ramey asked if Prof. Neuman had reviewed the proposal with Lincoln. Prof. Neuman replied that she had been working with Lincoln since October. Dr. Ramey asked if they had expressed concern about the loose 27 hours since a student would have to declare their requirement sheet so it can be approved and they can move forward. Prof. Neuman stated that OBR says the student will have already earned the certificate before they are admitted; they do not come in while they are working on a certificate.

Prof. Griswold asked who determines the number of hours in a certificate. Prof. Remedio replied that it would be the Division Coordinator. Prof. Neuman added that the certificate must be state accredited.

The motion to approve the Allied Health Associate Degree was passed by unanimous vote.

ITAP

Dr. Ramey made a motion to eliminate the ITAP sub-majors as proposed, second by Prof. Dragomier.

Dr. Ramey stated that the Medical Billing ATS and the Medical Billing Certificate which is embedded within the ATS requires students to take ITAP 26651. She is asking that HED 14020, Medical Terminology, be listed as an option to ITAP 26651. The ITAP course is only offered in the Fall so students who start the program in the Spring have to substitute and this change will help students through the process and eliminate paperwork.

Motion passed by unanimous vote.

COMT

Prof. Dragomier made a motion to consider the COMT proposal as submitted, second by Prof. Gunning.

Prof. Remedio stated that COMT 11006 is a change of pre-requisite and schedule type; COMT 12000 is a pre-requisite change, schedule change and abbreviation change. He added that students do not need the listed pre-requisite so it was decided to remove it and the COMT group has found that the lecture format is fine to deliver the course because students can do lab work at home or in a general lab.

Prof. Remedio said that COMT 11009 has changes in the content outline. Prof. Dragomier stated that content outline changes only need the approval of this group; they do not have to go to EPC.

Prof. Mathur asked why COMT 11006 is listed as a lecture but has lab hours listed in the content. He added that he believes all computer courses should be lab oriented. Prof. Remedio replied that they have found that "lab" has different meanings. He added that in the old days a course would have a separate lab and the students just did lab things there. Prof. Dragomier interjected that the expectation today is that the students will have their own computer or access to a computer. He suggested the addition of a statement that access to a home computer or a campus computer lab since

it currently reads that there is no lab but there is an expectation that the student will need to work on a computer. Prof. Neuman stated that a student should know that. Prof. Dragomier replied that students in one of his classes receive a copy of software and he has had students come to him to say they do not have a computer to use. He added that unless the University provides computers to students we cannot make the assumption that everyone will have a personal computer on which to work.

Dr. Ramey suggested revising the wording to read 3 hours of lecture with open lab. It was also suggested to revise the description to include the information that access to a computer is required.

Prof. Dragomier stated that the College may want to consider sending out a letter to our incoming students to recommend the system they need and to advise them that there are computer labs on campus but that they may not always be available at their convenience.

Prof. Neuman asked if the Chair could check with someone about the wording that should be used in this situation. If we add it to one course will students assume they will not need computers for the courses without that wording? The other option might be to add the wording below the degree rather than on the BDS for every course. Prof. Remedio stated that they would remove the lab oriented phrase.

Prof. Remedio stated that TECH 36350, Programming Office Product Applications, is a new course developed by COMT to do more with Microsoft Office Suite. Prof. Neuman pointed out that permission is again listed as a prerequisite. Prof. Dragomier asked if a new course is necessary since there is already a course call VB Programming for Engineering. He stated that the content appears to be the same with the exception of the focus on office function rather than engineering solutions. Prof. Remedio replied that the proposed course is a lot different than the VB course. Prof. Boyd added that this course looks at different things and he sees enough difference to justify the new course.

Dr. Villella asked if permission would work in Banner as a prerequisite. Prof. Gunning contacted Therese Tillett who said "and permission" can be used.

Prof. Remedio said he would remove permission as a prerequisite for TECH 36350 and will remove "hands-on" from the catalog description.

Prof. Dragomier stated that TECH 46340, Database Design and Implementation is listed as a writing intensive course on the CCP and it is shown as being cross-listed. Dr. Boyd replied that all boxes but the last five must be checked for new courses. It simply indicates that it is a new course and you need to look further to determine how it is applied. Prof. Dragomier asked if a non-encroachment letter was granted for this course. Prof. Remedio replied that one is included in the package. He added that he would remove the writing intensive and diversity indicators.

Prof. Dragomier asked how the CCC knows that discussed changes are made before the information is submitted to the Dean and EPC. Prof. Remedio replied that he sees all the changes and a copy is kept in the College office. Prof. Dragomier added that tracking changes has been a problem in the past.

Motion to accept COMT proposal with recommended changes was passed by unanimous vote.

Dr. Fitzsimmons mentioned that Dr. Boyd has set up a Vista site for the AS&T which allows changes to be posted which means that a valid version exists for historical purposes. Dr. Boyd added that it takes some work to set up and maintain but that it has been very helpful because anyone in the AS&T division can go on Vista and review all the minutes. Prof. Dragomier added that this is the kind of stuff we teach and yet we do not practice it.

BS in TECH 2+2

Prof. Remedio stated that there is an area of general electives in this degree where students can take management concept and practice courses. The COMT group would like to add some COMT courses into this area. Prof. Neuman stated that she discovered this issue last summer and spoke to Will Ward about it. He said that the ABT was going to bring a proposal for all the ABT courses that could be issued rather than each curricular group requesting their specific courses be added. Prof. Neuman requested the proposal be tabled so ACTT and BMRT courses could be added to the proposal.

Dr. Boyd stated that this proposal should go through BS Tech because it directly affects the curricular group for the degree and it should be reviewed by the AS&T. He added that he, as AS&T Coordinator, must justify to NAIT the

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 10-Sep-07

Curriculum Bulletin _____

Effective Date Fall 2008

Approved by EPC _____

Department Regional Campuses Academic Affairs
 College EH - Education, Health and Human Services
 Degree CER1 - Certificate <1 year
 Program Name ~~Radiologic Imaging Science~~⁸ Program Code ~~RIS~~²
 Concentration(s) Concentration(s) Code(s)
 Proposal Establish Program

*Computed Tomography
certificate
C138*

Description of proposal:

Establish certificate program in Computed Tomography.

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

If yes, 0 current total credit hours 22 proposed total credit hours

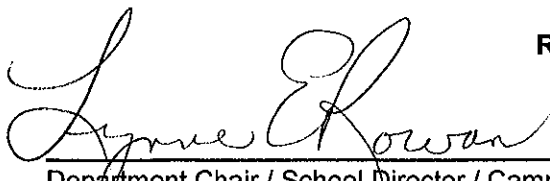
Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites)

None

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

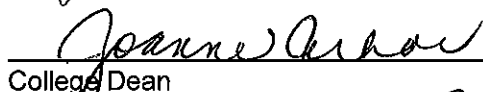
School of Speech Pathology and Audiology and EHHS.

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

9/27/07



College Dean

9/27/07



Executive Dean of Regional Campuses

10/1/07

Senior Vice President for Academic Affairs and Provost

1/1/



1910-2010

Regional Campuses***Interdepartmental Correspondence***

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

FROM: Shirley J. Barton, Executive Dean, Regional Campuses *SJB.*

DATE: September 28, 2007

SUBJECT: CURRICULAR PROPOSAL

The Salem Campus is requesting approval of two new certificates programs: Computed Tomography and Magnetic Imaging Resonance. The curricular proposal has been reviewed and approved by the program faculty, the Department of Speech Pathology and Audiology, and the College of Education, Health and Human Services.

These certificates are intended for students who have completed a program in radiologic technology and wish to further their education, but do not have time to complete the requirements of the bachelor's degree. Individuals who are accepted into the certificate program will be able to take specialized training in either MRI or CT modalities, and complete the program in less than 24 months.

The proposed certificates will carry out the the regional campus mission of "...delivering area-specific technical education and training to the community while delivering programs that enhance business and employment opportunities in a time of economic transition." Students who complete the certificate requirements will be better prepared for job advancement, and are likely to return to complete the baccalaureate degree.

I now request this proposal be placed on the EPC Agenda for October, 2007. Please let me know if any additional information is needed for consideration by EPC.

SJB/vmc

Enclosure

Transmittal Memo

The purpose of this action is to establish certificate programs in Computed Tomography (CT) and Magnetic Resonance Imaging (MRI).

This proposal was approved by the School of Speech Pathology and Audiology; and is seeking approval from the College of Education, Health, and Human Services; and the university's Educational Policy Council for implementation in fall 2008.

Proposal Summary

Title: Establishment of Certificate programs in Computed Tomography and Magnetic Resonance Imaging concentrations in the Radiologic and Imaging Sciences major.

Subject Specification: The intent of this proposal is to establish certificate programs in Computed Tomography and Magnetic Resonance Imaging in the Radiologic and Imaging Sciences (RIS) major.

Background Information

Description and Rationale:

The Computed Tomography (CT) and the Magnetic Resonance Imaging (MRI) concentrations are currently part of the Bachelor of Radiologic and Imaging Sciences Technology degree offered at the Salem Campus. Two options exist: Option One is for graduates of an associate of applied science degree in radiologic technology as their point of entry. Option Two is for graduates from a hospital-based program who receive 32 credits toward their associate of technical studies degree. Requirements for the Bachelor in Radiologic and Imaging Sciences Technology degree include completion of the AAS or the ATS degree in radiologic technology, Liberal Education Requirements, electives, CT or MRI courses and a Writing Intensive Course.

Some students have requested to complete the CT or MRI courses without completing the remainder of the bachelor degree requirements. The certificate in CT or MRI would accommodate these students. The certificate would still enable them to complete requirements for the national certification exam in CT or MRI and to seek employment. This is due to the fact that a student completes the content specifications of the certification exam plus clinical competencies at a designated clinical site under the supervision of a practicing technologist. Most of these students state they would return at a later time in their professional career to complete bachelor degree requirements.

This certificate would also provide an option for those nuclear medicine technologists without a radiologic technology background who are interested in learning Computed Tomography for a better understanding of Positron Emission Tomography (PET) scanning that is now being fused with Computed Tomography (CT).

In 2006-2007, there were six CT students and eight MRI students enrolled so this action will not impact large amounts of students. However, the certificate is attractive to some students who wish to advance the career ladder in radiology, learn advanced procedures and serve patients in a new manner.

Certificate programs normally contain between 15 and 25 credit hours of coursework from the existing inventory. The total hours for the CT certificate are 22 hours while the MRI hours are at 27. These hours in the MRI program are slightly over the normal certificate program but are necessary for students to complete the didactic and clinical requirements for the MRI certification examination as sponsored by the American Registry of Radiologic Technologists.

The certificate requested would be categorized as: **Postsecondary (one to two academic years):** Requires completion of an organized program of study at the postsecondary level (below the baccalaureate) in at least one but less than two full-time equivalent academic years. (Banner code is C2xx.). Students are completing a radiologic technology or nuclear medicine program prior to entry into the certificate program.

The courses that would comprise the CT Certificate include:

Course No.		Credits	Semester
RIS 34084	CT/MRI Sectional Anatomy I	2	Fall
RIS 44021	Patient Management in CT	3	Fall
RIS 44024	Physical Principles of CT	3	Fall
RIS 44025	CT Clinical Education I	3	Fall
RIS 34086	CT/MRI Sectional Anatomy II	2	Spring
RIS 44022	CT Procedures	3	Spring
RIS 44027	CT Clinical Education II	3	Spring
RIS 44083	Pathophysiology for Medical Imaging	3	Spring
Total Credit Hours		22	

The courses that would comprise the MRI Certificate include:

Course No.		Credits	Semester
RIS 34084	CT/MRI Sectional Anatomy I	2	Fall
RIS 44031	Patient Management in MRI	3	Fall
RIS 44032	MRI Procedures I	2	Fall
RIS 44034	MRI Equipment & Image Acquisition I	2	Fall
RIS 44035	MRI Clinical Education I	3	Fall
RIS 34086	CT/MRI Sectional Anatomy II	2	Spring
RIS 44033	MRI Procedures II	2	Spring
RIS 44036	MRI Clinical Education II	3	Spring
RIS 44039	MRI Equipment & Image Acquisition II	2	Spring
RIS 44083	Pathophysiology for Medical Imaging	3	Spring
RIS 44037	MRI Clinical Education III	3	Summer
Total Credit Hours		27	

Students would follow Kent State University admission requirements as well as the RIS program requirements. Students must submit an application to the CT or MRI program. Students must declare themselves as certificate candidates prior to completing one-half of the required course work, and must complete a minimum of 15 hours at Kent State University.

Students must satisfy the prerequisites of the CT or MRI program as seen in the CT/MRI Application Packet with a minimum of a 2.50 cumulative grade point average. Students must pass each course with a minimum grade of "C" to receive the certificate but must maintain a cumulative grade point average of 2.75 in the RIS courses. Students must also complete all clinical education courses including all required clinical competencies. RIS Courses may be taken credit by examination with permission but may not be completed on a pass/fail basis.

The offering of a certificate will have no impact on faculty load of the adjunct faculty teaching these courses. The certificate incorporates existing courses within the RIS inventory.

Specific Recommendation

It is recommended that these two certificates be approved for implementation in fall 2008.

See the attached requirement sheets for CT and MRI.

KENT STATE UNIVERSITY
REGIONAL CAMPUSES
CERTIFICATE
COMPUTED TOMOGRAPHY

NAME: _____ SSN: _____ CAMPUS _____

Purpose: Students completing this certificate program will be able to perform Computed Tomography (CT) procedures in a healthcare setting, after completing clinical competencies. Students are expected to take the American Registry of Radiologic Technologist's certification exam in CT upon completion of the program.

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 submit an application to the CT program (application packet at www.salem.kent.edu). 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 have completed a program in radiologic technology. Students must satisfy the prerequisites of the CT program as seen in the CT Application Packet with a minimum cumulative grade point average of 2.50.

Graduation: Students must pass each course with a minimum grade of "C" to receive the certificate, but must maintain a cumulative grade point average of 2.75 in the RIS courses. Students must also complete all clinical education courses including all required clinical competencies. RIS courses may be taken credit by examination with permission, but may not be completed on a pass/fail basis.

COURSES:	<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
	RIS 34084	CT/MRI Sectional Anatomy I	2	_____	_____
	RIS 34086	CT/MRI Sectional Anatomy II	2	_____	_____
	RIS 44021	Patient Management in CT	3		
	RIS 44022	CT Procedures	3	_____	_____
	RIS 44024	Physical Principles of CT	3	_____	_____
	RIS 44025	CT Clinical Education I	3	_____	_____
	RIS 44027	CT Clinical Education II	3	_____	_____
	RIS 44083	Pathophysiology for Medical Imaging	3	_____	_____
Total Credit Hours			22		

Student Signature

Date

Program Director Signature

Date

Registrar Signature

Date

Dean Signature

Date

Certificate Program Enrollment Approved Effective _____ (Semester/year)

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 10-Sep-07 Curriculum Bulletin _____
Effective Date Fall 2008 Approved by EPC _____

Department Regional Campuses Academic Affairs
College EH - Education, Health and Human Services
Degree CER2 - Certificate >1<2 years
Program Name **Radiologic Imaging Science** Program Code **RIS**
Concentration(s) Concentration(s) Code(s)
Proposal Establish Program

*Magnetic Resonance
Imaging Certificate
C204*

Description of proposal:

Establish certificate program in Magnetic Resonance Imaging.

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

If yes, 0 current total credit hours 27 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):

School of Speech Pathology and Audiology and EHHS.

REQUIRED ENDORSEMENTS

Lynne E. Rowan

Department Chair / School Director / Campus Dean

9/27/07

Joanne Arban

College Dean

9/27/07

Shirley J. Barton

Executive Dean of Regional Campuses

10/1/07

Senior Vice President for Academic Affairs and Provost

1/1/08



Regional Campuses

Interdepartmental Correspondence

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

FROM: Shirley J. Barton, Executive Dean, Regional Campuses *SJB.*

DATE: September 28, 2007

SUBJECT: **CURRICULAR PROPOSAL**

The Salem Campus is requesting approval of two new certificates programs: Computed Tomography and Magnetic Imaging Resonance. The curricular proposal has been reviewed and approved by the program faculty, the Department of Speech Pathology and Audiology, and the College of Education, Health and Human Services.

These certificates are intended for students who have completed a program in radiologic technology and wish to further their education, but do not have time to complete the requirements of the bachelor's degree. Individuals who are accepted into the certificate program will be able to take specialized training in either MRI or CT modalities, and complete the program in less than 24 months.

The proposed certificates will carry out the the regional campus mission of "...delivering area-specific technical education and training to the community while delivering programs that enhance business and employment opportunities in a time of economic transition." Students who complete the certificate requirements will be better prepared for job advancement, and are likely to return to complete the baccalaureate degree.

I now request this proposal be placed on the EPC Agenda for October, 2007. Please let me know if any additional information is needed for consideration by EPC.

SJB/vmc

Enclosure

Transmittal Memo

The purpose of this action is to establish certificate programs in Computed Tomography (CT) and Magnetic Resonance Imaging (MRI).

This proposal was approved by the School of Speech Pathology and Audiology; and is seeking approval from the College of Education, Health, and Human Services; and the university's Educational Policy Council for implementation in fall 2008.

Proposal Summary

Title: Establishment of Certificate programs in Computed Tomography and Magnetic Resonance Imaging concentrations in the Radiologic and Imaging Sciences major.

Subject Specification: The intent of this proposal is to establish certificate programs in Computed Tomography and Magnetic Resonance Imaging in the Radiologic and Imaging Sciences (RIS) major.

Background Information

Description and Rationale:

The Computed Tomography (CT) and the Magnetic Resonance Imaging (MRI) concentrations are currently part of the Bachelor of Radiologic and Imaging Sciences Technology degree offered at the Salem Campus. Two options exist: Option One is for graduates of an associate of applied science degree in radiologic technology as their point of entry. Option Two is for graduates from a hospital-based program who receive 32 credits toward their associate of technical studies degree. Requirements for the Bachelor in Radiologic and Imaging Sciences Technology degree include completion of the AAS or the ATS degree in radiologic technology, Liberal Education Requirements, electives, CT or MRI courses and a Writing Intensive Course.

Some students have requested to complete the CT or MRI courses without completing the remainder of the bachelor degree requirements. The certificate in CT or MRI would accommodate these students. The certificate would still enable them to complete requirements for the national certification exam in CT or MRI and to seek employment. This is due to the fact that a student completes the content specifications of the certification exam plus clinical competencies at a designated clinical site under the supervision of a practicing technologist. Most of these students state they would return at a later time in their professional career to complete bachelor degree requirements.

This certificate would also provide an option for those nuclear medicine technologists without a radiologic technology background who are interested in learning Computed Tomography for a better understanding of Positron Emission Tomography (PET) scanning that is now being fused with Computed Tomography (CT).

In 2006-2007, there were six CT students and eight MRI students enrolled so this action will not impact large amounts of students. However, the certificate is attractive to some students who wish to advance the career ladder in radiology, learn advanced procedures and serve patients in a new manner.

Certificate programs normally contain between 15 and 25 credit hours of coursework from the existing inventory. The total hours for the CT certificate are 22 hours while the MRI hours are at 27. These hours in the MRI program are slightly over the normal certificate program but are necessary for students to complete the didactic and clinical requirements for the MRI certification examination as sponsored by the American Registry of Radiologic Technologists.

The certificate requested would be categorized as: **Postsecondary (one to two academic years):** Requires completion of an organized program of study at the postsecondary level (below the baccalaureate) in at least one but less than two full-time equivalent academic years. (Banner code is C2xx.). Students are completing a radiologic technology or nuclear medicine program prior to entry into the certificate program.

The courses that would comprise the CT Certificate include:

Course No.		Credits	Semester
RIS 34084	CT/MRI Sectional Anatomy I	2	Fall
RIS 44021	Patient Management in CT	3	Fall
RIS 44024	Physical Principles of CT	3	Fall
RIS 44025	CT Clinical Education I	3	Fall
RIS 34086	CT/MRI Sectional Anatomy II	2	Spring
RIS 44022	CT Procedures	3	Spring
RIS 44027	CT Clinical Education II	3	Spring
RIS 44083	Pathophysiology for Medical Imaging	3	Spring
Total Credit Hours		22	

The courses that would comprise the MRI Certificate include:

Course No.		Credits	Semester
RIS 34084	CT/MRI Sectional Anatomy I	2	Fall
RIS 44031	Patient Management in MRI	3	Fall
RIS 44032	MRI Procedures I	2	Fall
RIS 44034	MRI Equipment & Image Acquisition I	2	Fall
RIS 44035	MRI Clinical Education I	3	Fall
RIS 34086	CT/MRI Sectional Anatomy II	2	Spring
RIS 44033	MRI Procedures II	2	Spring
RIS 44036	MRI Clinical Education II	3	Spring
RIS 44039	MRI Equipment & Image Acquisition II	2	Spring
RIS 44083	Pathophysiology for Medical Imaging	3	Spring
RIS 44037	MRI Clinical Education III	3	Summer
Total Credit Hours		27	

Students would follow Kent State University admission requirements as well as the RIS program requirements. Students must submit an application to the CT or MRI program. Students must declare themselves as certificate candidates prior to completing one-half of the required course work, and must complete a minimum of 15 hours at Kent State University.

Students must satisfy the prerequisites of the CT or MRI program as seen in the CT/MRI Application Packet with a minimum of a 2.50 cumulative grade point average.

Students must pass each course with a minimum grade of "C" to receive the certificate but must maintain a cumulative grade point average of 2.75 in the RIS courses. Students must also complete all clinical education courses including all required clinical competencies. RIS Courses may be taken credit by examination with permission but may not be completed on a pass/fail basis.

The offering of a certificate will have no impact on faculty load of the adjunct faculty teaching these courses. The certificate incorporates existing courses within the RIS inventory.

Specific Recommendation

It is recommended that these two certificates be approved for implementation in fall 2008.

See the attached requirement sheets for CT and MRI.

KENT STATE UNIVERSITY
REGIONAL CAMPUSES
CERTIFICATE
MAGNETIC RESONANCE IMAGING

NAME: _____ SSN: _____ CAMPUS: _____

Purpose: Students completing this certificate program will be able to perform Magnetic Resonance Imaging (MRI) procedures in a healthcare setting, after completing clinical competencies. Students are expected to take the American Registry of Radiologic Technologist's certification exam in MRI upon completion of the program.

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 submit an application to the MRI program (application packet at www.salem.kent.edu). 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 have completed a program in radiologic technology. Students must satisfy the prerequisites of the MRI program as seen in the MRI Application Packet with a minimum cumulative grade point average of 2.50.

Graduation: Students must pass each course with a minimum grade of "C" to receive the certificate, but must maintain a cumulative grade point average of 2.75 in the RIS courses. Students must also complete all clinical education courses including all required clinical competencies. RIS courses may be taken credit by examination with permission, but may not be completed on a pass/fail basis.

COURSES:	<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
	RIS 34084	CT/MRI Sectional Anatomy I	2	_____	_____
	RIS 34086	CT/MRI Sectional Anatomy II	2	_____	_____
	RIS 44031	Patient Management in MRI	3		
	RIS 44032	MRI Procedures I	2	_____	_____
	RIS 44033	MRI Procedures II	2	_____	_____
	RIS 44034	MRI Equipment & Acquisition I	2	_____	_____
	RIS 44035	MRI Clinical Education I	3	_____	_____
	RIS 44036	MRI Clinical Education II	3	_____	_____
	RIS 44037	MRI Clinical Education III	3	_____	_____
	RIS 44039	MRI Equipment & Image Acquisition II	2	_____	_____
	RIS 44083	Pathophysiology for Medical Imaging	3	_____	_____
Total Credit Hours			27		

Student Signature _____	Date _____	Program Director Signature _____	Date _____
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Registrar Signature _____	Date _____	Dean Signature _____	Date _____
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Certificate Program Enrollment Approved Effective _____ (Semester/year)



OFFICE OF ACADEMIC AFFAIRS

TO: Educational Policies Council

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

SUBJECT: Agenda for Monday, November 19, 2007
Kent Student Center, Room 310 A-B
3:20 p.m.

DATE: November 13, 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 Academic Affairs 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 Academic Affairs by Friday, November 16, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of October 22, 2007.
Attachment 1

College of Arts and Sciences

2. Establishment of a Center for Materials Informatics.
Effective Fall 2008 *Dean Jerry D. Feezel*
Attachment 2: Proposal | Letters | Catalog Copy | Grant and Contract Awards 2006-07

Regional Campuses

3. Establishment of an Allied Health Management Technology [AHMT] major within the Associate of Technical Studies [ATS] (category B) degree program to be offered on the Trumbull campus. Total credit hours to program completion are 66.
Effective Fall 2008 *Executive Dean Shirley J. Barton*
Attachment 3: Proposal | Catalog Copy and Requirement Sheet | Student and Employer Surveys | OBR Response to Preliminary Proposal | Supporting Documents

LESSER ACTION ITEMS

College of the Arts

School of Fashion Design and Merchandising

1. Revision of the Technical Design and Production [TDPR] concentration in the Fashion Design [FD] major within the Bachelor of Arts [BA] degree program. Revision is replacing requirement FDM 20152 with FDM 20142. Total credit hours to program completion are unchanged at 127-129.
Effective Fall 2008

LESSER ACTION ITEMS *continued***College of Communication and Information***School of Communication Studies*

2. Revision of policy governing admission to the Communication Studies [COMM] major by adding a grammar requirement (minimum 68 score on grammar test or minimum C grade in COM 21000).
Effective Fall 2008
3. Revision of Applied Communication [APCO] concentration in the Communication Studies [COMM] major within the Bachelor of Arts [BA] degree program. Revisions are decreasing general electives by 3 credits and adding requirement ENG 2000 or 30062 or 30063. Total credit hours to program completion are unchanged at 121.
Effective Fall 2008

College and Graduate School of Education, Health and Human Services

4. Revision of the policy governing admission to advanced study in teacher education programs. Proposed policy of minimum C grade in EDPF 29535 and either ITEC 19525 or EDPF 29525 or SPED 2300 will replace current policy of minimum C grade in TECH 19525 and EDPF 29525 (majors in ESCI, INLA, IMTH, ISCI, INSS, LFSC, LSCM, PHSC must have minimum B grade).
Effective Fall 2008
5. Revision of the Education [EDUC] minor. Revisions are removing ADED 42358, adding CI 47330 and revising catalog copy to clarify what student teaching course students are to take within their major. Total credit hours to program completion decrease, from 43 to 42.
Effective Fall 2008

School of Family and Consumer Studies

6. Revision of the Hospitality Management [HSPM] concentration in the Nutrition and Food [NF] major within the Bachelor of Science [BS] degree program. Revisions include changes to Liberal Education Requirements; addition of requirement HM 33050 and electives HM 23012 and RPTM 26060; and increase of general electives. Total credit hours to program completion are unchanged at 121.
Effective Fall 2008
7. Revision of the Gerontology [GERO] concentration in the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree program. Revisions include program summary in catalog copy; changes to Liberal Education Requirements; addition of requirements ENG 20002, BSCI 40020, SOC 42563, 42879, HDFS 34031, 44031; changes to electives; Total credit hours to program completion are unchanged at 121.
Effective Fall 2008

College of Nursing

8. Revision of the policy governing progression for students in the accelerated Bachelor of Science in Nursing [BSN] degree program. Added to the policy is a requirement that these students are to take 30000- and 40000-level courses concurrently.
Effective Fall 2008

Regional Campuses

9. Revision of the Accounting Technology [ACTT] major within the Associate of Applied Business [AAB] degree program. Revision is replacing requirement MATH 11011 with MATH 11010. Total credit hours to program completion decrease, from 61-62 to 60-61.
Effective Fall 2008

LESSER ACTION ITEMS *continued***Regional Campuses *continued***

10. Revision of the Business Management and Related Technologies [BMRT] major within the Associate of Applied Business [AAB] degree program. Revisions include replacing requirement MATH 11011 with MATH 11010 and adding elective COMT 12000. Total credit hours to program completion decrease, from 63-68 to 63-67.
Effective Fall 2008
11. Revision of the Computer Technology major within the Associate of Applied Business [AAB] degree program. Revision is replacing requirement MATH 11011 with MATH 11009 or 11010. Total credit hours to program completion decrease, from 61 to 63 to 60-63.
Effective Fall 2008
12. Revision of the Emergency Medical Service Technology [EMST] major within the Associate of Technical Studies [ATS] category 3) degree program. Revision is replacing requirement MATH 11011 with MATH 11009. Total credit hours to program completion are unchanged at 61-65.
Effective Fall 2008
13. Revision of the policy governing the minimum grade-point average requirement for admission to the Nursing ADN [NRST] major within the Associate of Applied Science [AAS] degree program. The cumulative GPA requirement increases, from 2.50 to 2.70.
Effective Fall 2008
14. Revision of the Occupational Therapy Assistant Technology [OCAT] major within the Associate of Applied Science [AAS] degree program. Revisions are replacing requirement BSCI 11001 with BSCI 11010 and 11020; and requiring general electives to be COMM, BSCI, PSYC and/or SOC courses only. Total credit hours to program completion increase, from 67 to 68.
Effective Fall 2008

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

COURSE CHANGES

Key for course changes:

a Title Abbreviation	d Diversity	H Credit Hours	New New	s Schedule (activity)
C Cross-List/Slash	E Credit-by-Exam	Inact Inactivate	P Prerequisite	T Title
c Course Content	Fee Fee	L LER	R Repeatable	W Writing Intensive
D Description	G Grade Rule	N Number	S Subject	

Course Changes Effective Spring 2008**LER course-prerequisite changes, approved by the URCC:**

ECON 22060 Principles of Microeconomics (3)

Current: MATH 11005.

Revised: None.

ENG 11011 College Writing I (3)

Current: ACT combined English/writing score 1-26; SAT 200-600 and COMPASS 0-94

Revised: ACT combined English/writing score 17-25; or SAT writing score 430-590; or Compass writing score 53-94.

Course Changes Effective Spring 2008 *continued***LER course-prerequisite changes, approved by the URCC *continued*:**

- ENG 21011 College Writing II (3)
Current: ENG 11011 or 11002 and 24 credit hours.
Revised: ~~Minimum of C- (1.7) or better in~~ ENG 11011 or 11002 or HONR 10197 or ACT combined English/Writing score of 26 or higher or SAT Writing score of 600 or higher; and 24 credit hours.
- ENG 21054 Introduction to Shakespeare (3)
Current: ENG 11011 or 11002.
Revised: ~~Minimum of C- (1.7) or better in~~ ENG 11011 or 11002 or HONR 10197 or ACT combined English/Writing score of 26 or higher or SAT Writing score of 600 or higher.
- ENG 22071 Great Books I (3)
Current: ENG 11011 or 11002.
Revised: ~~Minimum of C- (1.7) or better in~~ ENG 11011 or 11002 or HONR 10197 or ACT combined English/Writing score of 26 or higher or SAT Writing score of 600 or higher.
- ENG 22072 Great Books II (3)
Current: ENG 11011 or 11002.
Revised: ~~Minimum of C- (1.7) or better in~~ ENG 11011 or 11002 or HONR 10197 or ACT combined English/Writing score of 26 or higher or SAT Writing score of 600 or higher.
- ENG 22073 Major Modern Writers of Britain and the United States (3)
Current: ENG 11011 or 11002.
Revised: ~~Minimum of C- (1.7) or better in~~ ENG 11011 or 11002 or HONR 10197 or ACT combined English/Writing score of 26 or higher or SAT Writing score of 600 or higher.
- MATH 11008 Explorations of Modern Mathematics (3)
Current: MATH 10005 or 10034.
Revised: None.
Addition to description: Students should have appropriate placement scores, or have minimum C (2.0) grade in MATH 10005 or 10034 or any math course higher than 10034 before taking this class.
- MATH 11009 Modeling Algebra (4)
Current: MATH 10005 or 10034.
Revised: None.
Addition to description: Students should have appropriate placement scores, or have minimum C (2.0) grade in MATH 10005 or 10034 or any math course higher than 10034 before taking this class.
- MATH 11010 Algebra for Calculus (3)
Current: MATH 10005 or 10035.
Revised: None.
Addition to description: Students should have appropriate placement scores, or have minimum C (2.0) grade in MATH 10036 or any math course higher than 10034 before taking this class.
- MATH 11011 College Algebra (4)
Current: MATH 10005 or 10035.
Revised: None.
Addition to description: Students should have appropriate placement scores, or have minimum C (2.0) grade in MATH 10005 or 10034 or any math course higher than 10034 before taking this class.

Course Changes Effective Spring 2008 *continued***Diversity course-prerequisite changes, approved by the URCC:**

- ENG 21001 Introduction to Ethnic Literature of the United States (3)
 Current: ENG 11011 or 11002.
 Revised: ~~Minimum of C (1.7) or better in~~ ENG 11011 or 11002 or HONR 10197 or ACT combined English/Writing score of 26 or higher or SAT Writing score of 600 or higher.
- ENG 21002 Introduction to Women's Literature (3)
 Current: ENG 11011 or 11002.
 Revised: ~~Minimum of C (1.7) or better in~~ ENG 11011 or 11002 or HONR 10197 or ACT combined English/Writing score of 26 or higher or SAT Writing score of 600 or higher.
- ENG 21003 Introduction to LGBT Literature (3)
 Current: ENG 11011 or 11002.
 Revised: ~~Minimum of C (1.7) or better in~~ ENG 11011 or 11002 or HONR 10197 or ACT combined English/Writing score of 26 or higher or SAT Writing score of 600 or higher.

Writing-intensive course-prerequisite changes, approved by the URCC:

- ENG 30001 English Studies (3)
 Current: ENG 11011 or 11002.
 Revised: ~~Minimum of C (1.7) or better in~~ ENG 11011 or 11002 or HONR 10197 and sophomore standing.
- ENG 31006 World Englishes (3)
 Current: ENG 11011 or 11002.
 Revised: ~~Minimum of C (1.7) or better in~~ ENG 11011 or 11002 or HONR 10197 or ACT combined English/Writing score of 26 or higher or SAT Writing score of 600 or higher and sophomore standing.

ADED	49525	Inquiry into Professional Practice (3)	P
BMRT	11000	Introduction to Business (3)	P
CACM	35092	Internship in Conflict Management (3-12).....	P
CACM	36096	Investigation in Conflict Management (3)	P
ENG	20021	Introduction to Creative Writing (3)	P
ENG	25001	Literature in English I (3).....	P
ENG	25002	Literature in English II (3).....	P
ENG	26001	Popular Forms of Literature (3).....	P
ENG	26095	Sophomore Special Topics (3).....	P
ENG	31001	Fundamental English Grammar (3).....	P
ENG	31002	History of the English Language (3).....	P
ENG	31003	Linguistics (3)	P
ENG	31004	Lexicography/Lexicology (3)	P
ENG	32001	Children's Literature (3)	P
ENG	32002	Literature for Young Adults (3).....	P
FDM	10010	Fashion Fundamentals (3)	P
FDM	20141	Flat Pattern and Draping I (3)	P
FDM	30262	Fashion Merchandise Planning and Buying (3)	P
FDM	35270	Computer Applications in Retailing (3).....	P

Course Changes Effective Spring 2008 *continued*

MATH	10004	Developmental Mathematics (4)	PD
MATH	10005	Introduction to College Mathematics (3)	PD
MATH	10031	Fundamental Mathematics I (1)	PD
MATH	10032	Fundamental Mathematics II (1)	PD
MATH	10033	Fundamental Mathematics III (1)	PD
MATH	10034	Fundamental Mathematics IV (1)	PD
MATH	10035	Fundamental Mathematics V (1)	PD
MATH	10036	Fundamental Mathematics VI (1)	PD
MATH	10041	Elementary Probability and Statistics (3)	PD
MKTG	45040	Integrated Marketing Strategy (3)	P
MUS	23241	Music Teaching as a Profession (2)	P
MUS	33213	Teaching Skills in Music Education: Choral/Orchestral (1)	P
MUS	41181	Acoustics and Technology in Music (2)	P
MUS	42357	Student Teaching and Seminar (9)	P
MUS	47014	Folk Guitar Music Education (1)	P
MUS	47411	String Class (1)	P
MUS	47511	Woodwind Class (1)	P
MUS	47611	Brass Class (1)	P
MUS	47711	Percussion Class (1)	P
MUS	48211	Introduction to Piano Pedagogy (2)	P
MUS	49525	Inquiry into Professional Practice (3)	P
RIS	44026	Radiation Therapy Pathology (3)	Inact
RIS	44032	MRI Procedures (3)	Inact
RIS	44034	MRI Equipment and Image Acquisition (3)	Inact

Course Changes Effective Fall 2008

ASTU	20105	Leadership Evaluation (2)	Inact
ASTU	20106	Leadership Evaluation II (4)	Inact
ASTU	30192	Leadership Practicum I (1-4)	Inact
ASTU	40201	Aerospace Ground School (0)	Inact
BSCI	30010	HPE Physiology (3)	Inact
CHDS	78130	Psychopathology for Counselors (3)	P
EDPF	29535	Education in a Democratic Society (3)	P
EDPF			P
Removal of special approval from the following EDPF course prerequisites:			
	29595	39595 60094 68791 68792 68795 69091 69092 69095 69568 69591 69595	
		70094 79568 88791 88792 88795 89091 89092 89095 89581 89591 89592 89595	
FDM	15043	Workroom Techniques I (2)	P
FDM	15044	Workroom Techniques II (2)	P
FDM	20030	Fashion Apparel Analysis (3)	P

Course Changes Effective Fall 2008 *continued*

FDM	20040	Fashion Fabrics II (3)	P
FDM	20121	Fashion Drawing I (3).....	P
FDM	20122	Fashion Drawing II (3).....	P
FDM	20131	Technical Fashion Drawing I (3)	P
FDM	20132	Technical Fashion Drawing II (3)	P
FDM	20141	Flat Pattern/Draping I (3)	P
FDM	20142	Flat Pattern/Draping II (3)	P
FDM	20152	Patternmaking for Technical Design (3).....	Inact
FDM	20263	Fashion Retail Industry (3).....	P
FDM	30013	Fashion and Pop Culture (3).....	P
FDM	30121	Fashion Design I (3).....	P
FDM	30122	Fashion Design II (3).....	P
FDM	30124	Apparel Manufacturing Processes (3).....	P
FDM	30131	Technical Fashion Design I (3)	P
FDM	30132	Apparel Construction for Specialty Markets (1)	P
FDM	30133	Fashion Fabric Application (2)	P
FDM	30141	Fashion Studio I (3).....	P
FDM	30142	Fashion Studio II (3).....	P
FDM	30151	Advanced Patternmaking for Technical Design (2)	P
FDM	30152	Apparel Prototype Production and Analysis (3)	P
FDM	30153	Machine Knitting (2)	P
FDM	30213	Fashion Marketing (3)	P
FDM	30260	Product Development (3)	P
FDM	30262	Fashion Merchandise Planning and Buying (3)	P
FDM	35063	Visual Merchandising and Display (3).....	P
FDM	35125	Textile Applied Design (3).....	P
FDM	35270	Computer Applications in Retailing (3).....	P
FDM	35280	Fashion Entrepreneurship (3)	P
FDM	35900	Florence Fashion Study Orientation (1)	P
FDM	35901	Italian Fashion and Culture (3).....	P
FDM	40121	Fashion Portfolio I (2).....	P
FDM	40122	Fashion Portfolio II (2).....	P
FDM	40131	Technical Fashion Design II (3)	P
FDM	40132	Technical Fashion Design III (3)	P
FDM	40141	Fashion Studio III (3).....	P
FDM	40142	Fashion Studio IV (3)	P
FDM	40151	Technical Design Studio I (3).....	P
FDM	40152	Technical Design Studio II (2).....	P

Course Changes Effective Fall 2008 *continued*

FDM	40291	Fashion Merchandising Seminar (3).....	P
FDM	45011	Fashion Forecasting (3)	P
FDM	45012	Apparel in Global Economy (3)	P
FDM	45092	Internship (3)	P
FDM	45145	Tailoring (3)	P
GEOL	60097	Geology Colloquium (1)	Inact
GEOL	80097	Geology Colloquium (1)	Inact
ITEC		.....	P
		Removal of special approval from the following ITEC course prerequisites:	
		47495 67409 67439 67491 67492 67495 77409 77491 77492 77495	
NRST	10003	Nursing Agency I (6)	Ps
NRST	10005	Therapeutic Use of Self (2)	Ps
NRST	10007	LPN to ADN Bridge Course (2)	New
NRST	20208	Nursing Agency III (6)	PDs
NURS	40085	Inquiry and Research in Nursing (3)	P
OCAT	10002	Therapeutic Techniques I-Psychosocial (5).....	P
OCAT	20001	Occupational Therapy Management Skills (2)	P
OCAT	20005	Clinical Applications (8)	GsPD
RHAB		.....	P
		Removal of special approval from the following RHAB course prerequisites:	
		67728 77728	
SPED		.....	P
		Removal of special approval from the following SPED course prerequisites:	
		63092 63392 36595 63950 63953 63954 63955 63958 63959 63991	
		70094 73535 73950 73953 73954 73955 73958 73959 73991	
VCD		.....	P
		Removal of special approval from the following VCD course prerequisites:	
		13000 13001 20000 20003 20009 22000 22001 23000 23001 23002 24001 24009	
		27000 28000 32000 32001 33000 33001 37000 38003 38004 38008 40025 40052	
		40053 40092 40095 40096 40192 40193 40195 42000 42002 42003 42004 42051	
		43000 43001 43002 43003 43004 43005 43006 43007 43051 46000 46001 46003	
		46053 48005 48007 48009 48092 49098 49198 49199 50025 50052 50053 50193	
		50195 53004 53007 56000 56001 56003 56005 56053 60009 60053 60098 60099	

Corrections to the October 22, 2007, EPC Agenda

CHDS	68068	School Counseling Program Management and Leadership	P
		<i>(prerequisite omitted from list of changes)</i>	
COMM	21000	Communication Grammar Review (1).....	New
		<i>(credit hour corrected)</i>	
OCAT	20000	Therapeutic Techniques II-Physical Dysfunction I (5)	T
		<i>(title corrected)</i>	
TECH	53026	Microprocessor Systems (4)	P
		<i>(prerequisite omitted from list of changes)</i>	

Course list prepared by Lisa N.H. Delaney, Academic Program Coordinator, Curriculum Services



EDUCATIONAL POLICIES COUNCIL

Minutes of the Meeting Monday, October 22, 2007

Ex-Officio Members present: Senior Vice President and Provost Robert G. Frank; Vice Provost Steve O. Michael; Executive Dean Shirley J. Barton; Deans Donald L. Bubenzer, Timothy J. Chandler, Laura Cox Dzurec, Jerry D. Feezel, James L. Gaudino, Gary M. Padak, Denise A. Seachrist, Mark W. Weber, Donald R. Williams; dean representatives Daniele Finotello for John L. West, Elizabeth A. Sinclair-Colando for George E. Stevens

Ex-Officio Members not present: Deans Aminur R. (Raj) Chowdhury, Steven Fong

Faculty Senate-Appointed Representatives present: Cheryl A. Casper, Donald (Mack) Hassler, Barbara J. Hipsman-Springer, Thomas Janson, Natasha Levinson, John A. Marino, Mandy J. Munro-Stasiuk, Vilma Seeberg, James A. Tyner, Robin S. Vande Zande

Faculty Senate-Appointed Representatives not present: Erica B. Lilly, Françoise Massardier-Kenney, Roberto Uribe-Rendon, Sue Ellen Wright

College Curriculum Committee Representatives present: Margaret (Peggy) Doheny, Bruce J. Gunning, Sanda S. Katila, Linda L. Williams, Steven L. Turner for Alexa L. Sandmann, Stephen M. Zapytowski

College Curriculum Committee Representatives not present: David A. Dumpe, Kathryn E. Strand

Observers present: Kali Price, Thomas P. Wakefield

Consultants and Guests present: Diedre Badejo Sebastian A. Birch, Gregory M. Blase, Stephane E. Booth, Gail E. Bromley, Karen W. Budd, Harriett S. Bynum, Ruth C. Capasso, Terri L. Christensen, Lynne R. Crawford, Laura L. Davis, Lisa N.H. Delaney, Scott W. Fleming, Thomas J. Froehlich, Janice J. Gibson, Patricia A. Grutzmacher, Mary Ann Haley, LuEtt J. Hanson, Christine Havice, Josef W. Knott, Richard H. Kolbe, Kiera Manion-Fischer, Mel Anthony May, Nancy E. Mitchell, E. Timothy Moore, Gayle L. Ormiston, Yvonne M. Smith, Catherine M. Snelson, Therese E. Tillett, Richard A. Wiscott

Senior Vice President and Provost Robert G. Frank called to order the Educational Policies Council at 3:26 p.m., on Monday, October 22, 2007, in Room 310 of the Kent Student Center.

Action Item 1: Approval of minutes of August 20, 2007.

Professor Steven M. Zapytowski moved for approval, and Assistant Professor Robin S. Vande Zande seconded. There were no corrections or comments. The minutes were approved as submitted.

Action Item 2: Removal of writing-intensive course status from COMM 26001 Public Communication in Society (formerly COMM 36001); and revision and status confirmation of writing-intensive course COMM 45902 Communication and Influence.

Dean Donald R. Williams, co-chair of the University Requirements Curriculum Committee (URCC), moved the item for approval, which was seconded by Dean Laura Cox Dzurec. The motion was brought to a vote and passed unanimously.

Action Item 3: Establishment of writing-intensive course status for ART 40008 Professional Practices in the Visual Arts (formerly ARTC 45008 Professional Practices Crafts); and removal of writing-intensive course status from ARTC 45099 Senior Project in Crafts.

Dean Williams explained that ART 40008 will replace as a WIC ARTC 45099 and another art course that will have its WIC status removed at a later date. His motion, seconded by Dean Timothy J. Chandler, was brought to a vote and passed unanimously.

Action Item 4: Establishment of writing-intensive course status for GEOG 44010 Geography of the Global Economy and for RIS 44098 Research in Medical Imaging.

Dean Williams said the existing geography course will replace a geography WIC that was removed last year. Establishment of the RIS writing-intensive course for the BRIT program on the Regional Campuses is in line with the URCC's intention for programs to teach writing in their disciplines. He moved for approval of the item, which was seconded by Professor Zapytowski and passed unanimously.

Action Item 5: Establishment of six options within new Interdisciplinary concentration in the Fine Arts [ARTS] major within the Bachelor of Fine Arts [BFA] degree program. They are Interdisciplinary–Drawing/Painting [IDP]; Interdisciplinary–Printmaking/Drawing [IPD]; Interdisciplinary–Drawing/Sculpture [IDS]; Interdisciplinary–Painting/Printmaking [IPP]; Interdisciplinary–Painting/Sculpture [IPS]; and Interdisciplinary–Sculpture/Printmaking [ISP]. Total credit hours to program completion for all are 125.

Dean Chandler noted that the new Interdisciplinary concentration will be the fifth concentration in the Fine Arts major. Its goal is to meet an increased demand from current students and foster creativity in future students who want to work in more than one field. His motion for approval was seconded by Senator Thomas Janson and passed unanimously.

Action Item 6: Establishment of an Acute Care Nurse Practitioner [ACNP] concentration with the Master of Science in Nursing [MSN] degree program. Three courses (NURS 60021, 60022, 60792) are being created for the program. Total credit hours to program completion are 42.

Dean Dzurec moved for approval of the item and requested Lecturer Scott W. Fleming to lead the discussion. He explained the proposal's demand is based on encouragement from Summa Health System and the Cleveland Clinic and a shortage of acute care nurse practitioners in Northern Ohio. Three new courses are being created for the new concentration, and there is adequate faculty to support it. Seconded by Professor Margaret (Peggy) Doheny, the motion was voted upon and passed unanimously.

Action Item 7: Establishment of a Music Technology [MUST] major within the Bachelor of Science [BS] degree program to be offered on the Stark campus. Establishment of two concentrations within the major: Audio Recording [AUDR] and Music Production [MUSP]. Sixteen courses are being created for the program. Total credit hours to program completion are 123-125.

Executive Dean Shirley J. Barton gave a brief overview of the program, beginning six years ago when the Ohio Board of Regents established a policy for Regional Campuses to develop alternative baccalaureate programs. This new program will be the second that Kent State has established (the first was the Bachelor of Radiologic Imaging Sciences Technology at the Salem campus). She said that with strong support from the College of the Arts and the School of Music, she moved the item for approval. Dean Chandler added that the college considers the program an excellent opportunity for Stark; there is no intention at this time to pursue such a major at the Kent campus. He then seconded the motion.

There was some discussion over the word "technology" in the major's title and consultation with the College of Technology. Dean Denise A. Seachrist said that the college had been consulted when the program was first proposed, and that the word "technology" is used in several programs not housed in the College of Technology (e.g., Early Childhood Education Technology). In response to other inquiries, she and others confirmed that the program will be housed in the School of Music; the program developers did meet with the School of Journalism and Mass Communication to discuss collaborations; the Ohio Board of Regents did approve the preliminary proposal; and the faculty did incorporate suggestions from the OBR into the final proposal.

The motion was brought to a vote and passed.

Action Item 8: Establishment of a Respiratory Therapy Technology [RTT] major within the Associate of Applied Science [AAS] degree program to be offered on the Ashtabula campus. Also, establishment of course subject designator RTT. Seventeen courses are being created for the program. Total credit hours to program completion are 63.

Executive Dean Barton moved for approval the proposal, which she said is the first such degree program in the region. Seconded by Assistant Professor Bruce J. Gunning, it passed unanimously.

Action Item 9: Revision of US 10097 First Year Colloquium. Revisions include name (to First Year Experience FLASH Point), content, class size and staffing.

Dean Gary M. Padak explained that the goal with the course revision is to move content from how it has been traditionally taught for the past 30 years to something that is more intellectually engaging and topical. He made a motion for approval, which was seconded by Professor Zapytowski.

A long discussion period followed. To a question about the name change, Dean Padak said that since "flash" is a known identity at Kent State, he searched for derivatives and found "flash point," which has a scientific first definition and a secondary meaning of "point at which someone emerges or comes into being." In response to a question about the ambitious nature of the proposed content, Dean Padak replied that instructors will be encouraged to build the outlined content into their class, in the manner they choose. He and Program Director Terri L. Christensen briefly discussed guidelines and said they currently offer training sessions and plan to upgrade the website as well as work with the Faculty Professional Development Center.

Questions from members included should the course continue to be a university requirement, shouldn't academic disciplines offer their own courses, will traditional content be removed, where will they get enough instructors, will instructor training be the same and what will be the set of outcomes required?

Collectively, Dean Padak and Program Director Christensen replied that results from a national research study showed that a first-year course allows students to make an early connection to their major or area of interest. The course topics are offered through the colleges and specific to them, and gives colleges more impact in the first year; helps students make an early, strong connection to the university and to a faculty member; and builds learning communities with common topics. Traditional topics would be offered in the summer, throughout Week of Welcome and during success cycles. Students may elect to take what they need. It remains the colleges' responsibility to determine faculty workload in regards to teaching these courses; revenue goes back to the college. Training will be conducted in much the same manner as now. In response to outcomes assessment, Associate Provost Stephane E. Booth allowed it will be a challenge, and said they will be relying on comparing their student survey results with the National Survey of Student Engagement.

The main issues with which members continued to express concern were the course continuing to be a university requirement; faculty availability; unavailability of the study referenced in the proposal (2006 study from ACE Fellow Jackie Taylor, which found that the course was not meeting its potential for first-year retention); and the fact that the proposal followed too closely on the pilot proposal to offer flash topics for fall 2007 without a desired evaluation for a final decision. Dean Padak acknowledged the time constraints; although it would be ideal to wait until the end of the semester before deciding to implement, due to the imposed registration and other deadlines for fall 2008, he said it was not feasible.

Associate Dean E. Timothy Moore interjected that assistant and associate deans have been addressing criticism about this course for some time, and there is currently in development a proposal to have the course be letter graded (instead of the current satisfactory/unsatisfactory) and to offer the same type of course for sophomores and juniors. He saw this current proposal as the first phase with continued development.

A vote by show of hands was conducted, and the motion passed with 15 in favor and 12 opposed.

Senior Vice President and Provost Frank invited members to sit on an EPC subcommittee to work with Dean Padak and Program Director Christensen to review the First Year Colloquium course. The following volunteered:

Dean Laura Cox Dzurec
Associate Dean E. Timothy Moore
Associate Dean Nancy E. Mitchell

Dean Denise A. Seachrist
Assistant Professor Robin S. Vande Zande

There was a brief discussion on how to proceed if the course revision does not pass a Faculty Senate vote. Dean Padak said that the subcommittee's work will still be important since the course affects the entire first-year experience; blending it with the LER is critical, he stated. He added that the goal is to raise first-year retention; "we'll give up an opportunity if we give up the connection." An EPC member rejoined that if there is no academic and intellectual reason for the course to exist, it should not.

Discussion Item 1: Review of Liberal Education Requirements (LER).

Senior Vice President Provost Frank began the discussion by saying that most people he has talked to agree that the LER structure can be improved, especially to help students change majors more efficiently. However, the LER is one parameter of the problem; Kent State needs to be clearer about what it expects out of an undergraduate education. In order to accomplish this, the university needs to have a faculty-wide discussion about the Kent State experience for students, which in turn, will drive a curriculum conversation. The three issues he saw needing examination were, first, philosophy of undergraduate education, followed by curriculum and then LER and the first-year experience.

He said the next step is to create a smaller work group, a subcommittee of the EPC, to review and then present a proposal—with EPC input—to the Faculty Senate. His goal is to have it chartered by the end of December or beginning of 2008.

Discussion that followed focused on what kind of education is/should Kent State offering/offer—liberal, general or a mixture of both, Senior Vice President and Provost Frank said he is not envisioning large or radical curriculum changes. Some changes may be marketing; however standards need to be set. He called it an evolution, not revolution.

Information Item 1: Revision of dissertation submission and fee policy.

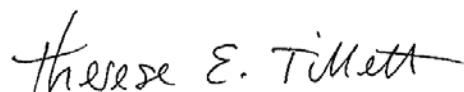
Senator Janson asked if there will be an option for submitted dissertation that is not electronic. Associate Dean Daniele Finotello replied in the negative; however, for dissertations that are creative (such as in the arts), CDs and DVDs are accepted. He clarified that the new policy is stating that the library no longer requires "hard" (paper) copies.

There were no responses to a request from Senior Vice President and Provost Frank to discuss any of the other information items.

Associate Provost Gayle L. Ormiston announced that the prerequisite revision for ECON 22060 Principles of Economics was removed from the agenda. Another revision will appear on the November agenda.

Hearing no other requests for discussion or to elevate an information or lesser item, Senior Vice President and Provost Frank adjourned the meeting at 4:53 p.m.

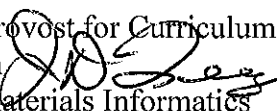
Respectfully submitted,



Therese E. Tillett
Director of Curriculum Services
Office of Academic Affairs



College of Arts and Sciences
Excellence in Action: Your Foundation for the Future

To: Gayle Ormiston, Associate Provost for Curriculum
From: Jerry D. Feezel, Interim Dean 
Re: Proposal for the Center for Materials Informatics
Date: October 12, 2007

I am very supportive of the attached proposal to establish the Center for Materials Informatics (CMI) and forward this to the EPC for approval. Unfortunately, the College Curriculum Committee was divided with a split vote of 7-7 regarding the approval of the CMI. Therefore, I am presenting this to the next level for consideration because I believe it to be a worthwhile initiative.

The concerns of those voting against the Center seemed to be twofold—(a) questioning the value or prospect of success of CMI and (b) opposition to funding support from the College. Though I understand the second concern regarding the use of funds I cannot agree with the first concern questioning the value of the Center. As has been the case in the approval of other centers and institutes recently it is founded upon a successful attainment of major extramural funding and positions the university for continued and expanded success in funded research. Identification of this work under an institutionally supported center is an expectation of the NSF and other funding agencies to grant further financing. Further, it takes the prior independent grant activities the next step in terms of fostering greater collaborative research dealing with materials informatics, within and across colleges.

Dr. Bartolo has worked in close consultation with me, Peter Tandy and John West (of Research and Graduate Studies) and members of the proposed CMI Executive Board while developing the proposal for the establishment of CMI. She has met with the Science Chairs as well as other Center Directors to discuss the mission and focus of the Center. I have circulated a copy of the proposal throughout the College as well as discussed the proposed Center with other Deans at the University. I regret the reluctance of some to support and participate in this initiative and hope to see a greater involvement forthcoming. However, despite the questions raised by some, there is a clearly interested and supportive group of units and researchers standing ready to participate actively in the work of the CMI to expand the productivity and national respect of materials informatics here at Kent State University.

Interim Dean Jerry D. Feezel
 104 Bowman Hall
 Phone 330-672-2650, Fax -2938



**COLLEGE OF ARTS & SCIENCES
KENT STATE UNIVERSITY
INTEROFFICE MEMORANDUM**

TO: Diedre Badejo, Associate Dean and Professor
FROM: Laura Bartolo, Professor, Materials Informatics Lab *Laura Bartolo*
DATE: August 28, 2007
SUBJECT: Transmittal memo for establishing the Center for Materials Informatics

I am submitting the enclosed attachments in support of establishing a Center for Materials Informatics (CMI) in the College of Arts and Sciences.

The mission of the Center for Materials Informatics (CMI) is to conduct materials informatics research and activities to contribute to the integration of materials science research and education at the undergraduate and graduate levels with an initial emphasis on soft matter.

Meetings regarding the establishment of CMI have been held with the following administrators:

- Robert Frank, Senior Vice President and Provost
- John West, Vice President, Research and Dean, Graduate Studies
- Peter Tandy, Acting Vice President, Research and Dean, Graduate Studies
- Jerry Feezel, Interim Dean, Arts & Sciences
- John Stalvey, Associate Dean, Graduate Affairs, Arts and Sciences
- Science Chairs, College of Arts and Sciences

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 6-Sep-07 Curriculum Bulletin _____
 Effective Date Spring 2008 Approved by EPC _____

Department _____
 College AS - Arts and Sciences
 Proposal Establish Center
 Proposal Name **Center for Materials Informatics**

Description of proposal:

The mission of the Center for Materials Informatics (CMI) is to conduct materials informatics research and activities to contribute to the integration of materials science research and education, a STEM area, at the undergraduate and graduate levels with an initial emphasis on soft matter.

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

It complements and distinguishes itself from Biotechnology, Chemical Physics, and Information Architecture and Knowledge Management programs with its emphasis on materials data, research, and education.

Units consulted (other departments, programs or campuses affected by this proposal):
 Biological Sciences, Chemistry, and Physics in the College of Arts and Sciences.

REQUIRED ENDORSEMENTS

Laura M. Bartolo 04/09/07
 Department Chair / School Director / Campus Dean *Materials Informatics Lab*
Jerry D. Roegel 10/22/07
 College Dean

 Executive Dean of Regional Campuses

 Senior Vice President for Academic Affairs and Provost

Center for Materials Informatics (CMI)

1. Purpose and Background

This proposal addresses the establishment of the Center for Materials Informatics (CMI) to expand and build to the next level of collaboration the materials informatics research agenda currently conducted at the University. The mission of the Center for Materials Informatics will be to conduct materials informatics research and activities to contribute to the integration of materials science research and education at the undergraduate and graduate levels with an initial emphasis on soft matter. CMI complements the programs of Biotechnology, Chemical Physics, and Information Architecture and Knowledge Management. It also distinguishes itself from these programs with its emphasis on the generation, exchange, and dissemination of materials data. The goals of the Center will be to:

- Act as a key player in pioneering a new generation of scientific collaboration and communication as well as development of advanced materials in materials science research, learning, and industry.
- Leverage a proven record in securing federal funding to attract additional funding from federal agencies contributing directly to the University, College, and Departments.
- Contribute to the University's mission as a key resource for economic, social, and technological advancement in the region.

Materials informatics is an emerging interdisciplinary field which seeks to facilitate the exchange, analysis, and dissemination of distributed materials information. Its goal is to support more comprehensive understanding of materials behavior and rapid development of materials with novel properties. Innovations in materials include the fabrication of materials and composites to imitate human skin, muscles, bones, and neurons; the development of materials for new sources of power; and the design of materials at the micro- and nano-levels. These developments illustrate the pivotal role played by materials in STEM research and education. Ohio, through its Third Frontier program, and Kent State University, with its successes in Third Frontier, make both the State and the University well positioned to be at the forefront of advanced materials development. CMI will contribute to the State and University's missions by conducting materials informatics research and activities related to effective materials data collection and integration supporting innovative materials computation and experimentation.

One example of the proposed Center's work would be to contribute to the development of information management mechanisms in the area of soft matter. Soft matter includes a range of materials, such as liquid crystals, polymers, and proteins. Significant research products are generated in the labs of experimentalists and theorists across the disciplines. Advances in the field could be accelerated by removing barriers, such as differing data formats and terminologies, to support researchers in building on one another's work. With experts in the field, CMI would work to build through consensus protocols for data format, metadata content, and taxonomies. The results of such efforts would lead to better interoperability for data exchange, as well as enhanced description and organization for resource discovery and use, benefiting researchers as well as supporting the integration of appropriate recent research products into STEM learning.

Stable and sustainable research organizations are best positioned to win large awards from federal funding agencies as well as attract significant outside partners. CMI builds upon the success of the KSU Materials Informatics Lab (MIL)¹ directed by Laura Bartolo². MIL (<http://orbis.kent.edu/>) has led several large grant projects funded by federal agencies with Bartolo as Principal Investigator, such as the Materials Digital Library which was funded by NSF in 2003-2005 and followed by the Materials Digital Library Pathway (MatDL) which is a 4-year, \$2.59M NSF grant (\$1.5M to Kent State University). MatDL, as part of the

¹ RAGS, *Grant & Contract Dollars Awarded to KSU, 2006-07*, MIL, \$1,256,241 (4 grants, 6.41%, Total KSU Research Dollars).

² The total amount of external federal funding awarded Professor Bartolo as PI or Co-PI since her faculty appointment in 1992 has been approximately \$5M. She has been PI on 8 of 10 federally funded grants since she received tenure in 1998.

NSF National Science Digital Library (NSDL), has been selected as the national Pathway focusing on the materials science community with a target audience that includes undergraduate and graduate students, faculty, and researchers. The current consortium of NSDL MatDL Pathway includes: Kent State University, National Institute of Standards & Technology, Massachusetts Institute of Technology, University of Michigan, Purdue University, and Iowa State University.

With the selection of MatDL as the national Pathway for the materials science research and education community, Bartolo has assumed national and international leadership roles, including:

- Invited participation and presentation at the August 2006 Cyberinfrastructure Workshop for Materials Science supported by and held at NSF. The purpose of the Workshop was to identify for future funding possibilities the research and learning needs of the materials science community to be met through cyberinfrastructure.
- Chair of the September 2006 Materials Digital Library Workshop supported by and held at NSF which brought together key Materials Research Science and Engineering Centers (Cornell, MIT, Northwestern, and Princeton) with a focus on soft matter to identify near- and long-term collaboration with MatDL for positive impacts on materials science research and education. The NSF Division of Materials Research has highlighted the Workshop Report (www.nsf.gov/mps/dmr/reports.jsp) and MatDL will begin pilot projects with the four MRSECs this summer.
- Co-Chair of the *Exchangeable Materials Data to Support Scientific Research and Education* Task Group of the International Council for Science (ICSU) Committee on Data for Science and Technology (CODATA). The Task Group is bringing together key materials scientists and government labs from countries in Africa, Asia, Europe, North and South Americas with an initial meeting in Deli, India, March 2008.

The convergence of successes, need, and forthcoming federal funding programs³ make this the opportune time to scale up from the KSU Materials Informatics Lab (MIL) by investing in the establishment of CMI. University support is needed now to build upon these initial accomplishments and launch the Center for Materials Informatics at KSU as a stable, persistent, and widely recognized organizational entity. With this firm foundation, CMI can inspire confidence, trust, and an eagerness to collaborate in potential outside partners, such as NSF's MRSECs, to attract significant external funding, strategically positioning the University to fully capitalize on the wide range of emerging national and international funding opportunities. University investment is required now to establish CMI as a sustainable enterprise.

2. Institutional, Research, and Professional Service Activities

CMI will work collaboratively at the University through existing organizational channels in the College of Arts and Sciences and the science departments to facilitate KSU, regional, national, and international interdisciplinary interaction and innovation with materials informatics. A phased approach to University support for the Center for Materials Informatics will enable CMI to establish a stable foundation and prove itself through an increasing return on investment. CMI will contribute to University's priorities for materials science through the following major objectives.

Phase 1: Establish CMI (See section 6, Proposed Budget, Minimal Level of Support)

To advance a materials informatics research agenda leading to significant funding, CMI will:

- a. Aggressively pursue federal programs for cyberinfrastructure and networking in support of materials science research and education (See section 1, Purpose and Background; Footnote 1).
- b. Expand and strengthen existing national and international partnerships. CMI will also facilitate networking among KSU MS researchers and CMI partners with similar research interests for inter-

³ NSF and other Federal agencies such as NIST and DOE as well as their international counterparts have laid out long-term strategic funding agendas emphasizing cyberinfrastructure-enabled materials science and networking partnerships.

institutional collaborations, such as MatDL partners (See pg 1) as well as other groups like NSF Materials Research Science and Engineering Centers (MRSEC), DOE National Labs, and CODATA Task Group country members.

Phase 2: Establish Fellows Network & Outreach (See section 6, Proposed Budget, Intermediate Level of Support)

To support the University's priorities for STEM and advanced materials, CMI will contribute to:

- a. The Fellows Network for KSU science faculty. This Network will be established and administered by the College and the science departments in partnership with CMI. With summer release support, Fellows can pursue their own research agendas through any of the following activities:
 - i. Learn about CMI and materials informatics by investigating issues in Fellow's subdomain likely to lead to federal funding.
 - ii. Apply CMI materials informatics tools and practices to better position KSU Materials research for cyberinfrastructure funding.
 - iii. Partner with CMI on federal external funding proposal through small or large multidisciplinary, multi-institutional collaborations (including with but not limited to CMI collaborators).
- b. Existing University science lecture series. In partnership with the College and science departments, CMI will sponsor two national or international speakers as well as two regional speakers per year in the area of materials informatics.
- c. Intern/assistantship program to provide rich experiences for upper level undergraduate and graduate students in materials informatics administered by the College and science departments.

Phase 3: Establish Visiting Appointments & STEM Graduate Assistantships (See section 6, Proposed Budget, Comprehensive Level of Support)

To engage early adopters and foster multidisciplinary, multi-institutional partnerships, CMI will:

- a. Invite national and international leading researchers in materials informatics through visiting appointments to collaborate with CMI and the Fellows Network. Visiting researchers will help integrate CMI's work into the national and international materials efforts as well as grow the activities of CMI and the Fellows Network.
- b. Seek additional funding for graduate assistantships in KSU science departments to be administered by the College and science departments in partnership with CMI. Graduate Assistants would work with CMI and the Fellows Network on research and/or teaching efforts utilizing materials informatics, helping to forge a new generation of scientific communication and collaboration.

3. Administrative and Reporting Structure

CMI will report to the Dean of the College of Arts and Sciences with advice from the Vice President of Research and Graduate Studies.

- a. The CMI Director will be responsible for leading and promoting CMI, its external funding program, as well its research activities both inside and outside the University. The director will report to the Dean of the College of Arts and Sciences with advice from the Vice President of Research and Graduate Studies. It is planned that Laura Bartolo will be the initial CMI Director.
- b. The CMI Research Associate will assist the director in planning and implementing research activities and in managing the work of students and interns in collaboration with others participating in CMI projects. The research associate will report to the CMI Director. It is planned that Cathy Lowe will be the initial Research Associate.
- c. The CMI Administrative Assistant (part-time) will assist the director in managing the budget, preparing grant proposals, handling promotion and correspondence, and making travel arrangements. The administrative assistant will report to the CMI Director. It is planned that Mary Ann Kopcak will be the initial Administrative Assistant.

Arns (CMI) 50

- d. CMI assistants and interns will assist the CMI Director, CMI Research Associate, and the CMI Fellows on assigned projects, and will report to the CMI Research Associate. Visiting appointments will engage in collaborative research activities with the CMI Director, CMI Research Associate, and the CMI Fellows, and will report to the CMI Director. The STEM assistants will report to their respective Science Departments in partnership with the CMI Director.

4. Operating Policies and Procedures

CMI will work with existing organizational channels in the College of Arts and Sciences and the science departments, the Executive Board and the External Advisory Board, as well as follow the University Research and Graduate Studies allocation policy (See section 4 d). See external letters of support.

- a. The Fellows Network for KSU science faculty. In partnership with CMI, the College and the science departments will establish and administer the Fellows Network for KSU science faculty. Through summer release time the Network will support and promote small and large scale multidisciplinary collaborations through materials informatics within the University and with outside collaborators. The following have been invited and have accepted to be Fellows.

Helen Piontkivska	Assistant Professor	Biological Sciences
John Portman	Assistant Professor	Physics
Yuriy Tolmachev	Assistant Professor	Chemistry

- b. The KSU Executive Board. The Executive Board will be comprised of distinguished research scientists in materials science at the University who will counsel CMI in identifying significant informatics challenges in materials science and promising research directions likely to lead to extramural funding. The following individuals have agreed to be on the Executive Board.

Satyen Kumar	Professor	Chemical Physics, Physics
Samuel Sprunt	Professor	Physics
Robert Twieg	Professor	Chemistry

- c. The External Advisory Board. The Advisory Board will be comprised of well respected early adopters in the materials science community representing academic and government scientists, business professionals working with government and industry, as well as experienced regional leaders. The following individuals have agreed to be on the Executive Advisory Board.

Sharon Glotzer	Professor	University of Michigan
John Rumble	T. Director	International Information Associates
James Warren	Director	CTCMS, MSEL, NIST
To be determined		Member, KSU Board of Trustees

- d. RAGS Allocation Policy. CMI will follow the allocation policy for external funding recommended by the University Research and Graduate Studies. External awards involving CMI and science departments will be divided between the College of Arts and Sciences and the department(s); external awards involving only the CMI Director and staff will go to the College. The College will provide CMI space (See section 5, Current and Future Space Needs), basic communication, equipment, and office needs, as it does to other parts of the College Office; an operating budget (See section 6, Proposed Budget, Minimal Level of Support); and 3 to 5 percent of the College's portion of external funding allocation generated by CMI.

5. Current and Future Space Needs

With University support to provide the following current adjacent physical facilities in the Science Corridor, CMI will not need additional space.

- Two offices (Director, Research Associate), 1 cubicle (Administrative Assistant)
- Computer lab/meeting space sufficient to hold CMI staff & up to 6 student assistants

CMI will work in collaboration with other Science departments in the College of Arts & Sciences to accelerate plans to build the Interdisciplinary Science Building in the 2009-2010 biennium.

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6. Proposed Budget (Ongoing University/College support provided)

Phase 1: Establish CMI (Minimal Level of Support – Operating Budget*)

- Director position, 12-mo., 6 yr. appointment (includes base salary, benefits, stipend)
- Research Associate, 12-mo., 3 yr renewable appointment (includes base salary, benefits)
- Administrative position, part-time position (includes base salary, benefits)
- Seed support for CMI Fellows Network, 3 yr renewable appointment (includes stipend, benefits)

Phase 2: Establish Fellows Network & Outreach (Intermediate Level of Support)

- Honorarium and Travel support for speakers
- Support for upper level undergraduate materials informatics intern/assistantship program

Phase 3: Establish Visiting Appointments & Graduate Assistantships (Comprehensive Level of Support)

- Stipend, travel, and living support for Visiting Appointments
- Additional matching funding for graduate assistantships in KSU science departments. Graduate Assistants would work with CMI Fellows on research or teaching efforts utilizing materials informatics.

* University and College of Arts and Sciences would match contribution. RAGS would provide support from Indirects. Funds from MatDL award would provide bridging support.

7. Evaluation Procedure

The CMI Director will be responsible for preparing and presenting an annual progress and direction report. The progress and accomplishments of CMI will be evaluated by the Dean of the College of Arts and Sciences and will be circulated to the Vice President for Research and Graduate Studies, the Executive Board, and the External Advisory Board. The center and director will be reviewed at the end of the 4th year or the beginning of the 5th year by the Dean of Arts and Sciences with advice from the Vice President for Research and Graduate Studies.

Metrics for CMI success will include:

Phase 1

- Ratio of CMI costs to external funding revenue**

** Minimum return of investment to KSU from future grants awarded to CMI Administration will cover partial support for salary lines of Director, Research Associate and Administrative Assistant.

Phase 2 (Phase 1 metric plus)

- Number of collaborative partnerships
- Number of upper level undergraduate internships

Phase 3 (Phase 1 & 2 metrics plus)

- Tangible, demonstrable results from prior funding
- Number of visiting appointments
- Number of graduate assistantships

• Timetable

Fall 2007	CMI proposal review at the A&S College Curriculum Committee.
Fall 2007	CMI proposal review at the University Educational Policies Council.
Fall 2007	CMI proposal review at Faculty Senate.
Fall 2007	CMI proposal review by the Provost
Fall 2007	CMI proposal review by the President.
January 31, 2008	Present CMI proposal for approval at KSU Board of Trustees Meeting.

-----Original Message-----

From: Booth, Stephane
Sent: Wed 10/17/2007 12:30 PM
To: BARTOLO, LAURA
Subject: RE: Center proposal going to EPC & Assessment

What you have is very good. Please let me know if I can be of any assistance at time of implementation.

Good Luck!

Stephane

From: BARTOLO, LAURA
Sent: Wed 10/17/2007 10:45 AM
To: Booth, Stephane
Subject: Center proposal going to EPC & Assessment

Dear Associate Provost Booth,

I've attached a copy of the proposal to establish the Center for Materials Informatics which will be coming to EPC. On page 5 is listed metrics which will be analyzed. Would this fit with an annual assessment of the proposed Center?

Thank you for your help.

Laura Bartolo

=====
Laura M. Bartolo
Professor
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Materials Informatics Laboratory
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Kent State University
Kent, OH 44242-0001 USA

ph: 330.672.1691
fx: 330.672.3816
em: lbartolo@kent.edu

Center for Materials Informatics: Proposed Budget

Proposed Budget

Budget: Establish CMI & Fellows Network

Position	Support
Director <ul style="list-style-type: none"> • 12 month position • 6 year appointment 	<ul style="list-style-type: none"> • base 9 month salary + benefits • 3 summer months • admin stipend
Research Associate <ul style="list-style-type: none"> • 12 month • 3 year appt, renewable 	<ul style="list-style-type: none"> • base 12 month salary • benefits
Administrative Ass't <ul style="list-style-type: none"> • .5 FTE 	<ul style="list-style-type: none"> • hourly salary
~3 CMI Fellows <ul style="list-style-type: none"> • 1 summer month • 3 year appt, renewable • Biological Sciences, Chemistry, Physics 	<ul style="list-style-type: none"> • summer stipend/fellow • benefits

University Investment & CMI Reimbursement				
Year	KSU Commitment to CMI		From MatDL Grant**	CMI Commitment to reimburse KSU***
	Operating Budget (New Money)	Indirects*		
07-08	\$ 31,000	\$48,000	\$61,000	
08-09	\$ 50,000	\$41,000	\$54,000	\$10,000
09-10	\$ 70,000	\$43,000	\$36,000	\$20,000
10-11	\$ 82,000	\$35,000		\$50,000
11-12	\$ 99,000	\$36,000		\$68,000
12-13	\$117,000	\$38,000		\$81,000

*It is requested that indirects be used to cover Fellows stipends for 6 years and for Administrative Assistant in the first 3 years.

**MatDL grant (excluding indirects) covers partial support for salary lines of Director and Research Associate for 3 years.

*** Minimum reimbursement to KSU from future grants awarded to CMI Administration to cover partial support for salary lines of Director, Research Associate and Administrative Assistant.

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The following are a sampling for references to Materials Informatics:

1. Book 2. Entrepreneurial company 3. International Materials Science Professional Society – article 4. International journal article (Japan) 5. International journal article (China)

1. Book

National Materials Advisory Board, National Research Council of the National Academies. (2005). *Going to extremes: meeting the emerging demand for durable polymer matrix composites*, Washington, D.C. : National Academies Press. ISBN: 978-0-309-09715-4 Available at: <http://books.nap.edu/openbook.php?isbn=0309097150>
(See Attachment 1 Executive Summary, Recommendation, pg.3)

2. Entrepreneurial company advertisement

Accelrys, Materials Science Software & materials informatics
www.accelrys.com/technologies/datasheets/materials.pdf
(See Attachment 2, pg.2 for Accelrys' interest in materials informatics)

3. International Materials Science Professional Society - article

Peurrung, L.M. & Ferris, K.F. (Ed.). (2007). The materials informatics workshop: Theory and application. *JOM Journal of the Minerals, Metals and Materials Society*, 59 (3). [ISSN 1047-4838 (Print) 1543-1851 (Online) Publisher: Springer Boston]. DOI 10.1007/s11837-007-0039-y

4. International journal article (Japan)

Chikyow, T. (2006). Trends in materials informatics in research on inorganic materials. *Science & Technology Quarterly Review*, 20, 59-71 [ISSN 1349-3671 Publisher: National Institute of Science and Technology Policy].

5. International journal article (China)

Wei Qunyi, Peng Xiaodong, Liu Xiangguo, Xie Weidong. (2006). Materials informatics and study on its further development. *Chinese Science Bulletin*, 51(4), 498-504 [ISSN 1001-6538 (Print) 1861-9541 (Online) Publisher: Science Press, co-published with Springer-Verlag GmbH]. DOI 10.1007/s11434-005-0498-x

Wei Qunyi 1 Contact Information, Peng Xiaodong 2, Liu Xiangguo 2 and Xie Weidong 2

(1) Library of Chongqing University, Chongqing, 400044, China

(2) Mechanical Engineering College, Chongqing University, Chongqing, 400044, China

Abstract Materials informatics is a cross discipline combining materials science and information science. The concept of materials informatics was introduced and expounded. The current status of research and application of materials informatics was analyzed. And the main tasks and research areas of materials informatics were summarized. Then the foundation and significance of its development in China was discussed. Lastly the development vision of materials informatics was proposed.

Keywords materials informatics - material database - standardization - combinatorial material science - development vision

Free Executive Summary

Going to Extremes: Meeting the Emerging Demand for Durable Polymer Matrix Composites



Committee on Durability and Life Prediction of Polymer Matrix Composites in Extreme Environments, National Research Council

ISBN: 978-0-309-09715-4, 80 pages, 8.5 x 11, paperback (2005)

This free executive summary is provided by the National Academies as part of our mission to educate the world on issues of science, engineering, and health. If you are interested in reading the full book, please visit us online at <http://www.nap.edu/catalog/11424.html>. You may browse and search the full, authoritative version for free; you may also purchase a print or electronic version of the book. If you have questions or just want more information about the books published by the National Academies Press, please contact our customer service department toll-free at 888-624-8373.

Advanced polymer matrix composites (PMC) have many advantages such as light weight and high specific strength that make them useful for many aerospace applications. Enormous uncertainty exists, however, in predicting long-term changes in properties of PMCs under extreme environmental conditions, which has limited their use. To help address this issue, the Department of Defense requested a study from the NRC to identify the barriers and limitations to the use of PMCs in extreme environments. The study was to focus on issues surrounding methodologies for predicting long-term performance. This report provides a review of the challenges facing application of PMCs in extreme environments, the current understanding of PMC properties and behavior, an analysis of the importance of data in developing effective models, and recommendations for improving long-term predictive methodologies.

This executive summary plus thousands more available at www.nap.edu.

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Executive Summary

Polymer matrix composites (PMCs) have been manufactured for over 50 years in the United States. The composites industry utilizes various resins (typically epoxies, vinyl esters, or polyesters), curing agents, and fiber reinforcements (typically, glass fibers). It produces a wide spectrum of industrial components and consumer goods, ranging from boats, bathtubs, and auto bodies to a variety of other parts and components.

Advanced PMCs are a sector of the composites industry that is characterized by the use of expensive, high-performance resin systems and high-strength, high-stiffness fiber reinforcement. While the aerospace industry, including military and commercial aircraft of all types, is the largest customer for advanced PMCs, these materials have also been adopted by sporting goods manufacturers, which sell high-performance equipment to the golf, tennis, fishing, and skiing and boarding markets.

Advanced PMCs have been extolled for their many advantages, including light weight, high specific strength and stiffness, property tailorability, and increased flexibility of design. However, in environmental conditions differing greatly from the ambient—that is, in extreme environments—the inherently complex material response of PMCs over time and the resulting evolution of their structural and functional properties have limited their effectiveness.

In particular, because of the complex nonequilibrium thermodynamic state of the polymer matrix, enormous uncertainties exist when predicting changes in the properties of PMCs as they are exposed over their lifetime to complex stress, moisture, and temperature conditions. Because such exposures can be coupled with exposure to chemical corrosives, ultraviolet radiation, or other degrading environments, the development and validation of predictive tools becomes ever more challenging. The inability to predict material performance under severe operating conditions is brought about by an inadequate understanding of the underlying physical mechanisms for material degradation, damage evolution, and failure in the hierarchical and highly heterogeneous material/structure. Taken together, these limitations on understanding have caused the design of composite components to be based on a relatively crude knockdown factor¹ or similar approaches in an attempt to account for the long-term evolution of the material's properties.

This inability to predict the long-term durability of PMCs—and the consequent overdesign of structures necessitated by this uncertainty—has limited their use. In some cases, PMCs are not used because the overdesigned part does not result in any design advantage. These issues are most serious for PMCs used in aggressive environments, where the stresses on the materials are high and numerous, leading to even larger uncertainties in polymer response over time. At the same time, it is in many such extreme environment applications that the advantages of lightweight, tailorable materials would be most beneficial.

¹ A simple way to proportionally adjust all properties of a material at an elevated temperature is to multiply them by a factor based on the ratio of one property (yield strength, for example) at that temperature to the same property at ambient conditions.

For example, the combination of light weight and stiffness offered by PMCs makes them attractive candidates for structural components in both military and civilian applications. In aerospace applications, where thin structures and complex shapes are needed to save weight, the ability to create a unitized structure complete with integral stiffeners and skin significantly reduces the number of parts and fasteners in an aircraft structure. Potentially more important than specific strength, though, is the ability to make polymer composites multifunctional. In addition to providing structure, multifunctional materials may provide sensing, moving, analyzing, communicating, and acting capabilities. The flexibility in processing composite materials could enable many of these advances. A number of innovative designs planned for deployment in extreme environments may only be possible with the use of advanced PMCs.

In mission-critical applications, however, these new materials cannot be used without knowing their reliability. The current use of PMCs could increase dramatically if methods could be developed to reliably predict long-term durability and performance of polymer composites subjected to aggressive environmental conditions. To improve this situation, several factors must be considered, including the current state of predictive modeling and design practice for PMC components, the variety of accelerated testing techniques used to qualify material components, the influence of processing parameters, existing long-term databases, and target applications. To significantly advance the predictive capability, which will in turn enable reliable and tighter design of PMCs and dramatically increase insertion opportunities, the following recommendations are offered.

Recommendation: To successfully address the complexities of predicting the performance of PMCs, organizations should assemble interdisciplinary teams with experience in chemistry, polymer physics, materials, processing, mechanics, testing, component and system design, and application of PMCs in extreme environments.

While "interdisciplinary" has long since become a buzzword in scientific circles, actual interdisciplinary research is rare. Truly integrated interdisciplinary research is characterized by the synergistic fundamental contributions of researchers in different disciplines leading to advances that would not be possible otherwise. One reason for the lack of follow-through in many joint projects is that working across disciplines is difficult. It takes much more time and effort to communicate across disciplines and to focus on the connection between data and theories that originate from different length scales and different physics. Another reason for the failure to integrate research is that an individual researcher can be very successful while staying in one field, acquiring funding and publishing papers. However, the challenges of PMCs are too great for this situation to be allowed to persist. To enable design of PMCs to their potential for use in extreme environments, simplistic empirical approaches (such as knockdown factors) must be replaced by mechanism-based models for a range of behaviors, from chemical kinetics to delamination, which can predict long-term durability and performance. Researchers and organizations must team along nontraditional lines and form sustained collaborations to develop the models that are needed. Nowadays, teams are generally assembled by commercial technology integrators, so this recommendation is in many ways aimed at those teams. However, there are other ways to ensure the required teaming, including (1) wording federal program solicitations such that only sufficiently integrated teams will be able to compete successfully and (2) populating review panels for academic proposals with multidisciplinary experts.

Recommendation: A steering committee should be created across the PMC community, initiated and supported across a number of federal organizations, to oversee the development and maintenance of a roadmap (or roadmaps) for PMCs in extreme environments.

Technology roadmaps provide an effective framework for focused product development by highlighting the technology gaps that limit the transition of concepts to production. The preparation of a useful technology roadmap requires an understanding of a range of technical and nontechnical issues, including the current science and technology, future performance targets, technical, institutional, and market barriers, and R&D needs. While individuals, companies, and government agencies could all draft their own roadmaps, a team effort with an effective oversight mechanism is needed for success. The implementation of such a roadmap will require sustained attention, frequent updating, and effective integration of responsibilities and results.

EXECUTIVE SUMMARY

3

The relevant PMC community includes the agencies interested in the efficacious use of PMCs to accomplish their missions—for example, National Aeronautics and Space Administration (NASA) for aeronautics and space exploration; Department of Defense (DOD) for defense systems; Federal Aviation Administration (FAA) for civil aviation; and National Oceanic and Atmospheric Administration (NOAA) for undersea exploration. As critical are the prime contractors responsible for designing and building the vehicles and structures that will operate in the extreme environments. The industrial technology companies are the main developers of the components, and the vehicle operators (the commercial airlines) are also stakeholders. Finally, the academic community that strives to understand and model the behavior of these advanced materials is also an essential element. Any oversight mechanism for roadmap stewardship must include members from all of these communities, but it should be initiated by the mission agencies.

Recommendation: Mission agencies should offer sustained support to develop and maintain comprehensive information on PMC properties in a new materials informatics initiative. A steering committee on the needs of the PMC community should be formed to ensure that this effort is effectively targeted. This committee should be responsible for developing guidelines and overseeing operations for a national PMC informatics initiative.

With one eye on the fine example set by the bioinformatics field, a materials informatics effort for PMCs should be pursued. Informatics has evolved in recent years as a branch of computer science and information technology that is concerned with the structure, creation, management, storage, retrieval, verification, validation, dissemination, and transfer of information. Informatics also innovates and optimizes the ways people generate, use, and find information.²

A number of official databases in bioinformatics and other fields are actively operating. The types of data sought for materials could be established from roadmaps and from lists of critical material properties. Data could be acquired automatically or through a manual curation process, or a combination of these. For instance, papers are added as they are published by automatic abstraction from a central journal database, and tools to visualize, extract, and analyze the data are constantly being updated. Such a model would be ideal for implementation of a database structure for PMCs. The materials database(s) will need to house critical data ranging from chemical structure and microstructural lay-up, to processing conditions and environmental profiles, to data utilization in designs, macroscopic properties over time, and failure modes and images. Curators and programmers will be essential to collect and add verified data, maintain and distribute data, and generate extraction, visualization, and analysis tools. The need for the centralized database is overwhelming given the vastness of the problem—namely, to systematically relate PMC response mechanistically by examining behaviors from chemical kinetics through microcracking. Readily available detailed, complex data are essential for researchers to develop reliable performance models for coupled response that can be validated and then incorporated into structure design.

² The definitions and discussions of informatics in the Wikipedia are recommended. Available at <http://en.wikipedia.org/wiki/Informatics>. Accessed May 2005.

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The solutions aid the optimization of products and processes that are based on the performance or properties of chemicals or materials. Applications include specialty and commodity chemicals, catalysts, paints, dyes, detergents, pharmaceuticals, electronics, aerospace, and personal care products.

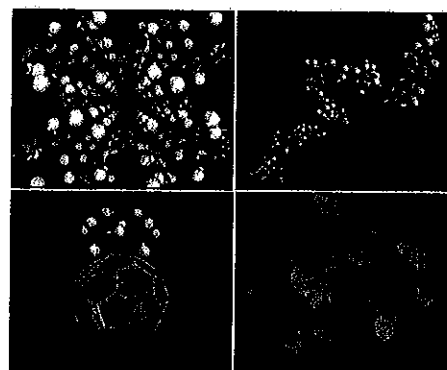
The Accelrys Pedigree

A public company listed on Nasdaq (ACCL), Accelrys reported revenues of \$86m in 2003 and has around 600 employees worldwide, including over 200 Ph. D. scientists. This staff is located at three centers of excellence in San Diego, CA, Cambridge, UK, and Bangalore, India, and at sales and support offices throughout the US, Europe, and the Asia/Pacific region. Our SciTegic subsidiary is the leader in data pipelining for workflow.

Accelrys' validated materials science technology includes products such as Cerius² and Insight II that are the gold standard in scientific computation. These industry-leading UNIX-based software environments for materials modeling are the result of nearly twenty

years of continuous development work by Accelrys and its industrial and academic partners. They are used by thousands of scientists at hundreds of organizations worldwide. Accelrys is continuing to extend this technology and to broaden access to it through Materials Studio®, the next generation of materials research software, accessible via personal computers.

The Accelrys materials modeling offering is augmented through a strategic business alliance with HP. More at www.accelrys.com/materials/hp/.



▲ *Materials Studio offers a broad range of solutions for computational materials science. Clockwise from top left: the crystal structure of urea; the polyether imide polymer; a mesoscale simulation of a polymer blend; and a quantum mechanical simulation of the interaction of water on a carbon nanotube tip.*

Proven Return on Investment

Modeling and simulation allows researchers to focus on the most promising candidates for further experimental work, enabling substantial time and cost savings.

In the study, 'Modeling and Simulation: The Return on Investment in Materials Science', market research firm IDC concluded that for each dollar invested in modeling and simulation software and its support infrastructure, \$3 to \$9 was returned to the company in incremental revenue and costs savings.

For example, at the nanotechnology company e2v, Dr Richard Gilbert, commented "Materials modeling, when used to solve a problem with an existing product, saved over £500k in development costs. This work found a solution in less than two weeks, so the cost of the software was recouped in about one week."

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MS Modeling Products

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- DPD
- Equilibria
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- GFA (Genetic Function Approximation)
- Materials Visualizer
- MesoDyn
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- Polymorph Predictor
- QSAR
- Reflex
- Reflex Plus
- Synthia
- VAMP
- X-Cell

MS Matinformatics Products

- CombiMat
- FAST

And at Continental Tire, Dr Michael York, said "A refinement in our process was directly initiated based on the knowledge and understanding gained from identifying the adverse reaction by modeling. A saving of over \$1.5 million per year was realized."

Materials Studio - a Unique Solution

A complete range of Accelrys' materials science solutions is now available through Materials Studio. Materials Studio brings, to the desktop PC, new and existing technology previously offered through Cerius² and Insight II.

In the Materials Studio software environment, any researcher can easily create and study models of molecular or materials structure, exploiting stunning graphics capabilities to present their results. Integration with standard PC productivity tools facilitates the communication of this data. A flexible client server architecture harnesses the power of Windows, Linux, and UNIX servers to run computational methods on any connected computer server, delivering results direct to the desktop.

The Materials Studio software solutions are offered through the MS Modeling and MS Matinformatics product families.

Leading Modeling Solutions

MS Modeling is unique in that it offers a complete range of modeling and simulation methods, covering the length range from the sub-atomic quantum scale, through the molecular level, to the micrometer mesoscale. Methods to model the behavior of systems on each of these scales are combined with analytical instrument simulation and statistical correlation techniques, allowing detailed study of structure, properties, and processes.

MS Modeling solutions focus on the following main fields:

- **Catalysis, separations, and reactions** - predict properties, model separations processes, and study chemical reactions
- **Materials characterization and design** - determine and characterize materials structure and make maximum use of data from analytical instruments
- **Crystallization and additives** - predict and control the structure, properties, polymorphism, and crystallization behavior of molecular crystals

• **Polymers and soft materials** - study properties and processes including blending, miscibility, diffusion, and mechanical properties

• **Solid state and surface chemistry** - understand the structure of crystals, interfaces, and surfaces, predicting mechanical, electronic, magnetic, and reaction properties.

Materials Informatics Solutions

Building on the success of its data, information, and knowledge management tools for pharmaceutical discovery research, Accelrys is pioneering the application of this technology to the chemicals and materials industries.

Materials Studio's materials informatics solutions, offered through the MS Matinformatics product line, include:

- **CombiMat** for materials screening, enabling the capture, management, and mining of data from high and low throughput experiments
- **FAST** for formulation design, combining data, information, and knowledge management for formulators with tools to develop, optimize, and apply predictive models.

More at www.accelrys.com/mstudio/.

New Nanotechnology Consortium

Accelrys' unique scientific consortia support software development and application. The consortia are groups of industrial and government researchers, academic experts, and Accelrys scientists focused on developing, validating, and applying molecular simulation to a particular research area. Members receive software, formal input to Accelrys product plans, regular meetings at which experiences and ideas are shared, dedicated application support, and often gain early access to new technology.

Building on the success of previous materials science consortia, including the Formulations, Polymer, Catalysis 2000, and the Molecular Crystallization Consortia, the new Nanotechnology Consortium provides a project framework and a detailed scientific proposal that addresses the challenges of rational nanomaterials and computer-aided nanodesign or CAN. Its goal is to extend existing and create new software tools that enable nanotechnology research.

More at www.accelrys.com/consortia/nanotechnology/.



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Accelrys (CMI) 52 H



Letters of Support

Internal:

Jerry Feezel, Interim Dean, College of Arts and Sciences
James Blank, Chairperson, Biological Science
Roger Gregory, Chairperson, Chemistry
Bryon Anderson, Chairperson, Physics (2 letters)
Gregory Shreve, Chair, MCLS

External Organizations:

James Warren, Materials Science & Engineering Lab, National Institute of
Standards & Technology
John Rumble, Information International Associates

Robert Walker, Chair, Computer Science
Richard Rubin, director, Library and Information Science
James Gandino, dean, Communication and Information

Materials Informatics Lab • College of Arts and Sciences
036 Science Research Building • P.O. Box 5190 • Kent, Ohio 44242-0001
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September 5, 2007

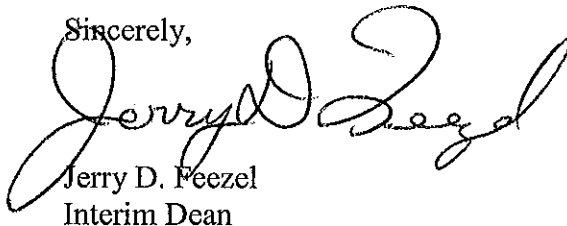
Laura M. Bartolo
Professor, Materials Informatics Lab
36 Science Research Building
College of Arts and Sciences
Kent State University
Kent, OH 44242-0001 USA

Dear Laura,

I am very supportive of the proposal to establish the Center for Materials Informatics (CMI). You have worked in close consultation with me, Peter Tandy, serving as Acting Vice President for Research, and members of the proposed CMI Executive Board while developing the proposal for the establishment of CMI. You have met with the Science Chairs as well as other Center Directors to discuss the mission and focus of the Center. I have circulated a copy of the proposal throughout the College as well as discussed the proposed Center with other Deans at the University. You and I had a productive meeting with Provost Frank who felt the proposal was innovative and supportive of University priorities.

Although the details and extent of funding sources are to be explored more fully, I consider the CMI to be worthy of partial funding support by the College of Arts and Sciences.

Sincerely,



Jerry D. Feezel
Interim Dean

College of Arts and Sciences • Office of the Dean

104 Bowman Hall • P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2650 • Fax: 330-672-2938 • <http://www.kent.edu>

2007/09/05



August 28, 2007

Dr. Diedre Badejo
Arts and Sciences

Dear Dr. Badejo:

I am writing on behalf of the Department of Biological Sciences to indicate our support for the proposal for a Center for Materials Informatics. The BSCI Faculty Advisory Committee briefly discussed the proposal and found no objections to its approval. The degree of fiscal support requested is significantly offset by existing grant activity of Dr. Bartolo and a well-planned sharing of indirect cost recovery from this activity. Thus, we feel that there is a good plan for the source of resources to sustain the Center. Overall, we are supportive of this proposal and believe it should be approved.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Blank", written over the word "Sincerely,".

Dr. James 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>

AS(CMI) 42



MEMORANDUM

DATE: September 4, 2007

TO: Laura Bartolo, Materials Informatics Laboratory

FROM: Roger B. Gregory, Professor and Chair, Department of Chemistry

SUBJECT: Center for Materials Informatics (CMI)

I am pleased to support your proposal to establish a Center for Materials Informatics (CMI) in the College of Arts and Sciences. I agree that the establishment of such a Center will be important in further developing this emerging field and in highlighting Kent State's importance as a center of expertise in materials informatics and the dissemination of information on materials. Under your leadership, the Materials Informatics Laboratory has been enormously successful, with its participation in the NSF Materials Digital Library project and more recently, the Materials Digital Library Pathway. Through your efforts, the Materials Informatics Laboratory has been able to take a leading position in the National Science Digital Library Initiative in STEM (Science, Technology, Engineering, and Mathematics) education and research and its work has attained national and international stature.

The activities you have proposed for CMI: pursuing federal funding opportunities and expanding and strengthening national and international partnerships and collaborations are important and attainable goals. The plans to establish an interdisciplinary Fellows Network involving Kent State faculty as well as a Visiting Scholars program will do much to develop new research partnerships at Kent State and beyond. The proposed administrative structure, operating policies, assessment metrics and resource request all seem appropriate. I look forward to more involvement of Chemistry Department faculty in CMI which I fully believe will become a multi-disciplinary center of excellence at Kent State University.



KENT STATE
UNIVERSITY

August 14, 2007

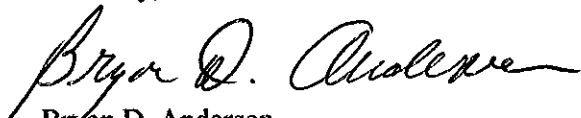
Dr. Laura Bartolo
Professor
Materials Informatics Laboratory
College of Arts and Sciences

Dr. Bartolo:

The Department of Physics strongly supports the creation of a Center for Materials Informatics (CMI). The proposed goals of this center would include enabling scientific collaboration and communication in materials research in order to support development of advanced materials. These developments would be used to help secure additional funding for materials research from extramural sources. It is a stated goal of the proposed Center to directly assist in the pursuit of such funding sources.

The Department of Physics has several faculty members whose research is centered on, or involves, the development of advanced materials. The proposed Center would be extremely helpful to these researchers in their present work and especially in pursuing new areas involving such materials. These materials include liquid crystals, biological systems, and other soft condensed matter media. Materials research is involved in at least one-half of all the research conducted in the Department. An active Center for Materials Informatics would clearly enhance this research in the Department. The creation and support of such a Center would clearly help the Department and the University increase its research activity and support for an area that is already an important part of the research programs of Kent State University. I strongly support this proposal.

Sincerely,



Bryon D. Anderson
Professor and Chairperson
Department of Physics
Kent State University

Department of Physics
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2246 • Fax: 330-672-2959 • <http://phys.kent.edu>

ATS (CMI) 44



INTER-DEPARTMENTAL MEMO

November 16, 2007

To: Professor Linda Williams
Chairperson, College of Arts and Sciences Curriculum Committee

From: Bryon D Anderson
Chair, Department of Physics

Dr. Williams:

The purpose of this letter is to provide an update on the statement of the level of support from the Department of Physics regarding the creation of a Center for Materials Informatics (CMI). In an earlier letter addressed to Dr. Laura Bartolo, I indicated that the Department strongly supported the creation of such a center. This letter was provided upon request by Dr. Bartolo and after consultation with a couple faculty members who might be interested in participating in such a center. This occurred during the summer of this year. Subsequent to this letter, the Department of Physics discussed the subject of support for this center during a regular faculty meeting this Fall. The general conclusion of that discussion was that the Physics faculty has real concerns about the creation of this center as presently proposed. It was generally felt that the proposed center does not have the necessary involvement of faculty from the science and mathematics departments that should be present in order for such a center to succeed. The faculty felt also that it was not made clear at this time how this center would interact with physics faculty in a way that would significantly help the research efforts of the Department. Hence, the conclusion is that while the Department feels that such a center could possibly support physics research, it has strong concerns about the effectiveness of the center proposed at this time.

Cc: Dr. D. Mark Manley, Physics, CCC representative
Dr. Gayle Ormiston, Associate Provost



Monday, October 15, 2007

To Whom It May Concern:

I am pleased to support the proposal to establish the Center for Materials Informatics. The Center would seem to be an excellent vehicle for integrating a variety of materials-related initiatives currently proceeding at Kent State University. It also leverages the success of the various NSF-funded projects at Kent that have involved materials science and materials science informatics over the last decade, including especially the MatDL digital library associated with the National Science Digital Library project.

As the former Director of the Institute for Applied Linguistics and its translation programs (founded 1988), I can speak to the potential effectiveness of Centers and Institutes in coalescing departmental and college activity around a common research theme. Properly implemented and supported, such Centers and Institutes can have a powerful transforming effect. They provide a focus of research and faculty identity as well as unique resources that can support the emergence of new areas of excellence at the University. They also have the potential to be an important site of interdisciplinary activity.

I also believe the funding record established by the proposal's author, Laura Bartolo, provides a firm foundation for the Center. It indicates both past and current interest in materials informatics by funding agencies at the national level.

In summary, I believe the proposal to be sound and its prospects of success excellent. I urge you to approve this proposal and recommend the resources that will ensure its long-term success.

A handwritten signature in cursive script, reading "Gregory M. Shreve".

Dr. Gregory M. Shreve, Chair
Modern and Classical Language Studies

ArS (CMI) 44A


KENT STATE
UNIVERSITY

Computer Science Department

9:13 AM 10/17/07

TO: Dr. Jerry L. Feezel, Dean, College of Arts and Sciences
Dr. Diedre Badejo, Associate Dean, College of Arts and Sciences

FROM: Dr. Robert A. Walker, Chair, Computer Science *RAW*

CC: Dr. L. Gwenn Volkert, Curriculum Coordinator, Computer Science

RE: Proposed Center for Materials Informatics (CMI)

DATE: 16 October 2007

With respect to the proposal by Dr. Laura Bartolo to form a Center for Materials Informatics (CMI), there are three main questions: (1) should materials informatics be a focus of activity at KSU in the near future? (2) Will the proposed collaboration be a strong competitor in this area? (3) Should a Center be formed to support that collaboration?

It is clear that informatics and materials are areas of growing importance, and with KSU's Liquid Crystals Institute, a natural area for collaboration at KSU. However, it is less clear that the proposed collaboration will be a strong competitor in this area for several reasons:

First, there is no participation by researchers in Computer Science ("informatics") nor researchers in Liquid Crystals ("materials"). We understand that the center intends to ramp up though research in soft matter, but without these two departments as major partners it will never be strongly competitive.

Second, Dr. Bartolo appears to have no current research collaborators on the Kent Campus. There is a promise of unspecified collaboration with junior faculty in Biological Sciences, Chemistry, and Physics, but to date those faculty do not seem to have produced any publications or grant submissions in collaboration with Dr. Bartolo. While Dr. Bartolo has collaborated with other KSU faculty on grants in the past, none of those past collaborators are part of the proposed center, nor have they written letters of support.

Third, rather than focusing on materials informatics more broadly, the proposed collaboration is more narrowly focused on website content, and the NSF National Digital Libraries program that has supported Dr. Bartolo to date is being cancelled, so it is unclear where future funding will come from.

With respect to the formation of a Center, it is the feeling of the Computer Science Department that a Center should be based on a strong, successful and proven collaboration of KSU faculty, when the formation of the center will take that collaboration to the next level. The center should bring in sufficient external funding to be largely self-sustaining, and should use its overhead to provide seed funding, RAs, secretarial support, course buyouts, etc. It should *never* be the case that that a Center is formed in the hope of fostering such collaboration, or funded primarily using College or University funds.

In summary, the Computer Science Department believes the area of materials informatics might be an important one and a natural area for collaboration at KSU, but does not feel that the proposed collaboration will be competitive as presently proposed. The Department is also *strongly* against the use of College or University funds to form the proposed Center for Materials Informatics, given the lack of a strong, successful, and proven collaboration among KSU faculty in this area.

AS (CMI) 44B



Inter-Departmental Correspondence
School of Library and Information Science

TO: Jerry Feezel, Dean
College of Arts and Sciences

FROM: Richard Rubin, Director
School of Library and Information Science

DATE: November 7, 2007


SUBJECT: Review of Center for Materials Informatics by SLIS FAC and Director

Recently, the School of Library and Information Science (SLIS) was informed about a proposal from the College of Arts and Sciences concerning a "Center for Materials Informatics (CIM)". On October 1, 2007, Professor Laura Bartolo was kind enough to meet with me and review the proposal to determine possible areas of encroachment and to request support from SLIS. The SLIS FAC met on October 26, 2007 and discussed the proposal and made the following observations and recommendation:

That the content area of the Center for Materials Informatics (CIM) as it relates to information management does overlap with areas of research and instruction provided by SLIS. For example, IAKM, which is administered by SLIS, is noted in the first paragraph of the CIM proposal. Nonetheless, SLIS believes, while information science is the domain of SLIS, the broader field of informatics is an exciting and broad interdisciplinary area which can be explored fruitfully by a variety of departments and colleges from many disciplinary perspectives. SLIS believes that there are many possible informatics centers with different emphases that can be developed and supported at KSU and the School presumes in supporting CIM that this view is shared by the College of Arts and Sciences. *Therefore, SLIS does not claim encroachment and supports the development of the Materials Informatics Center in A&S.*



Interdepartmental Correspondence
College of Communication and Information
Office of the Dean

TO: Jerry Feezel, Dean, College of Arts and Sciences
FROM: James Gaudino, Dean, CCI 
COPY: Rick Rubin, Dean, School of Library and Information Science
DATE: November 7, 2007
SUBJECT: Material Informatics Center

I concur with the position taken by the faculty and the director of the School of Library and Information Science supporting the creation of the Material Informatics Center within the College of Arts and Sciences. While information science is obviously the domain of SLIS, the proposed center represents a broader, interdisciplinary effort and does not encroach on our activities.



UNITED STATES DEPARTMENT OF COMMERCE
National Institute of Standards and Technology
Gaithersburg, Maryland 20899

August 27, 2007

Laura M. Bartolo
Professor, Materials Informatics Lab
36 Science Research Building
College of Arts and Sciences
Kent State University
Kent, Ohio 44242-0001 USA

Dear Laura,

Thank you for your invitation to be on the Advisory Board of the proposed Center for Materials Informatics (CMI) and I am pleased to accept. I enthusiastically support the timely and innovative mission of the proposed Center.

The overlapping research interests and complementary expertise of CMI participants offer strong potential for collaboration with National Institute of Standards and Technology Materials Science and Engineering Laboratory. Based on our decade-long working relationship, I believe you are the ideal person to serve as Center Director. I look forward to future interactions with the Center.

Sincerely yours,

James A. Warren
Leader, Thermodynamics and Kinetics Group & Deputy Chief
Metallurgy Division
Materials Science and Engineering Laboratory
National Institute of Standards and Technology
100 Bureau Drive, Stop 8554
Gaithersburg, MD 20899
301-975-5708
james.warren@nist.gov

NIST

A&S (CMI) 46



August 9, 2007

Laura M. Bartolo
Professor, Materials Informatics Lab
36 Science Research Building
College of Arts and Sciences
Kent State University
Kent, OH 44242-0001 USA

Dear Laura,

It is with great enthusiasm that I accept your offer to be on the Advisory Board of the proposed Center for Materials Informatics. The plans for the proposed CMI take full advantage of the Internet to make our national investment in evaluated scientific data more widely available to users. Tools that support data integration and distributed interoperable databases are invaluable for our country's scientists and engineers who have a need for rapid access to information. Your service as Director of CMI will be a great asset.

Information International Associates share similar research interests with the Center and we would look forward to future collaborations.

Best Regards,

Dr. John Rumble
Technical Director
Information International Associates
Oak Ridge TN USA
www.infointl.com
865 298 1251
jrumble@iiaweb.com

Information International Associates
1055 Commerce Park Drive, Suite 110
P.O. Box 4219
Oak Ridge, TN 37831-4219

ALS (CMI) 45

Catalog Copy

Center for Materials Informatics

Materials informatics is an emerging field which draws on the expertise of many disciplines with goals of high-speed acquisition, analysis, and dissemination of information to support more comprehensive understanding of materials behavior and accelerated development of materials with novel properties in such areas as biomaterials and drug delivery.

The mission of the Center for Materials Informatics (CMI) is to conduct research and activities that contribute to the integration of materials science research and education at the undergraduate and graduate levels with an initial emphasis on soft matter.

Basic and applied research projects in the Center are supported with funding from federal and state agencies as well as private foundations. The National Science Foundation provides funding for the Materials Digital Library Pathway project as part of the National Science Digital Library Program. This CMI-led project is a collaborative effort involving the Materials Science & Engineering Laboratory at the National Institute of Standards and Technology, MIT, University of Michigan, Purdue University, and Iowa State University.

The work conducted by CMI, as part of the College of Arts and Sciences, is inherently interdisciplinary and is reflected by the backgrounds of Faculty affiliates and staff members: Biological Sciences, Biophysics, Computer Science, Chemical Physics, Chemistry, Information Science, and Physics. Center research collaborations include numerous multi-institutional partnerships with other universities, federal government agencies and international organizations. Work at the Center covers a range of issues and methods involving the generation, representation and management of materials information such as: determining data structure, creating knowledge representation models, as well as storing, retrieving, visualizing, and distributing models and data over computer networks. Example projects include: remote virtual labs for introductory science courses to help undergraduate students understand how atomic arrangement influences materials properties; as well as online workspace and services to support distributed government and university code projects for computational materials modeling and simulation.

For more information, please visit orbis.kent.edu/CMI or contact:

Laura M. Bartolo, Professor
Director, Center for Materials Informatics
College of Arts and Sciences
lbartolo@kent.edu
330-672-0021

ARTS (CMI) 47

RESEARCH AND GRADUATE STUDIES
GRANT & CONTRACT DOLLARS AWARDED TO KENT STATE UNIVERSITY
FISCAL YEAR 2006-07
BY UNIT, PURPOSE, NUMBER OF AWARDS, DOLLAR AMOUNT AND PERCENT

	Research			Instruction			Public Service			Total		
	#	\$	%	#	\$	%	#	\$	%	#	\$	%
* ARCHITECTURE & ENVIRONMENTAL DESIGN	0.36	18,000	0.09%	-	-	-	2.00	80,710	1.17%	2.36	98,710	0.30%
ARTS & SCIENCES	111.94	12,193,793	62.18%	6.02	2,047,293	33.61%	6.50	653,565	9.44%	124.46	14,894,651	45.65%
Office of the Dean	4.00	1,256,241	6.41%	-	-	-	-	-	-	4.00	1,256,241	3.85%
Anthropology	1.00	91,344	0.47%	-	-	-	-	-	-	1.00	91,344	0.28%
* Biological Sciences	13.75	1,086,474	5.54%	0.25	15,653	0.26%	0.50	50,000	0.72%	14.50	1,152,127	3.53%
Biomedical Sciences	-	-	-	-	-	-	-	-	-	-	-	-
* Chemistry	21.65	1,632,348	8.32%	0.20	99,985	1.64%	-	-	-	21.85	1,732,333	5.31%
* Computer Science	3.25	416,000	2.12%	1.20	671,962	11.03%	-	-	-	4.45	1,087,962	3.33%
English	1.00	4,600	0.02%	-	-	-	1.00	2,500	0.04%	2.00	7,100	0.02%
* Geography	2.50	67,899	1.00%	1.00	322,730	5.30%	-	-	-	3.50	390,629	1.20%
* Geology	4.50	383,274	1.95%	1.20	422,715	6.94%	-	-	-	5.70	805,989	2.47%
History	-	-	-	-	-	-	-	-	-	-	-	-
* Justice Studies	5.60	837,433	4.27%	-	-	-	-	-	-	5.60	837,433	2.57%
* Mathematical Sciences	5.00	548,677	2.80%	0.67	34,282	0.56%	-	-	-	5.67	582,959	1.79%
Modern & Classical Language Studies	1.00	40,000	0.20%	1.00	340,000	5.58%	-	-	-	2.00	380,000	1.16%
Pan-African Studies	1.00	35,000	0.18%	-	-	-	-	-	-	1.00	35,000	0.11%
Philosophy	-	-	-	-	-	-	-	-	-	-	-	-
* Physics	16.19	1,930,069	9.84%	0.50	139,966	2.30%	-	-	-	16.69	2,070,035	6.34%
Political Science	3.00	128,286	0.65%	-	-	-	5.00	601,065	8.68%	8.00	729,351	2.24%
* Psychology	22.50	3,547,708	18.09%	-	-	-	-	-	-	22.50	3,547,708	10.87%
Sociology	6.00	188,440	0.96%	-	-	-	-	-	-	6.00	188,440	0.58%
BUSINESS ADMINISTRATION	-	-	-	-	-	-	-	-	-	-	-	-
Accounting	-	-	-	-	-	-	-	-	-	-	-	-
Economics	-	-	-	-	-	-	-	-	-	-	-	-
Finance	-	-	-	-	-	-	-	-	-	-	-	-
Graduate School of Management	-	-	-	-	-	-	-	-	-	-	-	-
Management & Information Systems	-	-	-	-	-	-	-	-	-	-	-	-
Marketing	-	-	-	-	-	-	-	-	-	-	-	-

* Includes multi-disciplinary grants reported in more than one department.

8/20/07

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	Research			Instruction			Public Service			Total		
	#	\$	%	#	\$	%	#	\$	%	#	\$	%
COMMUNICATION & INFORMATION												
Communication Studies	2.33	336,094	1.71%	1.00	626,632	10.29%	-	-	-	3.33	962,726	2.95%
Institute for Cyberinformation	0.33	54,202	0.28%	-	-	-	-	-	-	0.33	54,202	0.17%
Journalism & Mass Communication	-	-	-	-	-	-	-	-	-	-	-	-
Library & Information Science	2.00	281,892	1.44%	1.00	626,632	10.29%	-	-	-	3.00	908,524	2.78%
Visual Communication Design	-	-	-	-	-	-	-	-	-	-	-	-
EDUCATION, HEALTH, & HUMAN SERVICES												
Office of the Dean	13.67	1,593,529	8.13%	19.28	2,153,601	35.36%	24.50	2,351,799	33.95%	57.45	6,098,929	18.69%
* Adult, Counseling, Health & Voc. Ed.	4.50	228,071	1.16%	2.00	137,280	2.25%	4.00	24,663	0.36%	10.50	390,014	1.20%
Bureau of Research & Training Services	1.00	100,000	0.51%	-	-	-	-	-	-	1.00	100,000	0.31%
* Center for Internat. & Intercultural Ed.	1.00	41,600	0.21%	-	-	-	2.50	124,710	1.80%	3.50	166,310	0.51%
* Educ. Foundations & Special Services	3.00	1,045,235	5.33%	6.00	993,893	16.32%	4.50	259,193	3.74%	13.50	2,298,321	7.04%
* Teaching, Leadership & Curr. Studies	2.00	14,000	0.07%	9.28	750,217	12.32%	11.50	1,763,233	25.46%	22.78	2,527,450	7.75%
* Exercise, Leisure & Sports	1.50	54,575	0.28%	-	-	-	-	-	-	1.50	54,575	0.17%
* Family & Consumer Studies	0.67	110,048	0.56%	-	-	-	1.00	5,000	0.07%	1.67	115,048	0.35%
Speech Pathology & Audiology	-	-	-	2.00	272,211	4.47%	1.00	175,000	2.53%	3.00	447,211	1.37%
ARTS												
Office of the Dean	-	-	-	-	-	-	4.00	44,271	0.64%	4.00	44,271	0.14%
Art	-	-	-	-	-	-	-	-	-	-	-	-
Museum	-	-	-	-	-	-	1.00	5,830	0.08%	1.00	5,830	0.02%
Music	-	-	-	-	-	-	1.00	17,519	0.25%	1.00	17,519	0.05%
Theatre & Dance	-	-	-	-	-	-	1.00	2,040	0.03%	1.00	2,040	0.01%
	-	-	-	-	-	-	1.00	18,882	0.27%	1.00	18,882	0.06%
NURSING												
	4.00	569,552	2.90%	2.00	80,178	1.32%	2.00	31,988	0.46%	8.00	681,718	2.09%
REGIONAL DEVELOPMENT												
Office of the VP	1.00	66,940	0.34%	4.75	228,542	3.75%	148.00	2,110,593	30.47%	153.75	2,406,075	7.37%
Ashtabula	1.00	66,940	0.34%	-	-	-	5.00	316,676	4.57%	6.00	383,616	1.18%
East Liverpool	-	-	-	1.00	21,090	0.35%	14.00	207,742	3.00%	15.00	228,832	0.70%
Geauga	-	-	-	-	-	-	25.00	180,284	2.60%	25.00	180,284	0.55%
Salem	-	-	-	-	-	-	26.00	167,532	2.42%	26.00	167,532	0.51%
* Stark	-	-	-	1.00	12,500	0.21%	18.00	144,659	2.09%	19.00	157,159	0.48%
Trumbull	-	-	-	2.25	126,406	2.08%	26.00	397,696	5.74%	28.25	524,102	1.61%
* Tuscarawas	-	-	-	-	-	-	13.00	211,843	3.06%	13.00	211,843	0.65%
Continuing Studies	-	-	-	0.50	68,546	1.13%	20.00	427,801	6.18%	20.50	496,347	1.52%
	-	-	-	-	-	-	1.00	56,360	0.81%	1.00	56,360	0.17%

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	Research			Instruction			Public Service			Total		
	#	\$	%	#	\$	%	#	\$	%	#	\$	%
RESEARCH AND GRADUATE STUDIES	33.20	4,801,463	24.48%	1.20	320,412	5.26%	-	-	-	34.40	5,121,875	15.70%
* Institute Study/Prevention Violence	8.40	1,256,152	6.41%	-	-	-	-	-	-	8.40	1,256,152	3.85%
* Liquid Crystal Institute	23.80	3,538,992	18.05%	0.20	99,985	1.64%	-	-	-	24.00	3,638,977	11.15%
* Research & Graduate Studies	1.00	6,319	0.03%	1.00	220,427	3.62%	-	-	-	2.00	226,746	0.69%
University Press	-	-	-	-	-	-	-	-	-	-	-	-
BUSINESS & FINANCE	-	-	-	-	-	-	-	-	-	-	-	-
Transportation Services/Airport	-	-	-	-	-	-	-	-	-	-	-	-
Police Department	-	-	-	-	-	-	-	-	-	-	-	-
TECHNOLOGY	-	-	-	-	-	-	-	-	-	-	-	-
ENROLL. MGMT. & STUD. AFFAIRS	0.50	12,500	0.06%	-	-	-	2.00	84,473	1.22%	2.00	84,473	0.26%
Campus Life	-	-	-	-	-	-	1.00	31,120	0.45%	1.50	43,620	0.13%
Residence Services	-	-	-	-	-	-	-	-	-	-	-	-
* University Health Services	0.50	12,500	0.06%	-	-	-	1.00	31,120	0.45%	1.50	43,620	0.13%
* FACULTY PROFESSIONAL DEVEL. CENTER	-	-	-	0.75	46,959	0.77%	1.00	34,500	0.50%	1.75	81,459	0.25%
HUMAN RESOURCES	-	-	-	-	-	-	-	-	-	-	-	-
Faculty & Staff Assistance Program	-	-	-	-	-	-	-	-	-	-	-	-
INFORMATION SERVICES	-	-	-	-	-	-	1.00	12,000	0.17%	1.00	12,000	0.04%
LIBRARIES & MEDIA SERVICES	-	-	-	-	-	-	1.00	1,000	0.01%	1.00	1,000	0.00%
PROVOST'S OFFICE	-	-	-	1.00	165,000	2.71%	1.00	20,612	0.30%	2.00	185,612	0.57%
* Office of Provost	-	-	-	-	-	-	1.00	20,612	0.30%	1.00	20,612	0.06%
Office of International Affairs	-	-	-	1.00	165,000	2.71%	-	-	-	1.00	165,000	0.51%
UNDERGRADUATE STUDIES	1.00	20,000	0.10%	1.00	421,918	6.93%	5.00	958,712	13.84%	7.00	1,400,630	4.29%
* Undergraduate Studies	1.00	20,000	0.10%	-	-	-	5.00	958,712	13.84%	6.00	978,712	3.00%
Academic Success Center	-	-	-	1.00	421,918	6.93%	-	-	-	1.00	421,918	1.29%
UNIVERSITY RELATIONS & DEVEL.	-	-	-	-	-	-	3.00	511,396	7.38%	3.00	511,396	1.57%
WKSU	-	-	-	-	-	-	3.00	511,396	7.38%	3.00	511,396	1.57%
GRAND TOTAL	168.00	19,611,871	60.11%	37.00	6,090,535	18.67%	202.00	6,926,739	21.23%	407.00	32,629,145	100.00%

Ans (CMT) 55

SUMMARY OF FUNDING

2002-2007

KENT STATE UNIVERSITY

	2006-07	2005-06	2004-05	2003-04	2002-03
Dollars Awarded	\$32,629,145	\$26,618,553	\$25,413,977	\$31,484,517	\$30,784,019
Grants/contracts received	407	456	435	452	453
Average grant	80,170	58,374	58,423	72,378	67,803
Type of project					
Research	\$19,611,871	\$14,777,603	\$13,238,384	\$15,925,359	\$17,685,770
Instruction	5,668,617	5,582,692	5,549,295	7,223,583	5,648,012
Public Service	7,348,657	6,258,258	6,626,298	8,335,575	7,450,237
	60.1%	55.5%	52.1%	50.6%	57.5%
Federal Total	\$24,276,768	\$18,673,171	\$17,178,713	\$19,865,557	\$18,750,444
Education	5,310,317	5,600,960	6,013,402	9,265,701	4,457,343
NIH	5,945,441	2,967,510	4,431,395	2,253,075	3,569,389
NSF	6,181,935	4,366,161	3,019,126	4,597,984	3,221,897
IMLS	908,524	327,016	510,621	392,245	2,239,418
Defense	1,758,529	1,178,924	671,419	674,388	1,650,366
Justice	576,448	500,269			1,050,000
NASA	30,000	89,940			676,593
Energy	778,472	613,839	713,819	806,632	672,175
Other Federal	2,787,102	3,028,552	1,818,931	1,875,532	1,213,263
State Total	\$5,557,192	\$5,188,418	\$6,081,979	\$9,085,896	\$8,710,748
Board of Regents	3,262,828	2,594,911	3,016,310	3,958,502	5,238,671
Education	667,192	1,390,234	1,463,612	1,684,924	1,796,314
Development	952,773	537,299	511,800	2,274,381	752,491
Other State	674,399	665,974	1,090,257	1,168,089	923,272
Nonprofit institutions	\$1,738,447	\$2,149,727	\$1,462,585	\$1,737,628	\$2,699,129
Private foundations	1,067,645	1,591,662	1,032,963	1,208,565	2,012,540
Associations & Other	667,604	522,745	359,626	460,289	386,222
Local govt, schools	3,198	35,320	69,996	68,774	300,367
Business and Industry	\$1,056,738	\$607,237	\$690,700	\$795,436	\$623,698
	3.2%	2.3%	2.7%	2.5%	2.0%
Project directors/co-directors					
Total	214	184	202	213	220

AAS (CMI) 56

**Proposed Associate of Technical Studies Category-B
In
Allied Health Management Technology**

This program leading to an ATS in Allied Health Management Technology is designed to prepare students for a career in health care administration. The flexible program will enable students with an allied health certificate and health care experience to supplement previous experience and develop new skills necessary for upward mobility. Graduates of this program will be prepared to work in a variety of health care settings as administrative and supervisory personnel. The learning outcomes of the program are designed to enable the graduate to seek employment as nursing home administrative personnel, department heads in hospitals, administrative personnel for public and private health facilities, including ambulatory clinics and assisted living facilities, and office managers in physician, dental, and other medical offices.

Upon completion of the associate degree, graduates are expected to:

- Integrate fundamental administrative and business skills to problem solve, evaluate outcomes and assess performance in health care settings.
- Make decision based upon ethical, organizational, and financial sound business principles.
- Understand applications of technology in health care practice.
- Use statistical and computing skills to solve occupational problems.
- Analyze and evaluate daily operations and improve them.
- Demonstrate leadership and effectively use communication, negotiating, problem-solving and decision-making skills in professional interactions with clients, team members and providers.
- Formulate an effective management style by incorporating knowledge about management models, health care finance, human and material resource allocation, and utilization, marketing, public relations, and quality improvement.
- Use information technology to effectively support decision-making and uphold management principles.

Statement of Need

Statewide Need: As the state of Ohio continues to transition from a manufacturing based economy to a service economy, career ladder options need to be in place for those citizens of the state who chose allied health certificate pathways. Most allied health certificate programs do not articulate into an associate or bachelor degree. Individuals aspiring to continue their education receive no college credit for their technical achievements and certification. These health care careers need to be strengthened academically if avenues for professional growth are expected.

Northeast Ohio is in the same situation as the other sectors of the state with respect to the difficulty in finding trained, competent supervisors in specific health care modalities.

Promotion into a supervisory position has been based on job performance, longevity, and perhaps some noncredit workshops. This is in part due to the lack of professional academic options. The goal of this associate degree program is to provide college credit for the individual's technical skills and to provide coursework that provides knowledge and skills to become an effective administrator/supervisor.

Northeastern Ohio, as well as the nation, has many employment opportunities for health care professionals. Requests are made constantly to the regional campuses for more allied health-related programming. There is a shortage of well-prepared allied health technicians and supervisors in many fields. According to Bureau of Labor Statistics employment projections through 2012, 15 of the 30 fastest growing occupations will be in the health field. Most of these occupations do not require a bachelor's degree. Large numbers of new jobs are projected to be in the private health care industry, most notably in nursing and residential care facilities, office of physicians, hospitals, and home health care services.

The *Ohio Job Outlook* report from the Bureau of Labor Market Information indicates that the growth rate for occupations requiring an associate degree will be 21.7% for the period 2004 to 2014. Of the 190,000 annual openings most job opening in Ohio are expected to be replacements. Therefore, it is important that as the baby boom generation retires from health care management and supervisory positions there is a pipeline of incumbent workers to replace these individuals. Finding professionals with certification in an allied health area who also have management skills is one of the biggest challenges facing Ohio employers. If we are to meet these projected demands, we must increase the educational pathways for students in all allied health occupations.

It is not economical or feasible to create a management pathway for each allied health certificate career. Many of the occupations are not large enough to support full-time associate degree programs. Built into the curriculum is the recognition of up to 27 semester credit hours for a current healthcare certification. The remaining courses are related to business technology and general education requirements found in most associate degrees. Academic advisors will work with students to identify elective courses specific to the individual's career goals. The intent is to enable this associate degree to articulate into the Bachelor of Technology.

Local Need: In 2002 the Mahoning Valley local healthcare providers created an organization known as NEO Healthforce to address the critical shortage of nursing and other allied health professionals. One of the major objectives of this organization is to develop model career pathways to assist in career counseling and workforce improvement. On a monthly basis, health care organizations and local technical schools and universities meet to discuss these unmet needs. During 2006 NEO Healthforce held a summit at Youngstown State University. Over 200 participants spent a day discussing the most critical issues and needs facing the healthcare providers in the region. At the conclusion of the summit working committees were formed to address these needs/issues. One of the highest needs was to provide a complete degree for individuals with allied health certificates that have no articulated pathway.

Dr. Wanda Thomas was asked to chair the committee. This committee had the task to develop an associate degree that would recognize the technical skills obtained at the certificate level with coursework in the business and management area. The outcome of such a degree was to provide the knowledge and skills to become a manager/supervisor in their discipline area. A review of such programs at other universities and colleges throughout the U.S. was conducted and shared with the Committee.

The Committee also conducted a needs assessment of local employers, employees and students enrolled in the targeted allied health programs to determine their interest in pursuing such a degree. Opinions about the proposed degree's curriculum were also solicited from the Advisory Committee members at the technical centers in Trumbull, Mahoning and Columbiana counties, as well as, the Business Technology Advisory Committee at KSU Trumbull. Results of the inquiries showed an overwhelming number of employees (78.5 percent) interested in such a program and seventy-one percent (71%) of the employers indicating they would recommend such a degree to their staff. The advisory committee members agreed for the need of such a degree and also approved of the proposed curriculum.

Student response to the needs assessment showed high interest. Most would be part-time students and preferred courses in the evening, since they anticipated that they would be working full-time while pursuing the degree. Since the courses in this program serve other program areas, there is no need for a specific number of cohort students to offer the program. Most of the courses are currently offered every semester, both day and evening. This program will meet the needs of a non-traditional adult student.

Certificate Programs: This degree is intended for individuals who have completed an allied health certificate program which typically has no career pathway to an associate degree or the individual wants to stay within their discipline but enter management. The following are examples of such programs and the minimum number of clock hours typically in such programs:

- Massage Therapy – 750 hours
- Medical Assisting certificate – 1300 hours
- Medical coder/Biller – 1000 hours
- Medical Laboratory Technology – 1500 hours
- Medical records transcription – 1200 hours
- Optometric assisting – 1050 hours
- Paramedic – 1100 hours
- Pharmacy technician - 1050 hours
- Surgical technologist – 1300 hours
- LPN – 1350 hours (for those who do not want to pursue an RN degree)

Conversion of clock hours to credit hours: The Council for Adult and Experiential Learning (CAEL) recommends a ratio of one vocational credit to thirty (30) clock hours. A nine hundred (900) hour program would be the equivalent of 30 credits. Colleges and universities can set their own limits as to the number of credits that can apply to a degree.

List of Colleges: This type of degree program is common across the nation. It is typically offered at a community college, but there are a number of online colleges also offering the degree.

-
- Sinclair Community College
- Columbus State Community College
- Gateway Community College
- Lehigh Carbon Community College
- Northwest College
- Community College of Beaver County
- Ashworth University
- Berkeley College
- University of Phoenix
- Anaheim College
- Central Florida College
- Broward Community College Miami Dade College
- Virginia College
- Ashworth College
- Housatonic Community College



Regional Campuses

Interdepartmental Correspondence

TO: Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum
FROM: Shirley J. Barton, Executive Dean, Regional Campuses *SJB*
DATE: October 22, 2007
SUBJECT: CURRICULAR PROPOSAL

The Trumbull Campus is requesting approval of a new Associate of Technical Studies-B in Allied Health Management Technology Degree. The curricular proposal has been reviewed and approved by the Campus and the College of Technology.

The degree was created in response to request from the NEO Healthforce, an organization representing health care providers in Mahoning Valley who are addressing the critical shortage of allied health professionals in the region. The demand for the degree has been documented through a needs assessment survey and review of statistics from the Bureau of Labor Statistics.

The degree grants students who have completed an allied health care certificate up to 27 credit hours toward completion of the Associate of Technical Studies-B degree. The remaining technical courses strengthen student's business, management and communication skills. No new courses have been created for this degree.

I now request this proposal be placed on the EPC Agenda for November, 2007. Please let me know if any additional information is needed for consideration by EPC.

SJB/vmc

Enclosure

Kent State University
Inter-department memorandum
Trumbull Campus

To: Dr. A. Raj Chowdhury, Dean, College of Technology

From: Josna Neuman, Actt, Susan Emens, Bmrt, Will Ward, Comt.

Subject: Proposal for Associate of Technical Studies, Category B
Allied Health Management Technology

Date: October 1, 2007

This document serves as a transmittal memo for the proposed Associate of Technical Studies, Category B; Allied Health Management Technology at the Trumbull Campus.

This proposed program responds to the mission of Kent State University, Trumbull Campus to meet the region's educational and workforce development needs by offering an associate degree completion program for students who are both time and location bound.

The ATS-B Allied Health Management Technology Degree is designed to assist health care professionals, who hold accredited certifications, in completing an associate degree that will prepare them for supervisory positions within their career field. This degree combines a foundation of liberal education coursework with the development of skills and competencies in the area of employee supervision.

All courses included in this program are currently offered at the Trumbull campus and this program will not require additional full time faculty. This degree will not duplicate any existing degree offered at University.

**KENT STATE UNIVERSITY
INTER-DEPARTMENT MEMORANDUM
TRUMBULL CAMPUS**

TO: Dr. Raj Chowdhury, Dean, College of Technology

FROM: Josna Neuman, Accounting Technology, Trumbull Campus

Subject: Degree Proposal: ATS – B, Allied Health Management Technology

Date: October 1, 2007

Attached are the following documents pertaining to the proposed Associate of Technical Studies, Category B, Allied Health Management Technology:

1. Transmittal memo
2. Proposal summary
3. CCP form
4. Degree Program requirements
5. Advising requirement sheet
6. Non-encroachment email

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Oct-07 Curriculum Bulletin _____
 Effective Date Fall 2008 Approved by EPC _____

Department Regional Campuses
 College CT - Technology
 Degree ATS - Associate of Technical Studies (category B)
 Program Name **Allied Health Management Technology** Program Code ~~ATS-B-9~~
 Concentration(s) Concentration(s) Code(s) AHMT
 Proposal Establish Program

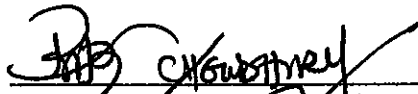
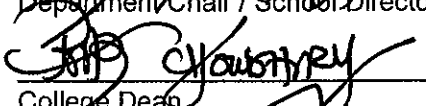
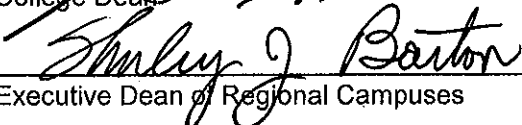
Description of proposal: *Establish program on Trumbull campus.*
 The proposed degree will prepare health care professionals, holding accredited certificates, for supervisory positions within their career field.

Does proposed revision change program's total credit hours? ☐ Yes ☐ No
yes, 66 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)
 All courses in this program are currently offered at Trumbull campus and will not require hiring additional full time faculty. No duplication of any existing degree at the University.

Units consulted (other departments, programs or campuses affected by this proposal):
 Trumbull Campus Faculty Council; Trumbull Campus Business Management Technology Advisory Board, College of Technology Curriculum Committee;

REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director / Campus Dean	<u>10 / 16 / 07</u>
 _____ College Dean	<u>10 / 16 / 07</u>
 _____ Executive Dean of Regional Campuses	<u>10 / 23 / 07</u>
_____ Senior Vice President for Academic Affairs and Provost	____ / ____ / ____

CATALOG COPY

Associate of Technical Studies – Category B
Allied Health Management Technology

The Trumbull Campus offers an associate of technical studies degree completion program for students who have completed a state-certified allied health program and hold an accredited certificate.

Students interested in this program should apply to the Trumbull Campus and must meet with an advisor to be admitted to the program. Upon admission to this program, up to 27 credit hours will be held in escrow on the basis of student's accredited certification. These credit hours will be awarded upon successful completion of at least 39 additional credit hours of courses selected in accordance with the following curriculum.

I.	Technical Courses	33
	Accredited Certificate*	up to 27
	BMRT 11000 Introduction to Business	3
	BMRT 11009 Introduction to Management Technology	3
II.	Related Courses.....	17
	ACTT 11000 Accounting I - Financial	4
	ACTT 11001 Accounting II - Managerial	4
	BMRT 21006 Human Resources Management	3
	COMT 11000 Introduction to Computer Systems	3
	COMT 12000 Personal Productivity Software	3
III.	General Studies Courses.....	16
	ENG 11011 College Writing I	3
	ENG 20002 Introduction to Technical Writing	3
	COMM 15000 Introduction to Human Communication	3
	MATH 11010 Algebra for Calculus	3
	US 10097 First Year Colloquium	1
	General Studies Elective	3
	Total Course Hours.....	66

*If credits awarded for accredited certificate are fewer than 27 hours, additional courses in Applied Business Technology must be taken in order to meet the required 33 credit hours in the Technical Courses section.

Program Requirement Sheet
 Associate of Technical Study
 Category B

Student Name: _____
 Campus: _____

ALLIED HEALTH MANAGEMENT TECHNOLOGY

Completion Program

DEVELOPMENTAL PRESCRIPTION COURSES

Determined by Basic Skills Assessment (Check Required Courses)

Dept.	Course Number	Title	Credit Hours	Sem./Yr. Complete
<input type="checkbox"/>	ENG 11001	Intro. to College Writing S (3)	6	_____
<input type="checkbox"/>	ENG 11002	College Writing I - Stretch (3)	1	_____
<input type="checkbox"/>	MATH 10031	Fundamentals of Math I	1	_____
<input type="checkbox"/>	MATH 10032	Fundamentals of Math II	1	_____
<input type="checkbox"/>	MATH 10033	Fundamentals of Math III	1	_____
<input type="checkbox"/>	MATH 10034	Fundamentals of Math IV	1	_____
<input type="checkbox"/>	MATH 10035	Fundamentals of Math V	1	_____
<input type="checkbox"/>	MATH 10036	Fundamentals of Math VI	1	_____
<input type="checkbox"/>	US 10003	Reading Strat/College Success	3	_____
<input type="checkbox"/>	US 10006	Study Strat/for College Success	3	_____

TECHNICAL COURSES

Upon admission to this program, up to 27 credit hours* will be held in escrow on the basis of student's accredited certification (attach a copy of certification). These credit hours will be awarded upon successful completion of at least 39 additional credit hours of courses selected in accordance with the following curriculum.

Certificate: Allied Health Field

Dates and Place of Attendance

Total Certificate Hours	**Equivalent Credit Hours	Hours Awarded
BMRT 11000	Introduction to Business	3
BMRT 11009	Introduction to Management Technology	3
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total Technical Course Hours		33

*If credits awarded for accredited certificate are fewer than 27 hours, additional courses in Applied Business Technology must be taken in order to meet the required 33 credit hours in the Technical Course Section.

**Based on Council for Adult and Experiential Learning (CAEL) ratio of 1 vocational credit to 30 clock hours.

RELATED COURSES

Course Number	Title	Credit Hours	Sem./Yr. Completed
11000	Accounting I - Financial	4	_____
11001	Accounting II - Managerial	4	_____
21006	Human Resources Management	3	_____
11000	Introduction to Computer Systems	3	_____
12000	Personal Productivity Software	3	_____
Total Related Course Hours		17	

GENERAL STUDIES COURSES

COMM 15000	Introduction to Human Communication	3	_____
ENG 11011	College Writing I	3	_____
ENG 20002	Introduction to Technical Writing	3	_____
MATH 11010	Algebra for Calculus	3	_____
US 10097	First Year Colloquium	1	_____

General Studies Elective

Select three credit hours from the Liberal Education Requirements

Total General Studies Course Hours 16

TOTAL REQUIREMENTS

66

Student Signature

Date

Advisor Signature

Date

Issued by the office of the Executive Dean for Regional Campuses

Student Survey

Allied Health Management Technology Associate Degree

Kent State University and Youngstown State University are creating degrees for individuals who have completed an allied health certificate program but would like to obtain an associate degree that will enhance their skills as a manager or supervisor. The credits for the proposed degree will also apply to a Bachelor in Technology degree.

Many colleges and universities across the country have developed associate degree programs that give college credit for allied health certificate. Credits vary based on the length of the certificate program, but may be as much as 30 credits towards the 60-66 credits within an associate degree.

Attached is a draft copy of the curriculum.

To obtain approval for such a degree from the Ohio Board of Regents, we need to assess the need and interest. Please take a few minutes to answer five questions. **Thank you in advance for your input.**

1. Do you have an interest in obtaining an associate and/or bachelor degree?
51 yes 78.5%
14 no 21.5%
2. If you could get up to 26 college credits for your certificate, would be interested in obtaining an associate degree in health services management technology?
53 yes 81.5%
12 no 18.5%
3. To enroll in such a program, classes need to be offered (you may check more than one)
9 days 14%
38 evenings 59%
36 weekends 55.4%
15 does not matter 23.1%
4. Is it important that you receive credits for your certificate towards an associate and/or bachelor degree?
55 yes 84.6%
10 no 15.4%
5. What barriers are there for you not to pursue such a degree?
47 cost 72.3%
11 child care 17%
10 no time 15.4%
5 not interested in the degree 7.7%
5 other 7.7%
8 no barriers 12.3%

Please return the survey to

7 surveys
hospital
nursing home

Employer Survey – Allied Health Management Associate Degree

Kent State University and Youngstown State University are creating degrees for individuals who have completed an allied health certificate program but would like to obtain an associate degree that will enhance their skills as a manager or supervisor.

Many colleges and universities across the country have developed associate degree programs that give college credit for allied health certificate. Credits vary based on the length of the certificate program, but may be as much as 30 credits towards the 60-66 credits within an associate degree.

Attached is a draft copy of the curriculum.

To obtain approval for such a degree from the Ohio Board of Regents, we need to assess the need for such a degree. Please take a few minutes to answer six questions.

Thank you in advance for your input.

1. Do you think there is a need for such a degree?
☒ 4 yes 57.1%
☐ 1 no 14.3%
☐ 2 maybe 28.6%
☐ don't know
2. If an applicant with this type of degree applied for a position would you be more apt to hire them than someone with a certificate?
☒ 4 yes 57.1%
☐ no
☐ 3 maybe 42.9%
3. Would the starting salary be higher than someone with a certificate?
☒ 5 yes 71.5%
☐ 2 no 28.5%
4. Would you recommend this degree to your existing staff?
☒ 5 yes 71.5%
☐ 2 no 28.5%
5. What would be the title in your organization for those who have this degree?
 Allied Health Associate
 Office Manager
 Supervisor

6. Other comments.

I would say that the Assoc degree would help employees wanting more than a service or entry level position to management.

Advancement comes from education in most positions of employment. All that can get this education should do so and be reward for it.

I believe that a certified coder, bill. Etc. that attains an associate degree would be more apt to be in a leadership, supervisory role.

A single practice person wouldn't have the financial ability to pay a higher salary for someone with a degree.

Please return the survey to:



EDMUND J. ADAMS
DONNA M. ALVARADO, CHAIR
BRUCE R. BEEGHLY, VICE CHAIR
JEANETTE G. BROWN
ANTHONY D. HOUSTON
JAMES F. PATTERSON
WALTER A. REILING, JR.
JEROME F. TATAR
JAMES M. TUSCHMAN, SECRETARY
SENATOR JOY PADGETT
REPRESENTATIVE ARLENE J. SETZER
ERIC D. FINGERHUT, CHANCELLOR

May 4, 2007

Shirley J. Barton, Ph.D.
Executive Dean, Regional Campuses
Kent State University
P.O. Box 5190
Kent, Ohio 44242-0001

Dr. Dr. Barton:

This is to acknowledge that our office has received Kent State University-Trumbull Campus' preliminary proposal for an Associate of Technical Study, Type B degree in Allied Health Management Technology.

Preliminary approval has been granted and the institution may proceed with the process of the *'Formal Proposal'* development for this degree. Preliminary approval will be withdrawn if a formal proposal for the Board of Regents' consideration has not been submitted within two years of the date of preliminary approval was granted.

As you begin to develop the *"Formal Proposal"* please be reminded that the Regents' have re-stated their expectations that there should be no unnecessary duplication of existing programs and optimal collaboration between campuses offering the same programs.

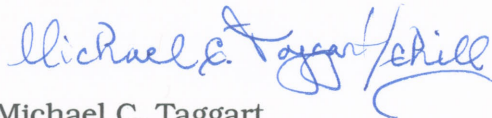
The proposal should address why this new proposed program should be viewed as non-duplicative and that the campuses in the surrounding area have been informed of your plan to develop this program and relate the campuses responses to the development of this program.

Also, that in contacting the administrators of these programs it's important for Kent State University-Ashtabula campus to express an interest in learning from the campuses *"best practices"* and explore opportunities for program collaboration arrangements with those institutions to reduce program cost and support the program's successful implementation. The results of these conversations with the other institutions should be included in the formal proposal as well.

Dr. Shirley Barton, Executive Dean
Page 2
May 4, 2007

If I can be any assistance and or you need any additional information, please do not hesitate to contact me at (614) 752-9487 or via email at mtaggart@regents.ohio.gov.

Sincerely,

A handwritten signature in blue ink that reads "Michael C. Taggart". The signature is stylized with a large, flowing "M" and "T".

Michael C. Taggart
Director, Workforce Development

cc: Dr. Gayle Ormiston, Associate Provost
Dr. Wanda Thomas, Dean, Trumbull Campus

Ohio Board of Regents
Operating Manual for Two-Year
Campus Programs

Format/
Preliminary Approval

MAR 13 2007

Page 401.3

OHIO BOARD OF REGENTS
Request for Preliminary Approval

Kent State University - Trumbull Campus
Name of Campus

- ☒ **Develop proposal for a new two-year ASSOCIATE DEGREE program.**

Title of Program: ATS-B Allied Health Management 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: _____

Wanda Thomas
Signature of Campus Official Making Request

3-5-07

Date of Request

Campus Contact Person:

Name: Robert G. Sines, Jr

Title: Associate Dean

Phone: 330 675-8823

E-mail: rsines@kent.edu

Return to: Director, Workforce Development
Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, Ohio 43266-0417
E-Mail: mtaggart@regents.state.oh.us

OBR STAFF ACTION:

- ☒ **Approved**
☐ **Denied**
☐ **Held for further consideration**
☒ **Comments / Conditions**

Attached Letter

Michael C. Taggart/Chell
Director, Workforce Development

May 4, 2007
Date

COURIE, VANESSA

From: SEACHRIST, DENISE
Sent: Friday, October 19, 2007 9:52 AM
To: COURIE, VANESSA
Subject: FW: associate degree

Denise A. Seachrist, Ph.D.
Interim Dean, Academic and Student Services
Regional Campuses
Kent State University
330-672-2286

From: THOMAS, WANDA
Sent: Thursday, October 18, 2007 5:49 PM
To: SEACHRIST, DENISE
Cc: NEUMAN, JOSNA; Sines, Robert
Subject: FW: associate degree

No encroachment response from Dr. Bubenzer.

Dean
KSU Trumbull Campus
330-675-8821
wthomas4@kent.edu

From: BUBENZER, DONALD
Sent: Thursday, October 18, 2007 4:39 PM
To: THOMAS, WANDA
Subject: RE: associate degree

Wanda-I do not see an encroachment issue between EHHS and what you are proposing with the associate of technical studies in allied health management. What I do not know, and you probably do is, does the program need to be housed within an academic unit at the Kent Campus? Thanks Don

From: THOMAS, WANDA
Sent: Thursday, October 18, 2007 3:12 PM
To: BUBENZER, DONALD
Subject: associate degree

Hi Don,
Last spring semester I spoke to Dr. England about an associate of technical studies in allied health management. The degree is intended for a person who completes a clock hour certificate such as massage therapy, medical assisting or any allied health certificate that does not have a discipline specific associate pathway to get credit. The curriculum would focus on management courses so that they could be gain management/supervision skills. I asked David if he thought there was any encroachment with your programs. He verbally said no. Unfortunately, I did not get him to send me an email.

10/19/2007

COURIE, VANESSA

From: SEACHRIST, DENISE
Sent: Friday, October 19, 2007 2:27 PM
To: COURIE, VANESSA
Subject: FW: ATSB degree

Denise A. Seachrist, Ph.D.
Interim Dean, Academic and Student Services
Regional Campuses
Kent State University
330-672-2286

From: DZUREC, LAURA
Sent: Friday, October 19, 2007 12:15 PM
To: THOMAS, WANDA
Cc: SEACHRIST, DENISE
Subject: RE: ATSB degree

Dear Wanda and Denise,

I do not see any encroachments on nursing's programming as a result of the allied health management associate degree you propose.

Thanks for sharing gyour plans.s

Laura Dzurec

From: THOMAS, WANDA
Sent: Thursday, October 18, 2007 1:53 PM
To: DZUREC, LAURA
Cc: SEACHRIST, DENISE
Subject: ATSB degree

Laura,
I know that I spoke to you last year and again recently about proposing an Allied Health Management associate degree that would give college credit to individuals who completed an allied health certificate program (massage therapy, operating technician, medical assistant, etc). The curriculum will focus on the business management courses. I asked you if this would be encroachment on your degrees and you indicated that it would not.

Could you please respond through an email that you do not see any encroachment so I can submit the proposal to EPC by Monday.

Thanks. I sure hope things are less hectic than at my end!!!!!!!!!!!!!!!

Dean
KSU Trumbull Campus
330-675-8821

10/19/2007

From: THOMAS, WANDA

Sent: Monday, October 01, 2007 3:03 PM

To: NEUMAN, JOSNA; Sines, Robert

Subject: ATSB

Bob and Josna,

I spoke to Dr. Dzurec and Dr. England about the Allied Health Associate degree. Both were very supportive of the concept and agreed that there was no encroachment.

Dean

KSU Trumbull Campus

330-675-8821

wthomas4@kent.edu

**COLLEGE OF TECHNOLOGY
COLLEGE CURRICULUM COMMITTEE
MARCH 9, 2007**

PRESENT: Prof. Gunning, Prof. Marino (guest), Prof. Dragomier, Dr. Fitzsimmons, Prof. Mathur, Prof. Neuman, Dr. Villella, Dr. Boyd, Dr. Ramey, Prof. Griswold, Prof. Ralph Smith (guest), Prof. Remedio

- Approved minutes of September 26, 2006 meeting as corrected
- Approved the Certificate of Industrial Security and the proposed six new courses with changes as discussed
- Approved Allied Health Associate Degree as submitted
- Approved ITAP proposal as submitted
- Approved COMT proposal with recommended changes
- Tabled discussion on adding COMT courses to BS in Tech 2+2 General Option
- Approved motion that ABT Coordinator discuss NAIT required approval of course with ABT faculty and communicate with the appropriate group.
- Approved Trumbull Campus Tech Prep Validation proposal as submitted
- Approved recommendation that the CAC chair get load lift

Mr. Remedio stated that this may be his last semester as Chair since this semester marks the end of his two year appointment. He distributed a checklist on curriculum proposals and specified the new Provost website that should be used for curricular issues.

Minutes of September 26, 2006

Dr. Villella made a motion to accept the minutes as submitted, second by Prof. Neuman. Dr. Boyd stated that there is a correction needed on the last paragraph of the last page; it should read Dr. **Boyd** not Dr. Body. Also, in the second paragraph on page 3, it should read **EPC**, not EPA.

Dr. Villella revised his motion to accept the minutes as corrected, second by Prof. Neuman. Motion passed by a unanimous vote.

Industrial Security

Dr. Villella stated that this agenda item was reviewed by the BMRT curricular group and that several of the courses have been taught at Trumbull Campus for three or more years. He added that the proposal contains six courses and a certificate and that the comments brought up by Prof. Dragomier are minor details that need to be addressed. He said that conceptually the BMRT group is in agreement with the certificate and the courses being proposed.

Prof. Marino provided extensive documents that have been done to support the development of the certificate and the necessary coursework. He stated that the genesis for this program goes back to 9/11 when he was contacted by the Army concerning problems of returning service members looking to come back and get their jobs back. There is a significant need for training in industrial security and courses have been taught consistently since 2001. At that time Dr. Book expressed interest in new programs and granted a stipend to put together this program.

Prof. Neuman asked if the certificate would be available at any regional campus. Prof. Marino replied that they could be taught at any campus. Prof. Neuman stated that TECH 36318 is also used by the ACTT group in the fraud examination sequence. She suggested he coordinate the scheduling of that course with other campuses when that course is offered which could increase the enrollment numbers.

Prof. Dragomier stated that he had no objection to the certificate or the content but rather to structural issues. One item is that on certificate advisory sheet TECH 36420 is listed as a pre-requisite for the other courses, but it is not listed on the BDS for those courses. He added that he was not questioning the logic of the pre-requisite but wanted to be sure that if it is to be a pre-requisite it has to be listed on the other courses. Prof. Marino replied that it would either be removed as a pre-requisite or properly listed on the appropriate BDS sheets.

Prof. Dragomier pointed out that an associate degree is listed as a pre-requisite which cannot be done. Prof. Marino said that was going to be changed to Junior standing for 30000 level courses and Senior standing for 40000 level courses.

an individual holds a certificate that only comes to 15 hours they must take additional hours to come up to the 27. She added that there are no new courses in the program.

Prof. Neuman added that it would be the ABT Coordinator who would determine the number of hours allowed to translate from a certificate to the associate degree. It will be a department decision rather than a campus decision. Prof. Remedio asked if a student only has 10 certificate hours will the 17 additional hours they need have to be in the health field. Prof. Neuman replied that they will be looking for applied business, not health hours. If they want more health hours they would go elsewhere, they will want this degree because they are looking for supervisory courses. She added that the program will be very advising intensive. Dr. Fitzsimmons stated that the new Facility Planning course might work for someone looking for hours. Prof. Dragomier said that a course should be included on customer service. Dr. Villella stated that there is a 30000 level customer service course.

Dr. Villella asked if Prof. Neuman would consider putting a TECH course into the program. Prof. Neuman replied that they would consider that. She added that it would be impossible to list all the possible courses in the catalog because not everyone is going to come in with 27 hours in the certificate. She stated that this is another reason that advising is going to be very important.

Dr. Villella stated that the form should indicate the BMRT group was consulted and that it should read Trumbull Business Advisory Board. Prof. Neuman said she would go over every line again before the final submission and that the Lincoln Bldg. has been kept in the loop since October.

Dr. Ramey asked if Prof. Neuman had reviewed the proposal with Lincoln. Prof. Neuman replied that she had been working with Lincoln since October. Dr. Ramey asked if they had expressed concern about the loose 27 hours since a student would have to declare their requirement sheet so it can be approved and they can move forward. Prof. Neuman stated that OBR says the student will have already earned the certificate before they are admitted; they do not come in while they are working on a certificate.

Prof. Griswold asked who determines the number of hours in a certificate. Prof. Remedio replied that it would be the Division Coordinator. Prof. Neuman added that the certificate must be state accredited.

The motion to approve the Allied Health Associate Degree was passed by unanimous vote.

ITAP

Dr. Ramey made a motion to eliminate the ITAP sub-majors as proposed, second by Prof. Dragomier.

Dr. Ramey stated that the Medical Billing ATS and the Medical Billing Certificate which is embedded within the ATS requires students to take ITAP 26651. She is asking that HED 14020, Medical Terminology, be listed as an option to ITAP 26651. The ITAP course is only offered in the Fall so students who start the program in the Spring have to substitute and this change will help students through the process and eliminate paperwork.

Motion passed by unanimous vote.

COMT

Prof. Dragomier made a motion to consider the COMT proposal as submitted, second by Prof. Gunning.

Prof. Remedio stated that COMT 11006 is a change of pre-requisite and schedule type; COMT 12000 is a pre-requisite change, schedule change and abbreviation change. He added that students do not need the listed pre-requisite so it was decided to remove it and the COMT group has found that the lecture format is fine to deliver the course because students can do lab work at home or in a general lab.

Prof. Remedio said that COMT 11009 has changes in the content outline. Prof. Dragomier stated that content outline changes only need the approval of this group; they do not have to go to EPC.

Prof. Mathur asked why COMT 11006 is listed as a lecture but has lab hours listed in the content. He added that he believes all computer courses should be lab oriented. Prof. Remedio replied that they have found that "lab" has different meanings. He added that in the old days a course would have a separate lab and the students just did lab things there. Prof. Dragomier interjected that the expectation today is that the students will have their own computer or access to a computer. He suggested the addition of a statement that access to a home computer or a campus computer lab since

courses that are counted as management courses in the BS Tech degree. He said if these courses are added it could jeopardize the NAIT accreditation. He expressed concern that the courses suggested are not management courses because NAIT has a list of courses that NAIT recognizes as management courses. Dr. Boyd stated that it is not an issue of the courses being good or bad but can they be justified to NAIT.

Prof. Neuman made a motion to table the proposal until it can be presented as a division issue, second by Dr. Fitzsimmons. Prof. Neuman said that what she hears is that the management concept and practices course must meet specific NAIT requirement. Prof. Dragomier stated that the AS&T went through the 2+2 courses and those that met NAIT requirements were listed.

Prof. Remedio stated that this appears to be a process problem since the ABT wants to go along with NAIT but we are not accredited by NAIT. It would be nice if someone could have looked this over for NAIT approval before the proposal got to this point. Dr. Boyd stated that the group would be the BS in Tech faculty. Prof. Remedio asked if Dr. Boyd would then bring it to CCC, Dr. Boyd replied yes. Prof. Remedio stated that AS&T does not have the motivation to develop this proposal, but ABT cannot bring it because it has to be reviewed by NAIT people. Dr. Boyd replied that it needs to be reviewed by BS Tech faculty and added that the intention is not to block the proposal but there is concern because it could really jeopardize the NAIT accreditation. Prof. Dragomier stated that anything that is being considered that will affect the BS Tech must be reviewed by them. Prof. Remedio replied that those issue would be resolved here.

Dr. Villella stated that Prof. Marino's proposal included TECH courses in BS Tech and they were approved. Dr. Boyd stated that those were electives and NAIT does not care about them. Dr. Villella stated, for clarification, that the courses just approved for Prof. Marino were never reviewed by Dr. Boyd's group. He added that when Prof. Ward was coordinator there were problems with the ownership issues and stated that this needs to be addressed in the new Handbook. Prof. Dragomier agreed and stated that whoever brings in a TECH course is afraid that if it comes through the Tech or BS Tech group that we will not know anything about the course. The point is that no one wants to say you can't develop the course but if it will affect the BS Tech it has to be reviewed by that group because it will have to be justified to NAIT. Dr. Boyd stated that courses listed under a certain area in the catalog where students need to pull their management courses must be approved by BS Tech faculty so they can be justified to NAIT. Prof. Neuman stated that accreditation is extremely important and no curricular body should do anything to jeopardize an accreditation.

Prof. Remedio stated that that last year COMT created a 2+2. Dr. Boyd asked if that 2+2 was supposed to be NAIT accredited. Prof. Remedio replied that ABT and AS&T are equal. Dr. Boyd stated that the issue is where the BS Tech degree resides. You can create courses that are electives as long as they meet University guidelines. However, as long as the BS Tech is housed at the Kent Campus the issue will probably not be resolved. You may have a Special Topics course in Computer Tech and one in ACTT, but the reality is that you have a BS degree granted by Kent and your upper division courses are TECH and they have to come here. Prof. Gunning stated that this is very confusing and should be written down. Prof. Remedio stated that we want to encourage curriculum development so this issue needs to be resolved so it is clearly understood. He added that he would list this as an agenda item for the next meeting.

Prof. Neuman suggested that the CCC direct the ABT Coordinator to communicate with the AS&T and BS in Tech and then bring the information back for discussion. Prof. Remedio asked if any of the suggested courses would fit without causing a problem. Dr. Boyd replied that he did not know because the BS Tech group would have to look at them. Prof. Dragomier stated that the COMT faculty or whoever was appropriate could be included in that discussion.

Dr. Villella asked if the BS Tech group would meet and determine which of these courses are acceptable could Dr. Boyd define the NAIT requirements. Dr. Boyd replied that the course should be approved by the BS Tech group and then the AS&T. Dr. Villella asked if it is the title or the content that established NAIT acceptance. He added that Dr. Boyd said the group would decide, not NAIT. Prof. Dragomier stated that the group would approve the course because the BS Tech group has spent a lot of time working with NAIT. Dr. Villella asked if it would be possible for the group to say okay and then NAIT not approve the course. Prof. Dragomier stated they can generally get NAIT approval as long as a compelling argument can be made, although there is not 100% guarantee.

Dr. Villella asked if NAIT says they will accept what the group accepts or that it has to meet standards NAIT has imposed. Prof. Remedio stated that there must be things that NAIT does like and asked if there is a point when NAIT will not longer accredit a program. Dr. Boyd replied that we could have received a 5 year approval but we have to submit a report next fall because we were not quite where we should have been.

Members of NEO Healthforce Group

McAllen	Pat	Coordinator, St. Elizabeth Campus	Mercy College of Northwest Ohio	(330) 480-5374	Patricia_mcallen@hmis.org	1044 Belmont Avenue	Youngst own	OH	44501-	(330) 480-5374	
Zapko	Karen	Instructor	Columbiana County Career & Technical Center	330-424-9561	KAZapko@aol.com	9364 State Route 45	Lisbon	OH	44432	330-424-9561	
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Danko	Denise	Adult Education	Choffin Career & Tech Center	330-744-8700 8710	youn_dvd@access-k12.org	200 E Wood St	Youngst own	OH	44503	330-744-8700 8710	
Savors	Sherril		Choffin LPN Program	330-744-8723	YOUN_sas@access-k12.org	200 E Wood St	Youngst own	OH	44503	330-744-8723	330-744-8705
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Carbon	MaryLou	Educator	EOAHEC	330-755-0605	BIRTHWORKS@AOL.COM	DeBartolo Place Suite 200	Youngst own	OH	44512	330-755-0605	330-629-6377
Leffard	Sue	Director	EOAHEC	330-6296375	sleffard@cc.ysu.edu	DeBartolo Place Suite 200	Youngst own	OH	44512	330-6296375	330-629-6377
Barber	Laurie	Nurse Recruiter	Forum Health	330-884-4110	lbarber@forumhealth.org	500 Gypsy Ln	Youngst own	OH	44501-	330-884-4110	(330) 884-5735
Moore	Terry	Manager Educational Services	Forum Health	330-841-9862	tmoores@forumhealth.org	1350 E Market St	Warren	OH	44482	330-841-9862	330-841-9781
Ondo	Ann Marie	Recruiter	Forum Health	330-841-3575	aondo@forumhealth.org	500 Gypsy Lane	Youngst own	OH	44501-	330-841-3575	(330) 884-0100

Is this group?

Boudreau	Joyce	State Consultant	Health Careers Education Pathways	614-466-2901	joyce.boudreau@ode.state.oh.us	25 South Front St	Columbus	OH	43215-	614-466-2901	(614) 644-6720
Begalla	Christine	Nurse Recruiter	Humility of Mary Health Partners	330-480-6616	christine_begalla@hmis.org	1044 Belmont Avenue	Youngstown	OH	44501-	330-480-6616	(330) 480-6603
English	Karen	Educator	Humility of Mary Health Partners		Karen English@HMIS.ORG	1044 Belmont Ave	Youngstown	OH	44501		
Jones	Renee	Educator	Humility of Mary Health Partners	330-480-3111	renee_jones@hmis.org	1044 Belmont Ave	Youngstown	OH	44501	330-480-3111	330-480-2002
Smith	Yvonne	Professor of Nursing	Kent College of Nursing	330 672-8793	ysmith@kent.edu	Henderson Hall 113			44242	330 672-8793	
Kloss	Diane	Director of Workforce Development	Kent State University - Trumbull	330-337-4254 cell 330-831-0030	Kloss@salem.kent.edu	4314 Mahoning Ave NW	Warren	OH	44483-	330-337-4254 cell 330-831-0030	330-337-4241
Stahl	Charlotte	Director	Kent State University East Liverpool	330-382-7751	gstahl@eliv.kent.edu	213 East Fourth St	East Liverpool	OH	43520	330-382-7751	330-382-7564
Thomas	Wanda	Dean	Kent Trumbull	675-8820	wthomas4@kent.edu					675-8820	
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Siwec	Alice	Health Careers Consultant	MCCTC	729-4100	mivs.ais@access-k12.org	7300 N Palmyra Rd	Canfield	OH	44406	729-4100	
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Yoder	Sue	Executive Director	Salem Visiting Nurse's Association	330-332-9986	skypd@aol.com	718 E Third St Ste A	Salem OH	44460-	330-332-9986	332 8899	
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Gregory	Gale	Education Coordinator	The Inner Office		galeg@theinneroffice.com						
Reader	Linda	LPN Program Coordinator	Trumbull Career & Technical Center	330-847-0503 x1421	linda.reader@neomin.org	528 Education Highway	Warren OH	44481	330-847-0503 x1421		
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Miller	Sue	Health & Human Services	Youngstown State Unvierstiy	330 941 1768	smmiller.04@ysu.edu	One University Plaza	Youngst own	OH	44555	330 941 1768		
Mosca	Nancy	Nursing Department	Youngstown State Unvierstiy	330-941-1793	nwmosca@ysu.edu	One University Plaza	Youngst own	OH	44555	330-941-1793		



OFFICE OF ACADEMIC AFFAIRS

TO: Educational Policies Council

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

SUBJECT: Agenda for Monday, January 28, 2008
Kent Student Center, Room 310 A-B
3:20 p.m.

DATE: January 22, 2008

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 Academic Affairs 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 Academic Affairs by Friday, January 25, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of November 19, 2007.
Attachment 1

Associate and Assistant Deans Committee

2. Revision of academic policy of grade recalculation for associate degrees.
Effective Spring 2008 *Assistant Dean Deborah L. Barber*
Attachment 2

College of Business Administration and Graduate School of Management

Department of Marketing

3. Establishment of Managerial Marketing [MMTG] major within the Bachelor of Business Administration [BBA] degree program. Program will use the current curriculum of the Marketing major (the Marketing major will be revised substantially for fall 2008). Included in proposal are establishment of pre-major PMMT and course subject MMTG and revision of 10 MKTG courses, which had their subject (to MMTG) and prerequisites revised. Total credit hours to program completion are 121-122.
Effective Fall 2008 *Dean George E. Stevens*
Attachment 3: Proposal | Catalog Copy, Requirement Sheet, Sample Schedule
4. Revision of Marketing [MKTG] major within the Bachelor of Business Administration [BBA] degree program. The revision is substantial, with all major requirements replaced. Total credit hours to program completion decrease, from 121-122 to 121.
Effective Fall 2008 *Dean George E. Stevens*
Attachment 4: Proposal | New Course MKGT 35030 | Assessment Plan |
Catalog Copy, Requirement Sheet, Sample Schedule

ACTION ITEMS *continued***College of Technology**

5. Establishment of an Air Traffic Control [ATC] concentration in the Aeronautics [AERN] major within the Bachelor of Science [BS] degree program. Total credit hours to program completion are 124.
Effective Fall 2008
Attachment 5: Proposal | New Courses
Dean Aminur (Raj) Chowdhury

Division of Research and Graduate Studies / College of Communication and Information

6. Transfer of the Institute for CyberInformation from Research and Graduate Studies to the College of Communication and Information; and name change to the Institute of Social and Cultural Informatics.
Effective Fall 2008
Attachment 6
Vice President/Dean John L. West
Dean James L. Gaudino

INFORMATION ITEMS**Office of Academic Affairs**

1. Establishment of a spring effective term for undergraduate courses.
Attachment 7

Ohio Board of Regents

2. Ohio Board of Trustees mandate to revise information regarding credit transfer in both print and online university catalogs.
Attachment 8

LESSER ACTION ITEMS**College of Communication and Information***School of Visual Communication Design*

1. Revision of the Photo-Illustration [PHOI] major within the Bachelor of Science [BS] degree program. Revisions are replacing requirements VCD 22000 and ARTH 42070 with VCD 28002 and VCD 45000, respectively. Total credit hours to program completion are unchanged at 128.
Effective Fall 2009
2. Revision of the Visual Communication Design [VCD] major within the Bachelor of Arts [BA], Bachelor of Fine Arts [BFA] and Bachelor of Science/Master of Arts [BS/MA] degree programs. Revision is replacing requirement ARTH 42070 with VCD 45000. Total credit hours to programs completion are unchanged at 129, 137 and 129, respectively.
Effective Fall 2009

College of Nursing

3. Revision of the policy governing progression for students in the Bachelor of Science in Nursing [BSN] degree program. Policy is revised to more clearly state that students who receive below a C (2.0) grade in a clinical course may repeat the course only once and may not progress until a minimum C (2.0) grade is achieved. A grade less than a C (2.0) in two clinical courses and/or failure in any two nursing courses (clinical or non-clinical) will result in dismissal from the program. Total credit hours to program completion are unchanged at 122-123 (2008-09 catalog).
Effective Fall 2008

LESSER ACTION ITEMS *continued***Regional Campuses**

4. Establishment of policy in the Occupational Therapy Assistant Technology [OCAT] within the Associate of Applied Science [AAS] degree program. Policy mandates all required courses be completed with minimum C (2.0) grade. Addition of statement in catalog that the university reserves the right to initiate changes in the program, with EPC approval, as deemed necessary for accreditation reasons. Total credit hours to program completion are unchanged at 68 (2008-09 catalog).
Effective Fall 2008

CORRECTION**October 22, 2007, EPC Agenda**

1. Establishment of a Center for Materials Informatics is effective spring 2008.

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

COURSE CHANGES

Key for course changes:

a Title	d Diversity	H Credit Hours	New New	s Schedule
C Cross-List/Slash	E Credit-by-Exam	Inac Inactivate	P Prerequisite	T Title
c Course Content	Fee Fee	L LER	R Repeatable	W Writing Intensive
D Description	G Grade Rule	N Number	S Subject	

Course Changes Effective Spring 2008

COMT	11002	Visual Basic Programming (3)	PD
COMT	20001	C++ Programming (3)	PD
COMT	20011	Java Programming (3)	P
MUS	66111	Graduate Piano (2 or 4)	P
MUS	66112	Piano Accompanying (2 or 4)	P
MUS	66311	Graduate Voice (2 or 4)	P
MUS	66411	Graduate Violin (2 or 4)	P
MUS	66412	Graduate Viola (2 or 4)	P
MUS	66413	Graduate Violoncello (2 or 4)	P
MUS	66414	Graduate Double Bass (2 or 4)	P
MUS	66511	Graduate Flute (2 or 4)	P
MUS	66512	Graduate Oboe (2 or 4)	P
MUS	66513	Graduate Clarinet (2 or 4)	P

Course Changes Effective Spring 2008 *continued*

MUS	66514	Graduate Bassoon (2 or 4)	P
MUS	66515	Graduate Saxophone (2 or 4)	P
MUS	66611	Graduate Trumpet (2 or 4)	P
MUS	66612	Graduate French Horn (2 or 4)	P
MUS	66613	Graduate Trombone (2 or 4)	P
MUS	66614	Graduate Euphonium (2 or 4)	P
MUS	66615	Graduate Tuba (2 or 4)	P
MUS	66711	Graduate Percussion (2 or 4)	P
MUS	66912	Graduate Guitar (2 or 4)	P
MUS	76111	Graduate Piano (2 or 4)	P
MUS	76112	Piano Accompanying (2 or 4)	P
MUS	76311	Graduate Voice (2 or 4)	P
MUS	76411	Graduate Violin (2 or 4)	P
MUS	76412	Graduate Viola (2 or 4)	P
MUS	76413	Graduate Violoncello (2 or 4)	P
MUS	76414	Graduate Double Bass (2 or 4)	P
MUS	76511	Graduate Flute (2 or 4)	P
MUS	76512	Graduate Oboe (2 or 4)	P
MUS	76513	Graduate Clarinet (2 or 4)	P
MUS	76514	Graduate Bassoon (2 or 4)	P
MUS	76515	Graduate Saxophone (2 or 4)	P
MUS	76611	Graduate Trumpet (2 or 4)	P
MUS	76612	Graduate French Horn (2 or 4)	P
MUS	76613	Graduate Trombone (2 or 4)	P
MUS	76614	Graduate Euphonium (2 or 4)	P
MUS	76615	Graduate Tuba (2 or 4)	P
MUS	76711	Graduate Percussion (2 or 4)	P
MUS	76912	Graduate Guitar (2 or 4)	P
PAS	42095	Special Topics in the Literature of Pan-Africa (3)	P
PAS	43095	Special Topics in Pan-African Literature, Arts and Culture (3)	P
PAS	43395	Special Topics in African Diaspora Studies (3)	P
PAS	45095	Special Topics in Pedagogy in Pan-African Studies (3-12)	P
PAS	47095	Special Topics in Theoretical and Applied Research (3)	P
PAS	49095	Selected Topics (2 or 3)	P
PAS	41192	Practicum in African American Affairs (1-12)	P
US	10006	Study Strategies for College Success (3)	P

Writing-Intensive Course Changes, Approved by the URCC, Effective Fall 2008

MKTG	35011	Marketing Tools (3) to:	
MMTG	35011	Marketing Tools (3).....	SP
MKTG	45084	Marketing Policies and Strategies (3)	aPD

Course Changes Effective Fall 2008

ITAP	16620	Word Processing I (3).....	Pc
ITAP	16649	Database Applications for Medical Billing (1).....	DPc
ITAP	16650	Systems Studies for Medical Billing and Coding (1)	DP
ITAP	26650	Medical Billing Procedures (3).....	P
ITAP	26655	ICD Coding (3).....	P
MKTG	35021	Research for Marketing Decisions (3) to:	
MMTG	35021	Research for Marketing Decisions (3)	SP
MKTG	35023	Customer Analysis (3) to:	
MMTG	35023	Customer Analysis (3)	SP
MKTG	35024	Hands-on Technology Enhancement Laboratory (1) to:	
MMTG	35024	Hands-on Technology Enhancement Laboratory (1)	SP
MKTG	35026	Decision-Making Skill Enhancement Laboratory (1) to:	
MMTG	35026	Decision-Making Skill Enhancement Laboratory (1)	SP
MKTG	35030	Marketing Applications (3)	New
MKTG	35035	Consumer Behavior (3)	P
MKTG	35050	Marketing Research (3)	P
MKTG	45010	Promotion Management (3) to:	
MMTG	45039	Promotion Management (3)	SNP
MKTG	45020	Competitive Market Analysis (3) to:	
MMTG	45020	Competitive Market Analysis (3)	SP
MKTG	45026	Personal Selling Methods and Practices Laboratory (1) to:	
MMTG	45026	Personal Selling Methods and Practices Laboratory (1)	SP
MKTG	45030	Channel Management (3) to:	
MMTG	45030	Channel Management (3)	SP
MKTG	45040	Integrated Marketing Strategy (3) to:	
MMTG	45040	Integrated Marketing strategy (3).....	SP
MKTG	45045	Advertising and Promotion Management (3)	a
MKTG	45046	Personal Selling a Sales Management (3)	a
MKTG	45050	Entrepreneurship (3).....	Inact
MKTG	45060	International Marketing (3).....	D
MKTG	45082	Retailing and Web-Based Merchandising (3) to:	
MKTG	45082	Service, Retail and Web-Based Marketing (3).....	TaPD
MKTG	45084	Marketing Policies and Strategies (3)	aPD
MSCI	20180	Survey American Military History (1)	P

Course Changes Effective Fall 2008 *continued*

NURS	20030	Foundations of Nursing Interventions (5).....	P
NURS	30010	Parent and Newborn Nursing (4).....	P
NURS	30020	Health Care of Children (4).....	P
NURS	30030	Nursing of Adults (5).....	P
NURS	30040	Nursing of Adults with Rehab Needs and/or Gerontologic Changes (4).....	P
NURS	40010	Nursing of the Critically Ill (4).....	P
NURS	40020	Community Health Nursing (4)	P
NURS	40030	Psychiatric Nursing and Mental Health Nursing Care (4)	P
NURS	40045	Integration of Leadership and Management in Nursing (6).....	P
TECH	15250	FAA Orientation (3).....	New
TECH	25350	Fundamentals of Air Traffic Control (2).....	New
TECH	25351	Fundamentals of Air Traffic Control Laboratory (1).....	New
TECH	35343	En Route Air Traffic Control (2)	New
TECH	35344	En Route Air Traffic Control Laboratory (1)	New
TECH	45320	Air Traffic Control II (2)	New
TECH	45321	Air Traffic Control II Laboratory (1)	New
TECH	45343	En Route Air Traffic Control II (2)	New
TECH	45344	En Route Air Traffic Control II Laboratory (1)	New

Correction to the November 19, 2007, EPC Agenda

SPED	63535	Intelligence, Assessment and Evaluations in Gifted Education (3).....	P
(course number is 63535, not 36595 as published in agenda)			

Course list prepared by Lisa N.H. Delaney, Academic Program Coordinator, Curriculum Services



EDUCATIONAL POLICIES COUNCIL
Minutes of the Meeting
Monday, November 19, 2007

Ex-Officio Members present: Senior Vice President and Provost Robert G. Frank; Executive Dean Shirley J. Barton; Deans Donald L. Bubenzer, Timothy J. Chandler, James E. Dalton, Jerry D. Feezel, Gary M. Padak, Denise A. Seachrist, Mark W. Weber, Donald R. Williams; dean representatives LuEtt J. Hanson for James L. Gaudino, Yvonne M. Smith for Laura Cox Dzurec

Ex-Officio Members not present: Vice President and Dean John L. West; Vice Provost Steve O. Michael; Deans Aminur R. (Raj) Chowdhury, George E. Stevens

Faculty Senate-Appointed Representatives present: Cheryl A. Casper, Barbara J. Hipsman-Springer, Thomas Janson, Sanda S. Katila, John A. Marino, Mandy J. Munro-Stasiuk, Vilma Seeberg, James A. Tyner, Roberto Uribe-Rendon, Sue Ellen Wright

Faculty Senate-Appointed Representatives not present: Donald (Mack) Hassler, Natasha Levinson, Erica B. Lilly, Françoise Massardier-Kenney, Robin S. Vande Zande

College Curriculum Committee Representatives present: Margaret (Peggy) Doheny, Bruce J. Gunning, Linda L. Williams, Alexa L. Sandmann, Kathryn E. Strand

College Curriculum Committee Representatives not present: David A. Dumpe, Stephen M. Zapytowski

Observers present: Kali Price, Thomas P. Wakefield

Consultants and Guests present: Joanne Arhar, Diedre Badejo, Laura M. Bartolo, James L. Blank, Gregory M. Blase, Stephane E. Booth, Laura L. Davis, Lisa N.H. Delaney, Mary M. Dellmann-Jenkins, Carol K. Drennen, Roger B. Gregory, Joan E. Lappin, Kiera Manion-Fischer, Nancy E. Mitchell, Gayle L. Ormiston, Barbara M. Scheule, Wanda E. Thomas, Therese E. Tillett

Senior Vice President and Provost Robert G. Frank called to order the Educational Policies Council at 3:21 p.m., on Monday, November 19, 2007, in Room 310 of the Kent Student Center.

Action Item 1: Approval of minutes of October 22, 2007.

Professor Margaret (Peggy) Doheny moved for approval, and Assistant Professor Bruce J. Gunning seconded. There were no corrections or comments. The minutes were approved as submitted.

Action Item 2: Establishment of a Center for Materials Informatics.

Dean Jerry D. Feezel commented that the proposed center will build upon the strengths and successes of current research and bring the university to the next level of developing relationships with external funding sources such as the National Science Foundation. He moved the item for approval, which was seconded by Dean Gary M. Padak.

Discussion about the proposal centered on the role and membership of an executive board for the center; the phases to implement the center; the letter by Computer Science Department Chair Robert A. Walker (attachment 2, page 24); and sources for continued funding of the center.

Dean Feezel acknowledged that certain parts of the proposal were not yet completely thought-out—and information pertaining to the executive board and the metrics used for progressing phases were two areas—although he deemed the proposal as more detailed than guidelines require. He explained that the intention with this center is to start small and grow as it receives more funding. In regards to concerns noted in Chair Walker and others' letters, he pointed out several inaccuracies and said other items listed were addressed in the proposal put before the EPC. He compared this proposal to the one for the Center for Public Health Preparedness, which grew out of successful external funding. There exists a need to establish a formal infrastructure to leverage extra funding, he emphasized. Professor Laura M. Bartolo, the planned director for the proposed center, agreed and said that an officially sanctioned center will allow Kent State to collaborate with other state-wide institutions, such as University of Akron's polymer institutes, and with national and international groups with similar interests.

In response to a question about the ability for the center to sustain itself with no financial drain on the College of Arts and Sciences, both Dean Feezel and Senior Vice President and Provost Frank stated that the proposed center would not become a "money pit" for the college. Dean Feezel added that the proposal included an evaluation procedure to prevent just that.

The motion was brought to a vote by a show of hands and passed.

Action Item 3: Establishment of an Allied Health Management Technology [AHMT] major within the Associate of Technical Studies [ATS] (category B) degree program to be offered on the Trumbull campus. Total credit hours to program completion are 66.

Executive Dean Shirley J. Barton described the Associate of Technical Studies degree as a tool by which people trained in specific areas can be granted program credit; consequently, their training becomes part of the degree requirements. The coursework in the proposed program focuses on supervisory skills students need to progress in their health field career. She then moved the item for approval, which was seconded by Senator John A. Marino.

Questions for the program involved the 28 credit hours of an accredited certificate counted toward the degree, including the conversion of clock hours to credit hours and what will be accepted for credit. Executive Dean Barton explained that the recommended conversion is 30 clock hours in a certificate program to one vocational credit. Trumbull Campus Dean Wanda E. Thomas said faculty members will work with students to best determine the kind of promotion they are seeking in their field and the additional coursework they will need. In answer to a question about whether the goal of the program is to make students more an authority in their field, Dean Thomas said the goal is for students to continue using their skills in their field while also being capable to supervise others.

An EPC member requested clarification of a statement in the letter granting preliminary approval from the Ohio Board of Regents (attachment 3, page 14) that stressed that when informing other institutions about the program, the Ashtabula campus should also explore program collaborations with these institutions. Executive Dean replied that that directive from the OBR most likely arose out of an earlier program proposal—the AAS in Radiologic Technology—at the Ashtabula campus. There is no similar program to the ATS in Allied Health Management Technology in the area, she said, so that is not a concern here.

The motion proceeded to a vote and passed unanimously.

Added to Agenda—Information Item 1: Next Steps: Preparing the 21st Century Graduate

In a presentation to be shown to the Board of Trustees, Senior Vice President and Provost Frank unveiled the “four elements of excellence” for Kent State to achieve to align itself with Ohio’s aspiration to be competitive in providing a desired workforce for employers by increasing the number of college graduates in the state.

A desired workforce has been identified as one that comprises graduates who think critically, act creatively, communicate effectively, contribute to a diverse team and possess global awareness.

The “four elements of excellence” are the philosophy of a Kent State degree, curriculum, the Liberal Education Requirements and the students’ first-year experience.

As part of the initiative, workgroups will be created to discuss and define the four elements. An envisioned model is two core workgroups of five-to-eight members to develop ideas for two each of the four elements, which will then be given to a group of 12-14 stakeholders (faculty, recent graduates, employers and local/national leaders) to polish before presenting it to the university academic community for feedback. A faculty blog will also be developed for feedback to the ideas. The Faculty Advisory Councils will determine membership selection for one of the core groups; the EPC will do the same for the other. The timeframe is to begin the two-group dialogue in December 2007 and refine the ideas that emerge by end of 2008. Planning of implementation will occur over the first half of 2009, with implementation beginning in August 2009 and finishing by August 2010.

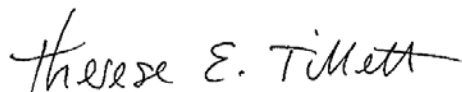
Discussion and queries of the plan from EPC members included whether it should be the faculty advisory committees or the college curriculum committees overseeing membership in the first group; how efficiently and effectively ideas will translate to pragmatic application; whether employers are/should be Kent State’s major stakeholder; the fact that civic awareness was not included alongside global awareness in the desired graduates; adjustment of course load for faculty members appointed to these groups; responsiveness to faculty blog postings; concern that diversity of opinions may be sacrificed for the core group to come to a consensus; and the possibility that proposed ideas may be inconsistent with the university’s strategic plan. In response to the last two items, Senior Vice President and Provost Frank said the objective of the core groups will be to present diverse ideas, and the strategic plan is broad enough to incorporate this initiative.

Suggestions from members included keeping the group membership as small as possible to be functional and creating more than two core groups. They were not opposed to another scheme suggested by Senior Vice President and Provost Frank (and done at another university) to have more than one group working on the same elements and letting the academic community vote for what they considered the best one.

In response to a request to discuss any of the lesser action items, EPC members talked about the policy proposal from Communications Studies to require students to pass a grammar test before being admitted to the major (Lesser Action Item 2). Members expressed dismay that this is not a university requirement for all majors and that there are not required courses that teach grammar, punctuation and spelling. Senior Vice President and Provost Frank said this issue could be included in the “four elements of excellence” discussion.

Hearing no other requests for discussion or to elevate a lesser item, Senior Vice President and Provost Frank adjourned the meeting at 4:40 p.m.

Respectfully submitted,



Therese E. Tillett
Director of Curriculum Services
Office of Academic Affairs

Kent State University
College of Education, Health, and Human Services
Dean's Office
408 White Hall . 672-0550 . www.ehhs.kent.edu

Memo

To: Dr. Gayle Ormiston

From: Debbie Barber

Date: 1/8/2008

Re: New Grade Recalculation with Associate Degrees

On behalf of A&A Deans, I would like to ask that the attached proposal be placed on the January EPC agenda. The recommendation was developed by a subcommittee of A&A Deans and other interested parties. At the December 11 2007 A&A Deans meeting the proposal passed unanimously.

Thank you.

Kent State University
College of Education, Health, and Human Services
Dean's Office
408 White Hall . 672-0550 . www.ehhs.kent.edu

Memo

To: A&A Deans

From: Debbie Barber

Cc: G. Ormiston, T. Tillett, R. Sikula-Schwalm, D. Seachrist; L. Delaney

Date: 1/8/2008

Re: Impact of New Recalculation Policy on Associate Degrees

A subcommittee of A&A Deans and other interested parties met on December 5, 2007, to discuss the impact of the new recalculation policy on students who earn associate degrees. Specific information describing the problem is presented in the attached document. In the subcommittee's deliberations, the practice of other state institutions in Ohio was taken into consideration, as was the capability of our own Banner system to effect the desired changes.

The recommendation of this committee is to change the degree posting policy to allow students who earn associate degrees to utilize the new recalculation policy. Currently all transcript entries are finalized when the degree is posted. Without this policy change, students who earn the associate degree en route to the baccalaureate are disadvantaged over those who seek only the baccalaureate. The goal is to treat these students the same in order to encourage them to seek the two year degree, and to remain at Kent State University for the baccalaureate.

Procedures supporting this policy change are as follows:

1. At the time a student earns an associate or baccalaureate degree, a notation will be placed on the transcript stating the grade point average and the hours earned at the time of the degree conferral.
2. In the transcript legend, a statement will be added that the recalculation policy may affect the original grade and cumulative grade point average posted at the conferral of the degree.
3. Clearly state in the *Catalog* that recalculation will not change the graduation GPA, honors status, or rank in class that were effective at the conferral of the degree.

Suggested changes to catalog copy are below.

Posting of Degrees (p. 74 in the *Catalog*)

*The integrity of academic transcripts is fundamental to the validity of coursework and degrees certified by the university. Therefore, all student transcript entries (grades and other notations) are finalized when the **degree** is officially posted to the permanent academic record. A notation will be placed on the transcript stating the grade point average and the hours earned at the time of an associate or baccalaureate degree conferral. Degrees are posted to students' permanent academic records approximately 30 days following the effective date of graduation.*

Note: Students who have completed an associate degree remain eligible for course repeat with recalculation as specified in the Course Repeat Policies section of this Catalog.

Course Repeat Policies Effective Spring 2008 (p. 80 in the *Catalog*)

Add the following statements between bulleted items “ All eligible courses will be included in the recalculation,” and “All grades will be counted in determining...”

- **Courses taken as part of a completed associate degree may be repeated under this policy.**
- **All course repeats for recalculation must be completed before conferral of the first baccalaureate degree.**

Graduation with Distinction (p. 390 in the *Catalog*)

Change the last sentence in the “*Graduation with Distinction*” section to read:

The students’ **unadjusted GPA at the time the associate degree is conferred (i.e., 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.”**

Impact of Recalculation on Students with Associate Degrees

December, 2007

Statement of the Problem

In light of the new recalculation policy that becomes effective Spring 2008, the institutional practice of finalizing the transcript when the associate degree is posted begs a discussion of the equity of the policy.

Regional campus students who are awarded an associate degree will have their transcript “frozen” at the conferral of the degree. If such students continue within the Kent State University system and repeat a previously earned course that is eligible for recalculation under the new policy, they will not be able to enjoy the same benefit as Kent campus (or other regional campus) students who do not earn an associate degree en route to the baccalaureate. Because the transcript is finalized, no grade change will be permitted.

As the transcript policy currently stands, it creates a disincentive for students at our regional campuses to take the associate degree, if they intend to continue at Kent State University. Or, the policy may encourage students to transfer to another institution in order to begin with a new GPA, if their academic record does not meet the standards expected for their intended KSU program.

Since 1996, a total of 2779 recipients (28.8%) of our regional campus associate degree holders went on to earn a baccalaureate within the Kent State system.

Possible Solutions

1. Continue to freeze the transcript and deny advantages of the new forgiveness policy to our native RC students who earn an associate degree on their way to earning a baccalaureate degree.
2. Change policy to allow post-associate and post-baccalaureate students to utilize recalculation, but capture the degree GPA and post to the transcript.
3. Allow a policy change for associate degree students, but not after the baccalaureate is conferred.

Current Catalog Language

Posting of Degrees

The integrity of academic transcripts is fundamental to the validity of coursework and degrees certified by the university. Therefore, all student transcript entries (grades and other notations) are finalized when the degree is officially posted to the permanent academic record. Degrees are posted to students' permanent academic records approximately 30 days following the effective date of graduation.

Impact of Current Policy and Proposed Changes

Recalc Policy Will Apply if:	Solution 1	Solution 2	Solution 3
RC Student, no associate degree, pursuing baccalaureate	Y	Y	Y
RC Student, has associate degree, pursuing baccalaureate	N	Y	Y
KC Student, no associate degree, pursuing baccalaureate	Y	Y	Y
KC Student, post-baccalaureate	N	N	Y
	Current policy: Transcript is finalized when degree is posted	Policy change: degree GPA is posted to transcript when associate degree is conferred, but recalc is allowed until baccalaureate is posted	Policy change: degree GPA is posted when associate or baccalaureate is conferred, but recalc can occur after either degree is posted

Report from Other Ohio Institutions (*From Retake for Recalculation Survey Fall 2007*)

University	GPA Recalculation After Degree Conferral	Incomplete Information	Comparison to KSU Solution
Akron	Once degree is awarded (Associate or Bachelors), cannot retake for recalculation. Transcripts are closed.	Incompletes remain on the transcript after degree is conferred.	Similar to current KSU policy (Solution 1)
Bowling Green	Associate and Bachelors degree students can retake for GPA recalculation. A manual note is placed on transcript that specifies GPA at time of degree conferral	Incompletes are allowed on the transcript after degree conferral. Manual note included on transcript capturing GPA at graduation.	Comparable to Solution 3
Cincinnati	Associate and Bachelors degree students can retake for GPA recalculation. GPA is a captured field frozen on the transcript at degree conferral, but current GPA continues to be recalculated.	Incompletes are kept on transcript for one year before they must be converted to a grade (including graduates).	Comparable to Solution 3
Ohio University	Any student can take advantage of policy, even those with Associate or Bachelors degrees. GPA is a captured field frozen on transcript at degree conferral, but current GPA continues to be recalculated.	All incompletes converted to "F" prior to degree conferral.	Comparable to Solution 3
Toledo	Associate degree students can retake for GPA recalculation. Associate GPA is a captured field frozen on the transcript at degree conferral, but current GPA continues to be recalculated. All retakes for recalculation must be completed by conferral of first bachelor's degree.	Incompletes stay on transcript even after degree is conferred. They are aware this is a big problem and are currently looking into changing the policy.	Comparable to Solution 2

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **16-Apr-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MKTG**
 College **BU - Business Administration**
 Degree **BBA - Bachelor of Business Administration**
 Program Name **Managerial Marketing** Program Code **MMTG**
 Concentration(s) _____ Concentration(s) Code(s) _____
 Proposal **Establish Program**

Description of proposal:

Establish a BBA degree program with major Managerial Marketing. Also establish a pre-Managerial Marketing code (PMMT) and a course subject (MMTG). The requirements for the BBA MMTG program duplicate what is currently offered in the BBA Marketing program, which is being revised to become more generalized. In other words, the current curriculum in the Marketing major receives a new name - Managerial Marketing. The Marketing major receives a new curriculum that is more generalized.
 Does proposed revision change program's total credit hours? ☐ Yes ☒ No **generalized. (T. Tillet)**
 If yes, current total credit hours **121-122** proposed total credit hours **121-122**

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

NONE. THIS PROGRAM WAS PREVIOUSLY APPROVED AND IS BEING RETITLED IN LINE WITH THE ORIENTATION OF THE PROGRAM AND TO DISTINGUISH IT FROM THE GENERAL MARKETING MAJOR.

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

COLLEGE OF BUSINESS DEPARTMENTS

REQUIRED ENDORSEMENTS

Richard H. Kalke
Department Chair / School Director / Campus Dean

09/06/07

Elizabeth A. Sinclair
College Dean

9/18/07

Executive Dean of Regional Campuses

 / /

Provost

 / /



Department of Marketing
College of Business Administration
 Summary of Curriculum Proposal

The Department of Marketing seeks to offer two undergraduate programs in marketing. One program will be entitled, "Managerial Marketing," and is a renaming of our current program. The renaming process necessitates that this be considered a new program. The second program will be entitled "Marketing" and is a derivation of the program offered by the department prior to 2005. For purposes of the program development process, the proposed Marketing program is a "revision" of the marketing major.

There are a number of key differences between the two programs:

- The Marketing and Managerial Marketing programs contain distinctly different sets of courses, utilize different pedagogies, and have different orientations.
- In order to minimize student confusion regarding which courses are applicable to their chosen program, the Managerial Marketing program courses will carry the MMTG program code while the Marketing program courses will use the MKTG program code
- The Managerial Marketing program will accommodate 60 students each year, for a total of 120 students in the program. It is a lock-step, sequential program which students may enter only in the Fall semester.
- The Marketing program will accommodate 90 students each year, for a total of 180 students in the program. Students may enter the program at any time during the academic year.
- The Managerial Marketing program is intended to be taken by regular, full-time students.
- The Marketing program may be taken by full and part-time students.

Both programs will be delivered utilizing courses already in the department's course inventory, with the sole exception of Marketing Applications (MKTG 35030). MKTG 35030 will need to be added to the course inventory in order that the proposed Marketing program can be offered.

Attached are the following documents in support of the revised Marketing program:

- A detailed justification for the creation of the revised (and new) major and an enumeration of the form and content of the program.

Department of Marketing
 Dr. Richard H. Kolbe, Chair
 College of Business Administration
 Kent, Ohio 44242-0001
 (330) 672-1257; e-mail: rkolbe@kent.edu

- CCP/Basic Data sheets that:
 - o Revise the Marketing major.
 - o Provide for changes in prerequisites and other modifications to the existing courses as needed for the creation of the revised major.
 - o Establish the new course Marketing Applications (MKTG 35030)
- Catalog pages for the proposed curriculum.
- Program sheets and a sample schedule for students in the revised major.
- An AQIP assessment plan for the revised major.

It should be noted that Marketing Policies and Strategies (MKTG 45084), which was approved as the writing intensive course for the pre-2005 marketing program, will serve again as the writing intensive course for the revised Marketing major. Given the prior approval of this course as writing intensive, no separate support documents are included for this purpose.

The current program, that was effective Fall 2005, will be re-titled “Managerial Marketing,” which more accurately reflects its orientation, and will carry the program code MMTG. This change of title and program code requires that the Managerial Marketing program be considered a “new” program despite its current existence. Due to the change in program code and the creation of the “new” Managerial Marketing program, it was necessary to submit CCP/Basic Data sheets for the following purposes:

- Establish the new program code for the Managerial Marketing major.
- Change the program code for courses in the Managerial Marketing major.
- Change the prerequisites for courses in the Managerial Marketing major to reflect the correct program code.

Corrected catalog pages have been provided for the Managerial Marketing program. Updated program sheets and a sample schedule for the Managerial Marketing major, with correct program codes, were also prepared and are included in the packet of materials.

In addition to modifications due to the change in the program code, course prerequisites for two courses in the Managerial Marketing program (Promotion Management (MMTG 45010) and Channel Management (MMTG 45030)) were changed to reflect their current sequencing in the lock-step Managerial Marketing program. Similarly, the course number for Promotion Management (MMTG 45010) is to be changed to MMTG 45039 to reflect its position within the course sequence for the Managerial Marketing program. The appropriate documentation is supplied for all these purposes.

A course inactivation is also included in this proposal. Entrepreneurship (MKTG 45050) is being assigned for inactivation. Entrepreneurship was originally established to support the small-business orientation of the Managerial Marketing program as an alternative to the capstone Integrated Marketing Strategy course. However, Entrepreneurship (MKTG 45050) was never offered under the Managerial Marketing program and has become unnecessary given the establishment of the entrepreneurship major and its related coursework which marketing students can take as business electives.

Change in Course Designations for Courses in the Managerial Marketing Curriculum

The existing marketing curriculum (as contained in the 2007/08 undergraduate catalog) will be renamed to more accurately reflect its orientation as "Managerial Marketing." Courses in the managerial marketing program will receive a new program code (MMTG) to distinguish them from the courses in the proposed major. The new designation will cause these courses to be listed separately in the undergraduate catalog, indicating to the reader that there are two separate majors in marketing. Further, had all marketing maintained the "MKTG" program code, students may have been misled as to the breadth of courses offered for undergraduate students. The change of program code necessitates a submission of CCP/Data Sheets for the courses in the curriculum to change subject titles and, in most instances, course prerequisites (CCP/Basic Data Sheets attached).

It should be noted that the sequence of courses in the managerial marketing program was also altered. Promotion Management (MKTG 45010) is now taken in the Spring semester together with Integrated Marketing Strategy (MKTG 45040). Channel Management (MKTG 45030) was moved to the senior year, Fall semester. This change was made for pedagogical reasons by the department faculty.

The Managerial Marketing major will co-exist with the general marketing major. The proposed general marketing major will be entitled "Marketing" in the undergraduate catalog and will retain the long-standing program code of "MKTG." Retaining this designation will avoid confusion and needless paperwork within the department and across the campus. Given that these courses are taken by marketing minors and non-majors, changing their program code designation would require widespread catalog changes in programs across the campus.

Catalog Page Changes Managerial Marketing Major

COLLEGE OF BUSINESS ADMINISTRATION

The College of Business Administration and the Graduate School of Management hold membership in the AACSB, International—The Association to Advance Collegiate Schools of Business. This association is recognized by the National Commission on Accrediting and the U.S. Office of Education as the official accrediting agency for business at the collegial level. AACSB standards include an evaluation of faculty adequacy and competence; admissions standards and caliber of the student body; library facilities; physical plant and equipment; financial support of the institution; and the content and breadth of both the professional and nonprofessional curricular requirements.

The College of Business Administration was organized in 1936 under enabling legislation passed by the General Assembly of the state of Ohio. After starting with 300 students and four faculty members, the college now numbers approximately 4,000 undergraduate students, 500 master's students, 50 doctoral students and 56 faculty members.

The college may be contacted through the following:

College of Business Administration
P.O. Box 5190
Kent State University
Kent, OH 44242-0001
Web address: <http://business.kent.edu>
Telephone: 330-672-2872
Fax: 330-672-4043

MISSION STATEMENT

The Kent State University College of Business Administration and Graduate School of Management fulfill their charge from the university and the state of Ohio by providing high-quality undergraduate, graduate and executive programs by engaging in a combination of instructional, research and scholarship, and service activities. While selected graduate programs encompass national and international clientele, our programs primarily serve the citizens of Northeast Ohio. For selected graduate programs, the geographical sphere encompasses national and international clientele.

The undergraduate programs of the College of Business Administration provide high-quality education in business and a foundation for lifelong learning. These programs serve as an important resource for Northeast Ohio by offering undergraduate-level business education throughout the region.

Educational Objectives

To improve student success, ensure continued quality improvement of the undergraduate programs, and enhance regional access to programs and courses, the college will:

- encourage experiences that broaden students' education through internships, professional student organizations, overseas study and community service.
- redesign undergraduate majors as necessary to improve their relevance and quality, consistent with resource availability.
- institute continual growth for each course.
- periodically obtain evaluation from the business community concerning satisfaction with graduates and effectiveness of programs.

- develop alternative means of delivering courses and programs throughout Northeast Ohio.

ORGANIZATIONAL STRUCTURE

The College of Business Administration is composed of five academic departments. They are:

- Accounting
- Economics
- Finance
- Management and Information Systems
- Marketing

The five departments offer the following undergraduate majors:

- Accounting
- Business Management
- Computer Information Systems
- Economics
- Finance
- Marketing
- Operations Management

Managerial Marketing

DEGREES

The College of Business Administration and the Graduate School of Management offer six degree programs at the graduate and undergraduate levels:

Doctor of Philosophy
Master of Arts in Economics
Master of Business Administration
Master of Science in Accounting
Master of Science in Financial Engineering
Bachelor of Business Administration

Bachelor of Business Administration

All undergraduate programs in the college lead to the Bachelor of Business Administration (B.B.A.) degree. To receive a baccalaureate degree from the College of Business Administration, students must, in addition to other requirements, satisfy the 36-37 hour minimum requirement stipulated in the Liberal Education Requirements (LER) (see Pages 85-87) and complete 6 credit hours of diversity coursework (see Pages 89-91).

College of Business Administration

5. Students must complete at least 50 percent of business credit hours (required for the business degree) in-residence on a Kent State University campus.
6. Students must complete at least 50 percent of their major credit hours in residence on a Kent State University campus.
7. To earn a College of Business Administration minor, students must complete at least two courses in the minor at Kent State University. At least one of these must be at the upper-division (30000-40000) level.
8. A minimum 2.50 GPA must be earned for all work carried at Kent State University for the accounting, business management, computer information systems, finance, marketing and operations management majors. The economics major requires a minimum cumulative 2.25 GPA. A minimum 2.50 GPA must be earned in the major field (which includes all major requirements and major electives for the accounting, business management, computer information systems, finance, marketing and operations management majors). The economics major requires a 2.25 major GPA.
9. Students must complete two measures of outcomes assessment as specified by the College of Business Administration for complete satisfaction of the B.B.A.
10. The university normally requires a minimum of 39 semester hours at the upper-division (30000-40000) level for graduation with the B.B.A.

PRE-MAJOR PROGRAM*Admission Requirements*

Entering Freshmen: Any students who meet Kent State's admission standards and are admitted to Kent State as entering freshmen (i.e., with no semester credit hours toward a degree) are admitted to a pre-major program (e.g., pre-accounting, pre-business management, pre-computer information systems, pre-economics, pre-finance, pre-marketing, pre-operations management and pre-business).

Kent State Transfers: All other students (i.e., those who have one or more semester credit hours toward a degree) may apply at any time for admission as a pre-major. Students with a cumulative GPA of 2.50 or better at the time the decision is made will be admitted to a pre-major. Students with a cumulative GPA below 2.50 will **NOT** be admitted to the pre-major. Note: The cumulative GPA will reflect all graded coursework at Kent State.

Entering Transfers From Other Universities: First-semester transfers must have a 2.50 cumulative GPA for admission to the College of Business. The cumulative GPA reflects work at all institutions attended.

UNIFORM REQUIREMENTS

The following coursework is required by the College of Business Administration and will satisfy the Liberal Education Requirements (LER). The uniform requirements are the same for all pre-majors unless otherwise specifically indicated. Pre-major students are expected to follow the prescribed course of study in the freshman and sophomore years, consistent with LER of the university, the diversity requirement and the requirements of the College of Business Administration. Pre-major programs consist of 61 semester hours of required and elective coursework, which is designed to provide the students with a broad preparation in written and oral communication, social and basic sciences, the humanities and fine arts, mathematics, and introductory work in accounting, economics, computers, statistics, marketing, management and legal environment of business.

Pre-Major Program

This program applies to pre-accounting, pre-business management, pre-computer information systems, pre-economics, pre-finance, pre-marketing, pre-operations management and pre-business.

pre-managerial marketing,

- I. **General College or University Requirements**1
 - US 10097 First Year Colloquium1
- II. **Liberal Education Requirements**36-37
 - A complete listing of Liberal Education Requirements (LER) courses are on Pages 85-87.
 - Composition**
 - ENG 11011 College Writing I3
 - 21011 College Writing II3
 - Note 1: For admission to all business majors, except economics, a minimum C (2.0) must be earned in ENG 11011 and 21011.*
 - Mathematics and Critical Reasoning**
 - MATH 11010 Algebra for Calculus3
 - Note 1: For admission to all business majors, except economics, minimum C (2.0) grade must be earned in MATH 11010.*
 - Note 2: MATH 11012 Intuitive Calculus (or MATH 12002 Analytical Geometry and Calculus I) is required in the junior year for all majors, except economics. Economics majors should take MATH 11022 and 11012 or 12002 as a pre-economics requirement.*
 - Students should consult their academic advisor.*
 - Humanities and Fine Arts**9
 - Minimum one course in humanities category and minimum one course in fine arts category.
 - Social Sciences**
 - Must be selected from two curricular areas.*
 - ECON 22060 Principles of Microeconomics3
 - Social sciences LER course3

College of Business Administration

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Note: Course must be chosen from anthropology, geography, political science, psychology or sociology. Business management majors must take PSYC 11762 General Psychology.

Basic Sciences 6-7

Must include one laboratory course.

Additional LER courses

COMM*15000 Introduction to Human Communication 3

ECON 22061 Principles of Macroeconomics 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 LER; the second may be taken as a second LER, within the major or minor, or as a general elective. In some cases, and with the approval of the assistant dean, students may satisfy the second diversity course requirement by completing one semester of study in another country. A complete list of diversity requirement courses is on Pages 89-91.

III. Business 24

BUS 10123 Exploring Business 3

M&IS 24053 Introduction to Computer Applications 3

24056 Fundamentals of Business Statistics 3

24163 Principles of Management 3

ACCT**23020 Introduction to Financial Accounting 3

23021 Introduction to Managerial Accounting 3

FIN 26074 Legal and Regulatory Environment of Business . 3

MKTG 25010 Marketing 3

Note: A minimum grade or average is required in the introductory course(s) for the major. See Advanced Business Program requirements on this page.

TOTAL 61-62

* For admission to all business majors, except economics, minimum C (2.0) grade must be earned in COMM 15000.

**Students must have earned 28 or more credit hours to take ACCT 23020.

Note 1: Any course offered as a choice under the LER may not be taken pass/fail even if the course is being used as a nonbusiness elective.

Note 2: Workshop credit will apply toward the B.B.A. only in circumstances where the workshop is programmatically appropriate and only after prior approval by the assistant dean and, when appropriate, by the department chair of the student's major. A maximum of 6 credit hours towards the B.B.A. are allowed, of which a maximum of 3 semester hours may apply toward the student's major.

ADVANCED BUSINESS PROGRAM

Admission Requirements

After completion of at least 46 semester hours of coursework in the pre-major program, all pre-major students who wish to be considered for admission to the Advanced Business Program should apply for such consideration in the Undergraduate Programs Office, 107 Business Administration Building. Admission to the Advanced Business Program and the ability to enroll in 30000- and 40000-level business coursework will be granted to students who have:

1. Satisfactorily completed 46 semester hours applicable to the pre-major program.
2. Earned and maintained a minimum 2.50 overall GPA for all majors except economics (see Note 2 below) and marketing (see Note 3 below).
3. Earned minimum C (2.0) grade in COMM 15000, ENG 11011, ENG 21011, MATH 11010 and the introductory course in the major. (See complete list under Note 1 below.) The economics major does not require the C (2.0) minimum in the preceding courses. The accounting major requires a minimum C (2.0) and a 2.50 average in ACCT 23020 and ACCT 23021. The computer information systems major requires a minimum 2.50 average in M&IS 24053, M&IS 24060 and M&IS 24070.
4. Earned a minimum passing grade (D [1.0] or higher unless otherwise specified, an S for University Orientation) in each of the required courses (or approved equivalents) in the pre-major program and have no more than 15 credits of required coursework in progress.

Note 1: Minimum C (2.0) is required in the introductory course for the major as follows:

Business Management: M&IS 24163

Finance: FIN 36053

Marketing: MKTG 25010

Operations Management: M&IS 34060

The accounting major requires a minimum C (2.0) and a 2.50 average in ACCT 23020 and 23021.

The computer information systems major requires a minimum 2.50 average in M&IS 24053, 24060 and 24070.

Note 2: The economics major requires a minimum overall GPA of 2.25 for admission to the major and satisfactory completion of MATH 11012 or MATH 12002 in the pre-major program.

Note 3: Marketing will allow admission of up to 60 students into the major only in the fall semester using a target GPA of at least 2.50. Admission is competitive.

Note 4: Students who receive credit for ENG 11011 and/or MATH 11010 via CLEP or Advanced Placement automatically satisfy the

Note 4: Marketing will allow admission of up to 60 students into the Managerial Marketing major only in the fall semester using a target GPA of at least 2.50.

College of Business Administration

minimum C (2.0) grade requirement for ENG 11011 and/or MATH 11010.

Note 6: Students whose COMPASS and ACT/SAT scores waive them from ENG 11011 and/or MATH 11010 automatically satisfy the minimum C (2.0) grade requirement for ENG 11011 and/or MATH 11010.

Note 7: Students who receive credit via CLEP or Credit-by-Exam for an introductory major course(s) automatically satisfy the minimum C (2.0) grade requirement for the introductory major course(s).

Note 8: Transferred course grades that are used to satisfy the core requirements (ENG, MATH, COMM and Introductory major course) are taken into consideration for admission to the advanced program.

Note 9: Transfer students are required to have minimum 2.50 GPA for admission to the College of Business Administration. Their transfer GPA is used only for admission purposes, not for calculation of graduation GPAs. Students who want to transfer from another KSU college or school are required to have minimum 2.50 cumulative GPA.

Writing-Intensive Requirement

Students must complete a one-course writing-intensive requirement and earn minimum C (2.0) grade. A complete list of writing-intensive courses is on Pages 93-95.

IMPORTANT

Pre-major students who fail to meet the minimum 2.50 cumulative GPA requirement (for all business majors except economics) by completion of 60 semester hours are prohibited from registering for any 30000- or 40000-level business courses. Students should consult an academic advisor.

B.B.A. in Accounting

The Bachelor of Business Administration in Accounting is designed to provide students with a solid foundation in accounting theory and practice necessary for entry-level accounting positions and career advancement. It encompasses a common body of concepts, conventions, principles and theories essential to the professional competency of the certified public accountant, controller, industrial accountant, institutional accountant and governmental accountant. The students are enabled to continue their professional development through the more spe-

cialized programs provided by employers or through graduate studies.

PRE-MAJOR PROGRAM

(See Pages 238-239 for more details)

- I. General College or University Requirements1
- II. Liberal Education Requirements36-37
- III. Business24

ADVANCED BUSINESS PROGRAM

Minimum 39 semester hours at the upper-division level (30000-40000) normally are required for graduation with the Bachelor of Business Administration degree.

- IV. General Business Requirements12
 - ENG 30063 Business and Professional Writing3
 - FIN 36053 Business Finance3
 - M&IS 34060 Operations Management3
 - 44285 Integrated Business Policy and Strategy3
- V. Mathematics3-5
 - Choose from the following:3-5
 - MATH 11012 Intuitive Calculus (3)
 - 12002 Analytic Geometry and Calculus I (5)
- VI. Business Requirements for Accounting3
 - FIN 36072 Law of Commercial Transactions3
- VII. Electives16-18

Students may take or use any course at any level as long as the minimum 39-hour requirement for upper-division courses is satisfied for graduation with a B.B.A.

Exceptions: Maximum 3 credit hours of physical education activity (PEB) courses and maximum 3 credit hours for courses in applied music and music ensembles (MUS courses with a second digit of 5, 6 or 7) combined may be counted toward the 121-total-hour or 39-upper-division-hour graduation requirement. Non-business courses may be selected, provided there is minimum 6 credit hours in each of two different disciplines/departments. A minor (business or non-business) is encouraged. There is no limit on other music coursework. Any other exceptions must be approved by the assistant dean.

Note: Credit for ENG 11001 or MATH 10005 may apply only toward lower-division non-business electives.

- VIII. Major Requirements18
 - ACCT 33001 Corporate Accounting I3
 - 33004 Introduction to Accounting Systems3
 - 33010 Cost Accounting3
 - 33012 Corporate Accounting II3
 - * 43010 Principles of Auditing and Control3
 - 43031 Income Taxation3
- IX. Major Electives6
 - Choose from the following:6
 - ACCT 43013 Advanced Management Accounting (3)
 - 43014 Advanced Accounting Systems (3)

PRE-MAJOR PROGRAM

(See Pages 238-239 for more details)

- I. General College or University Requirements1
- II. Liberal Education Requirements36-37
- III. Business24

ADVANCED BUSINESS PROGRAM

Minimum 39 semester hours at the upper-division level (30000-40000) normally are required for graduation with the Bachelor of Business Administration degree.

- IV. General Business Requirements12
 - ENG 30063 Business and Professional Writing3
 - FIN 36053 Business Finance3
 - M&IS 34060 Operations Management3
 - 44285 Integrated Business Policy and Strategy3
- V. Mathematics3-5
 - Choose from the following:3-5
 - MATH 11012 Intuitive Calculus (3)
 - 12002 Analytic Geometry and Calculus I (5)
- VI. Electives19-21

Students may take or use any course from any non-business department at any level as long as a minimum of 6 semester hours in each of two disciplines and the minimum 39-hour requirement for upper-division courses is satisfied for graduation with a B.B.A. A minor (business or non-business) is encouraged. Exceptions: Maximum 3 credit hours of physical education activity (PEB) courses and maximum 3 credit hours for courses in applied music and music ensembles (MUS courses with a second digit of 5, 6 or 7) combined may be counted toward the 121-total-hour or 39 upper-division-hour graduation requirement. There is no limit on other music coursework. Any other exceptions must be approved by the assistant dean.

Note: Credit for ENG 11001 or MATH 10005 may apply only toward lower-division non-business electives.

- VII. Major Requirements15

- FIN 36054 Intermediate Business Finance3
- 36058 The Financial System3
- 36059 Investments3
- * 46059 Financial Policy3
- 46064 International Business Finance3

- VIII. Major Electives9

Choose from the following:9

- ACCT 33061 Financial Reporting Issues and Analysis (3)
- 33063 Cost Control and Analysis for Management (3)
- FIN 36061 Real Estate Principles (3)
- 36081 Principles of Insurance (3)
- 46054 Financial Risk Management (3)
- 46055 Options and Future Markets (3)
- 46067 Portfolio Analysis (3)
- 46068 Financial Management of Commercial Banks (3)
- 46096 Individual Investigation in Finance (3)

46192 Internship in Finance (3)

IX. Writing-Intensive Requirement

TOTAL 121-122

* Course fulfills writing-intensive requirement.

Requirements to be admitted as a finance major:

- Satisfactory completion of 46 semester hours applicable to the pre-finance major
- Minimum 2.50 cumulative GPA
- Minimum C (2.0) grade in COMM 15000, ENG 11011, ENG 21011, and MATH 11010 (or placement out of ENG 11011 and/or MATH 11010)
- Minimum C (2.0) grade in FIN 36053

Requirements to graduate with a B.B.A. in finance:

- Minimum 2.50 cumulative GPA
- Minimum 2.50 GPA in major

While the finance major does not require specific options or concentrations, it is suggested that students who have career interests in the areas listed below choose electives from the groups indicated:

FINANCIAL MANAGEMENT

ACCT 33061*, 33063*, FIN 46054, 46055, 46067

INVESTMENTS

FIN 46054, 46055*, 46067*, ACCT 33061

BANKING / FINANCIAL INSTITUTIONS

ACCT 33061*, FIN 36061, 46054, 46055, 46067

* strongly recommended

Managerial Marketing

B.B.A. in Marketing

Managerial

The Bachelor of Business Administration in Marketing at Kent State University emphasizes marketing within small-sized businesses (those with 500 or fewer employees and/or sales less than \$100 million). The curriculum is designed to educate students to function effectively in the small-business environment by giving them the abilities to analyze information and make insightful and autonomous managerial decisions. These same skills also have value should students gain employment in large firms. The coursework for the major is sequential and integrated; each course builds upon prior classes to give students, upon graduation, a holistic body of knowledge, skills and abilities that will make them capable of being fully functional marketing professionals. Students majoring in marketing have a range of employment opportunities in such fields as personal selling, marketing management, product management, e-commerce,

There are two programs in marketing at Kent State University ("Marketing" and "Managerial Marketing")

New first sentence.

10034, 10035 and 10036

College of Business Administration

retailing and wholesaling as well as in service (e.g., airlines, banking), non-profit, health care and public sector occupations.

PRE-MAJOR PROGRAM

(See Pages 238-239 for more details)

- I. General College or University Requirements1
- II. Liberal Education Requirements36-37
- III. Business24

ADVANCED BUSINESS PROGRAM

Minimum 39 semester hours at the upper-division level (30000-40000) normally are required for graduation with the Bachelor of Business Administration degree.

- IV. General Business Requirements12
 - ENG 30063 Business and Professional Writing3
 - FIN 36053 Business Finance3
 - M&IS 34060 Operations Management3
 - 44285 Integrated Business Policy and Strategy3
- V. Mathematics3-5
 - Choose from the following:3-5
 - MATH 11012 Intuitive Calculus (3)3
 - 12002 Analytic Geometry and Calculus I (5)3
- VI. Electives19-21

Students may take or use any course from any non-business department at any level as long as a minimum of 6 semester hours from each of two different disciplines/departments and the minimum 39-hour requirement for upper-division courses is satisfied for graduation with a B.B.A. A minor (business or non-business) is encouraged.

Exceptions: Maximum 3 credit hours of physical education activity (PEB) courses and maximum 3 credit hours for courses in applied music and music ensembles (MUS courses with a second digit of 5, 6 or 7) combined may be counted toward the 121-total-hour or 39 upper-division-hour graduation requirement. There is no limit on other music coursework. Any other exceptions must be approved by the assistant dean.

Note: Credit for ENG 11001 or MATH 10005 may apply only toward lower-division non-business electives.

VII. Major Requirements24

- MMTG** MKTG 35011 Marketing Tools3
- ** 35021 Research for Marketing Decisions3
 - *** 35023 Customer Analysis3
 - ** 35024 Hands-On Technology Enhancement Laboratory .1
 - ** 35026 Decision-Making Skill Enhancement Laboratory .1
 - 45028 Promotion Management3
 - *** 45020 Competitive Market Analysis3
 - *** 45026 Personal Selling Methods and Practices Lab ...1
 - *** 45030 Channel Management3
- Choose from the following:3
- ** 45040 Integrated Marketing Strategy (3)3
 - ** 45050 Entrepreneurship (3)3

VIII. Writing-Intensive Requirement

TOTAL 121-122

* Course fulfills writing-intensive requirement, offered only in the fall semester.

** Course available spring semester only

*** Course available fall semester only

managerial Marketing

The following policies are in effect for marketing majors:

- Students are admitted into marketing major in fall semester only.
- Admission of maximum 150 students into the marketing major each fall semester, using a target GPA of 2.50. A minimum C (2.0) is required in the following courses:
- The marketing curriculum is to be taken in sequence. Not all courses will be offered each semester. Students should obtain a copy of the marketing requirements sheet for a schedule of the course sequencing.

- Students who wish to take MKTG 45050 in lieu of MKTG 45040 must apply to the department chair for permission to enroll.
- Only 20 students per semester will be permitted to enroll in this course.

- Normally a marketing major course can be repeated only once. Exceptions require the approval of the department chair and the assistant dean for the College of Business Administration.

- Only three marketing major (3/45000) courses can be repeated and counted toward the marketing major. Exceptions require the approval of the department chair. All attempts will count in the computation of the major, upper-division business and cumulative GPAs.

- Should students not obtain a C (2.0) grade or higher in MKTG 35011, they will be required to repeat MKTG 35011 during the following fall semester to alleviate skill deficits, and they will not be eligible to progress in the major.

Marketing internships are an excellent source of real-world work experiences for students. Typically, an internship receiving 3 credit hours under MKTG 45292 requires students to work 12-15 hours per week for approximately 10 weeks in a marketing-related position. The responsibilities, supervision and training provided to the interns should be comparable to that which new college graduates in the organization usually receive. Grading is based on job performance plus a written report. With pre-approval, students may take MKTG 45292 to partially or completely fulfill the business elective requirement.

B.B.A. in Operations Management

Operations management is concerned with the efficient management of the production and delivery of goods and services for the customer in all organizations, ranging from modern manufacturing to administration of hospitals and other not-for-profit

PROGRAM SHEETS

Managerial Marketing (MMTG) Major

2008-2009 Catalog Year MANAGERIAL MARKETING ADVANCED BUSINESS REQUIREMENTS

(59 OF 121 Sem Hrs)

Student Name _____

Student Number _____

A minimum 2.50 cumulative GPA is required to declare major this major and to graduate with this major. A minimum grade of "C" is required in ENG 11011, ENG 21011, COMM 15000, MATH 11010 (or 11011 or 12001) and MKTG 25010 to declare this major. A minimum of 39 semester hours at the upper division level (30-40000) is required for graduation with the BBA degree. *NOTE: A "C-" does not meet a minimum grade of C requirement.

General Business Requirements (9 hours total)

Term/Yr	Course Number	Course Title	Grade	Points
_____	FIN 36053	Business Finance	3 hrs X _____	= _____
_____	M&IS 34060	Operations Management	3 hrs X _____	= _____
_____	M&IS 44285	Integrated Business Policy/Strat	3 hrs X _____	= _____
▼ Restricted to Graduating Seniors				
♦ Outcomes Assessment test required for graduation				

General Non-Business Requirements (6 hours total)

_____	ENG 30063	Business and Professional Writing	3 hrs X _____	= _____
_____	MATH 11012	Intuitive Calculus	3 hrs X _____	= _____
_____	OR MATH 12002	Analytic Geom & Calc I		

General Electives (20 hours total)

Provided the 39 hour upper division (30-40000) requirement is met, electives may be selected from business or non-business coursework at any level except developmental. Note: 6 hours in each of two different disciplines are required. LER courses, advanced mathematics, and foreign language courses are strongly encouraged. Restrictions include: no more than 3 hours PEB; no more than 3 hours Applied/Ensemble Music; and no more than 6 hours Workshop (S/U, non-repeatable).

_____	3 hrs X _____	= _____
_____	3 hrs X _____	= _____
_____	3 hrs X _____	= _____
_____	3 hrs X _____	= _____
_____	3 hrs X _____	= _____
_____	3 hrs X _____	= _____
_____	3 hrs X _____	= _____
_____	3 hrs X _____	= _____
_____	2 hrs X _____	= _____

Marketing Internship, MKTG 45292, which requires departmental approval, may be used as a business elective in this category.

Major GPA Information: To graduate, a minimum major GPA of 2.50 is required. The Major GPA includes Major Requirements + Major Electives.
To calculate Major GPA: Points earned divided by sum of completed hours.
(INCLUDES ALL ATTEMPTS APPLIED TO MAJOR)

Revised 8/07

Major Requirements (24 hours total)

Term/Yr	Course Number	Course Title	Grade	Points
FALL SEMESTER ONLY				
_____	MMTG 35011	Marketing Tools* #	3 hrs X _____	= _____
♦ Writing Intensive Course - minimum grade of C/2.00 (no minus)				
# Prerequisite: M&IS 24053-Computer Applications				
_____	MMTG 35024	Hands-on Technology Lab	1 hrs X _____	= _____

SPRING SEMESTER ONLY

_____	MMTG 35021	Research for Mktg Decisions*	3 hrs X _____	= _____
* Prerequisite: M&IS 24056-Statistics				
_____	MMTG 35023	Customer Analysis	3 hrs X _____	= _____
_____	MMTG 35026	Decision-Making Skill Lab	1 hrs X _____	= _____

FALL SEMESTER ONLY

_____	MMTG 45030	Channel Management	3 hrs X _____	= _____
_____	MMTG 45020	Competitive Market Analysis	3 hrs X _____	= _____
_____	MMTG 45026	Personal Selling Methods Lab 1	hrs X _____	= _____

SPRING SEMESTER ONLY

_____	MMTG 45039	Promotion Management	3 hrs X _____	= _____
_____	MMTG 45040	Integrated Marketing Strategy	3 hrs X _____	= _____

Note: Courses above are offered and completed sequentially as indicated above.

My signature below represents my acceptance of responsibility for these requirements:

Date: _____

For Office Use Only

Hours _____	Points _____	GPA _____	Date _____	Adviser _____
Hours _____	Points _____	GPA _____	Date _____	Adviser _____
Hours _____	Points _____	GPA _____	Date _____	Adviser _____

SAMPLE SCHEDULE

Managerial Marketing (MMTG) Major

Kent State University
Eight Semester Sample Schedule for
MANAGERIAL MARKETING MAJORS

First Year (Freshman)

<u>First Semester</u>			<u>Credit Hours</u>	<u>Second Semester</u>			<u>Credit Hours</u>
First Year Colloquium	US 10097	1		Intuitive Calc	MATH 11012	3	
Exploring Business	BUS 10123	3		OR Geometry	MATH 12002	5	
College Math	MATH 11010	3		Computer Apps	M&IS 24053	3	
Intro Human Comm	COMM 15000	3		Science LER w/Lab		4	
College Writing I	ENG 11011	3		Fine Arts LER		3	
Science LER		3		Humanities LER		3	
Semester Total Credit Hours			16	Semester Total Credit Hours			16-18

Second Year (Sophomore)

<u>Third Semester</u>			<u>Credit Hours</u>	<u>Fourth Semester</u>			<u>Credit Hours</u>
Principles of Mgmt	M&IS 24163	3		Mgrial Acctng	ACCT 23021	3	
Financial Acctng	ACCT 23020	3		Macroeconomics	ECON 22061	3	
Microeconomics	ECON 22060	3		Business Stats	M&IS 24056	3	
Legal Envmt Business	FIN 26074	3		Marketing	MKTG 25010	3	
College Writing II	ENG 11011	3		Non-Business Elective		0-2	
Semester Total Credit Hours			15	Semester Total Credit Hours			12-14

Note: All of the above courses, with the exception of LERs and the Non-Business Elective, must be completed prior to declaring the Marketing major. Application for the major can be made during the fourth semester of study, provided all of these courses are completed or are currently in the process of completion and that a minimum 2.50 grade point average (GPA) has been achieved.

OVER 

Kent State University
Eight Semester Sample Schedule for
MANAGERIAL MARKETING MAJORS, continued

Third Year (Junior)

<u>Fifth Semester</u>			<u>Credit Hours</u>	<u>Sixth Semester</u>			<u>Credit Hours</u>
Bus & Prof Writing	ENG 30063	3		Business Finance	FIN 36053	3	
Operations Mgmt.	M&IS 34060	3		Res Mktg Decisions	MMTG 35021	3	
Marketing Tools	MMTG 35011	3		Customer Analysis	MMTG 35023	3	
Hands-on Technology				Decision-Making Skill			
Enhancement Lab	MMTG 35024	1		Enhancement Lab	MMTG 35026	1	
Non-Business Elective		3		Fine Arts or Humanities LER		3	
				Business Elective		3	
Semester Total Credit Hours		13		Semester Total Credit Hours		16	

Note: A Marketing Internship (MKTG 45292) is best taken in the summer between the Junior and Senior Year. This course does not reduce the number of marketing courses students need to take, but will serve as a Business elective.

Fourth Year (Senior)

<u>Seventh Semester</u>			<u>Credit Hours</u>	<u>Eighth Semester</u>			<u>Credit Hours</u>
Channel Mgmt	MMTG 45030	3		Business Pol & Strat	M&IS 44285	3	
Comp Mkt Analysis	MMTG 45020	3		Promotion Mgmt	MMTG 45039	3	
Personal Selling Methods &				Integrated Marketing Strategy			
Practices Lab	MMTG 45026	1			MMTG 45040	3	
Business Elective		3		Social Science LER		3	
Non-Business Electives		6		Non-Business Elective		3	
Semester Total Credit Hours		16		Semester Total Credit Hours		15	

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **16-Apr-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **MKTG**
 College **BU - Business Administration**
 Degree **BBA - Bachelor of Business Administration**
 Program Name **MARKETING** Program Code **MKTG**
 Concentration(s) _____ Concentration(s) Code(s) _____
 Proposal **Revise Program**

Description of proposal:

Revise program requirements to appeal to students seeking a generalist approach to the marketing discipline.

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

~~If yes,~~ **121** current total credit hours

~~proposed total credit hours~~ **0**

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

NONE. THE DEPARTMENT'S COURSE OFFERINGS IN SUPPORT OF THE MARKETING MINOR AND SERVICE COURSES FOR NON-MAJORS WILL REMAIN THE SAME. NO ENCROACHMENT ON OTHER PROGRAM ON CAMPUS AS NO ONE ELSE OFFERS A MARKETING MAJOR.

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

COLLEGE OF BUSINESS DEPARTMENTS

REQUIRED ENDORSEMENTS

Richard H. Koller
 Department Chair / School Director / Campus Dean

09/06/07

Elizabeth A. Sinclair
 College Dean

9/18/07

 Executive Dean of Regional Campuses

 / /

 Provost

 / /

Department of Marketing
Proposal for Degree Programs (Revised and New)
in Marketing and Managerial Marketing

Nature of Request

The Department of Marketing at Kent State University requests the opportunity to administer two majors in the field of marketing within the BBA degree beginning **Fall 2008**. The two majors will be distinct having unique coursework, pedagogy, and overall orientation.

Specifically, we seek to revise the *Marketing* major within the BBA degree program. The requirements for the major in *Marketing* will be changed to suit the needs of students seeking a generalist course of study in marketing.

We also seek to establish a BBA degree program with a major in *Managerial Marketing* which utilizes hands-on learning and emphasizes analytical and decision-making skill development. The requirements for the *Managerial Marketing* program duplicate what is currently offered in the BBA Marketing program.

Objectives for the Proposed Program

Offering two degree programs will greatly assist the department in meeting the needs of students seeking a major in marketing at Kent State University. Offering two distinct, pedagogically sound, and rigorous majors is needed to help fulfill student demand on the Kent campus. The two programs are designed to be distinct. The *Managerial Marketing* program emphasizes hands-on learning and constructivist pedagogy. There are no programs in Northeast Ohio that resemble this program. The revised *Marketing* program will provide students with a strong understanding of the breadth of marketing. The course of study in the latter program is generally comparable to marketing majors found in state universities in Ohio and will utilize the more typical mixture of lecture, case analysis, and projects to accomplish its instructional objectives.

The proposed programs represent a continuation of the Department's efforts to achieve the University's mission of excellence in education by delivering high-quality training in the field of marketing. The Marketing Department has been deeply involved in efforts intended to create and provide excellent educational experiences for our students. Our programs are designed to meet the future needs of students through relevant and challenging instruction and coursework. We work closely with the business community so that we teach the business concepts students need to know and apply appropriately in business circumstances. Further, our department works diligently on the assurance of student learning. The Department's assessment plan and activities for student learning are a prototype for the University community and are displayed on the KSU AQIP website as an assessment plan exemplar. Certainly by providing quality programs that meet the needs of KSU students and their future employers, we are fulfilling one of the University's key missions of meeting the needs of those we serve.

Our faculty consists of individuals who are suited to teach in one or both of the programs. We have instructors who work effectively in the constructivist mode of the *Managerial Marketing* program, while others are effective in more traditional styles of teaching. In combination, the faculty can cover the courses in both programs. As will be detailed in a subsequent section of this proposal, our students are divided in their desire and preference for the *Managerial Marketing* and *Marketing* majors. Having two majors will allow us to provide the educational experience sought by these two student groups.

Rationale and Need for the Program

Some background is appropriate to help the reader understand the current circumstances pertaining to programs within the Department of Marketing at Kent State University. The Department of Marketing implemented a new marketing curriculum in Fall 2005 (which we seek to have titled “Managerial Marketing” in this proposal). This course of study has an explicit marketing management orientation, implemented with a specific focus on significant hands-on activities, analytical, decision-making, and managerial skill development, relatively small course sections (~30), and considerable interaction/collaboration among students and between students and faculty. The program is sequential, which requires students begin the program in the Fall semester of their junior year. Students in this major commit to a four semester, two-year time period to complete the program. Students who complete this program are well-suited to enter the workforce as marketing managers, capable of engaging in effective marketing practice from the onset of their employment.

The managerial orientation of the program has had a significant impact on the educational experience of those who chose to enroll in it; however, it is clear from our research and discussions with students and the college’s academic advisors that there are students interested in pursuing a career in marketing who do not wish to be part of this more focused course of study or cannot make a commitment to the prescribed two-year time frame. Consequently, we are proposing a second, complementary marketing curriculum that would be offered to this latter group of students in order to give them a quality, but more flexible, course of study in marketing. The proposed curriculum would resemble our pre-2005 undergraduate catalog curriculum based on course offerings. This program would be titled, “Marketing,” and therefore is construed to be a revision of the existing marketing major. Students who complete the generalist *Marketing* program will find employment within a broad range of options in the discipline of marketing. Marketing generalists are valuable in a wide range of areas, including services, manufacturing, retailing, and internet marketing.

The proposed revised *Marketing* program will be more flexible than our other program, making it more readily available for non-traditional students, transfer students, those who take a few courses at a time, by students who want to begin the program in the Spring semester, and by students who prefer to take courses in the evening. (The existing curriculum, with its Fall admission and lock-step course sequencing does not fit with all students’ availability and stage of progress.)

Enrollment and Recruitment

Target enrollments would be 60 full-time students entering the *Managerial Marketing* curriculum each Fall term (for a total of 120 students in this program). About 180 (90 junior and seniors) students are expected to enroll in the revised *Marketing* major, with the majority (70 to 80 percent) being full-time students. Current appraisal of student interest in studying marketing suggests this level of demand for the two majors is realistic. The Department of Marketing has served between 250 and 350 majors over the past 5 years. Accordingly, we will be able to provide course coverage with existing faculty to meet the combined enrollment of 300 students in the two programs. We anticipate demand to remain close to this level for the next four years.

Identification, recruitment, and selection of students for the existing and proposed majors will occur in the introductory marketing course (MKTG 25010), which is offered at the sophomore level; thus the majority of enrollment is expected to derive from students who would normally come into the KSU system. We have begun offering sections of Marketing 25010 exclusively for pre-majors. The pre-majors' version of MKTG 25010 has smaller enrollments, is more rigorously taught, and has more interaction with the faculty than in our other sections of the introductory course (which have large enrollments). In these course sections we will work closely with our pre-majors regarding the options they might wish to pursue in selecting a course of study in marketing. Through an assessment of students' interests, quality of work, and an application process, we will be able to direct students into the most appropriate program for their educational needs, abilities, and preferences as well as accurately forecast demand for our majors.

Program Demand and Competitive Programs

Marketing is a high demand major on the KSU campus and across Ohio. This demand substantiates the offering of the marketing major at all four-year universities. The presence of majors with different pedagogical approaches creates opportunities for distinctions among area universities and excellence in programming due to the focus needed to deliver these majors to students in a competition-driven environment.

Marketing degree programs at Youngstown State University, University of Akron, and Cleveland State appear similar to the revised *Marketing* program in terms of course listings and requirements, though pedagogy is likely different. None have marketing majors that parallel our *Managerial Marketing* program. Though the University of Akron has a marketing management major, it does not resemble the coursework of our *Managerial Marketing* major. The Department of Marketing at the University of Akron has three majors; thus, the request for two majors in one department is not extraordinary.

Academic Planning and Control

The *Marketing* and *Managerial Marketing* majors were developed by the marketing faculty at Kent State University, with extensive involvement from the business

community to insure their relevance to real-world practice. The marketing faculty formally reviewed and unanimously approved the proposal for two majors on August 24, 2007. The proposal for the two majors was reviewed and unanimously approved by the Undergraduate Curriculum Committee in the College of Business on September 18, 2007. The preliminary prospectus for the two programs was approved at the Educational Policy Committee's (EPC) October 22, 2007 meeting. The Ohio Board of Regents gave approval to the preliminary prospectus in December 2007.

The two programs will be administered solely by the Department of Marketing. No other departments will be involved in the administration of the majors. No articulation agreements exist.

Curricula

The *Managerial Marketing* program was previously approved under the "Marketing" program title and first offered in Fall 2005. While technically this program is designated as a "new program" due to the program title change, the requirements duplicate that of the current marketing major. Courses in this major will carry the MMTG program code.

The "revision" of the *Marketing* program is substantial and will be given the greatest emphasis in the subsequent discussions of the majors. The proposed revised *Marketing* program will use courses which have remained in the Department course inventory from our pre-2005 major, plus one new course, to provide students with a generalist approach to the marketing discipline. Courses in this major will retain the MKTG program code.

Table 1 compares the proposed *Marketing* curriculum and the pre-2005 marketing curriculum from which it derives. In comparison to the pre-2005 marketing major, the proposed *Marketing* program is more streamlined. Electives have been eliminated and only one new course added to the department's course inventory (i.e., Marketing Applications; please refer to accompanying Table 1 on the next page). The proposed Marketing Applications course is intended to be the first upper division class taken in the major (at the junior level) and focuses students on the application of key marketing concepts. This course is being added to the program because we found the absence of a managerial, decision-making focus to be a major weakness of the pre-2005 curriculum, which manifested when students were taking the capstone Marketing Policies & Strategies course their senior year.

No electives are being offered in the proposed curriculum, which helps limit the number of course offerings; however, it should be noted that students in the pre-2005 marketing curriculum typically selected elective courses based on their personal schedules rather than interest in specific course content. The proposed major contains courses that are central to the field of marketing; accordingly, completion of this course of study will provide students with breadth and depth of knowledge of the field of marketing. Students who complete the proposed curriculum will be well-equipped to become marketers upon graduation. Consequently, the absence of electives does not adversely affect students' options nor their overall training or breadth of exposure to the field.

All courses (except Marketing Applications) in the proposed general *Marketing* curriculum are in the department's course inventory as they are currently needed to help students who are enrolled in the pre-2005 marketing curriculum complete their degrees. It should be noted that four courses in the proposed curriculum (i.e., International Marketing, Consumer Behavior, Advertising & Promotion Management, and Personal Selling & Sales Management) have been departmentally designated as service courses in support of the marketing minor and the fulfillment of marketing course needs for non-majors. Having these four courses as part of a major (as opposed to being service courses without majors as enrollees) will strengthen the overall rigor and quality of the classes and increase the attention given to the pedagogy utilized therein, which will benefit both majors and non-majors.

Table 1
Comparison of Pre-2005 Marketing Program with the
Revised Marketing Program

Pre-2005 Marketing Program	Revised Marketing Program
Required Courses (9 hours)	Required Courses (All are Required) (24 hours)
Consumer Behavior Marketing Research Marketing Policies & Strategies (Capstone and WIC course)	Marketing Applications (Majors Only) Consumer Behavior Marketing Research (Majors Only) Marketing Policies & Strategies (Majors Only) (Capstone and WIC course)
Electives (Students Select Five) (15 hours)	
Advertising & Promotion Management Personal Selling & Sales Management International Marketing Business Marketing and E-Commerce Retailing and Web-Based Merchandising	Advertising & Promotion Management Personal Selling & Sales Management International Marketing
Marketing Internship	Service, Retail, and Web-based Marketing (Majors Only) Marketing Internship would become a General Business Elective
Business Marketing and E-Commerce Internet Marketing Service Marketing	To be inactivated To be inactivated To be inactivated

Though the *Marketing* program contains existing courses from our previous (pre-2005) undergraduate major, it should in no way be construed as being merely a rehashing of this program. The goal is to provide a refined and enhanced version of that program. While we will use the courses and general content of the classes from the pre-2005 major to

form the general framework of the *Marketing* program, the faculty will meet to discuss the role of each course in the proposed major and how each will provide key elements to our students' education in marketing prior to the program being implemented. Such meetings will be continued beyond the initial stage of development and will occur regularly, at minimum, at the beginning and end of each academic semester. This procedure was used successfully to implement and manage our current curriculum. One key objective of this process is to get faculty engaged in the program as a whole and to not focus solely on their individual courses. Group discussions among the faculty of individual courses, as a part of the totality of the program, helps to reduce redundancy across classes and amplifies the unique content individual courses need to provide. This exercise helps to identify key elements that students must learn and where these need to be taught, learned, and reinforced within the program. Collective development of the curriculum also breaks down the traditional barriers to discussing classroom activities among instructors and causes faculty to share successes and failures in the classroom, which ultimately leads to improved teaching throughout the program. Our department faculty and instructors have become very open to sharing teaching experiences, both good and bad, and working to support each other in the endeavor of improving classroom instruction. The end result has been a collegial and collaborative environment for the support of excellence in the classroom. We expect to continue this model with the revised *Marketing* program. Committees are being formed with faculty and instructors to achieve this level of collaboration among those who will teach in this program.

The proposed *Marketing* program parallels the topic coverage of the existing (*Managerial Marketing*) curriculum, but without the extensive hands-on projects (see Table 2 on the next page) or the "lock step" sequencing of the courses. In total, the proposed *Marketing* major and its inherent flexibility will be beneficial in helping students learn well, proceed with their degree programs in a timely manner, and assist the Department in attracting and retaining quality students to Kent State University.

The two marketing programs will be evaluated under the College's accreditation with AACSB. No separate accreditation for these programs is necessary.

Facilities and Support Services

Existing facilities, including classrooms and library resources, are sufficient for offering the proposed programs.

Financial Resources

There is no need, at present, for additional faculty resources. An analysis of the course offerings needed to fully meet student demand indicates that current faculty resources are adequate. Should demand exceed 300 majors, the department will assess the need for additional faculty. Specifying the course offering in our two marketing majors allows us to effectively allocate faculty resources to both programs. The elimination of electives in the proposed major will limit the total number of courses we will need to offer for this program. Further, it should be noted that the sequential nature of the *Managerial*

Marketing program allows us to offer courses only once in an academic year. Together, the total number of course offerings is within the capacity of the faculty and teaching staff to effectively and efficiently service.

Table 2

**Proposed Marketing Curriculum Compared to
New Curriculum and Entrepreneurship Major**

Marketing Program	Managerial Marketing Program
Proposed Marketing Curriculum	Existing Curriculum
Marketing Applications ^x (MKTG 35030) (Majors Only)	Marketing Tools (MMTG 35011)
Marketing Research (MKTG 35050) (Majors Only)	Research for Marketing Decisions (MMTG 35021)
Consumer Behavior (MKTG 35035)	Customer Analysis (MMTG 35023)
International Marketing (MKTG 45060)	Channel Management (MMTG 45030)
Service, Retail, and Web-based Marketing (MKTG 45082) (Majors Only)	Competitive Market Analysis (MMTG 45020)
Advertising & Promotion Management (MKTG 45045)	Promotion Management (MMTG 45039)
Marketing Policies & Strategies (MKTG 45084) (Majors only)	Integrated Marketing Strategy (MMTG 45040)
Personal Selling & Sales Management (MKTG 45046)	Three One-Credit Hour Lab Courses

^x *Marketing Applications is the only new course being proposed for this revised major. Marketing Research, Service, Retail, and Web-based Marketing, and Marketing Policies & Strategies will be designated as "majors only" courses. Service courses for non- majors and minors include Consumer Behavior, International Marketing, Advertising & Promotion Management, and Personal Selling & Sales Management.*

Conclusion

In conclusion, the revised marketing program ("Marketing") will provide a quality educational experience, with flexibility to meet the needs of a broad audience of students. The courses selected for inclusion in this major will provide a comprehensive and cohesive training in marketing, helping students to understand key areas of the field. We believe that the proposed curricula will have considerable appeal and demand among KSU students. Having two marketing majors will allow us to accommodate a breadth of students at KSU with the coursework they seek, thereby improving retention, while also serving a large number of students successfully, efficiently, and effectively.

CCP AND BASIC DATA SHEET

New Course

Marketing Applications

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Aug-07** Curriculum Bulletin _____
 Effective Date **Fall 2008** Approved by EPC _____

Department **Marketing**
 College **BU - Business Administration**
 Proposal **Establish Course**
 Course Subject **MKTG** Course Number **35030**
 Course Title **Marketing Applications**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

NO SIGNIFICANT EFFECT ON OTHER PROGRAMS AS THIS COURSE WILL BE TAKEN ONLY BY MARKETING MAJORS AS PARTIAL FULFILLMENT OF THEIR DEGREE REQUIREMENTS.

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

COLLEGE OF BUSINESS DEPARTMENTS

REQUIRED ENDORSEMENTS

Richard H. Kalbe
 Department Chair / School Director / Campus Dean

09/06/07

Elizabeth A. Sinclair
 College Dean

9/18/07

 Executive Dean of Regional Campuses

____/____/____

 Provost

____/____/____

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **13-Aug-07** Requested Effective Term **Fall 2008**
 Course Subject **MKTG** Course Number **35030**
 Course Title **Marketing Applications**
 Title Abbreviation **Marketing Applications**
 Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with
4/5, 4/5/7 or 6/7
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit **OR** maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **None**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **MKTG 25010**

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

Checking "yes" means students must seek approval from department to register.

Restrict Registration **MKTG MAJORS**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY PROVOST OFFICE

OBR Program Code **30**

OBR Subsidy Code **07**

OBR Course Level **3**

CIP Code **521401**

Catalog Description **Students will learn and apply analytical, financial, statistical, written and oral communications skills to make real-world marketing decisions.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
12.00	Financial analysis for Marketing Decisions
12.00	Data analysis and interpretation in the decision-making framework
3.00	Writing in the professional world
9.00	Decision-making (case analysis method)
9.00	Strategic management issues in marketing

45.00 Total Contact Hours

Textbook(s) Used in this Course	Strategic Marketing Problems, Kerin & Peterson, Prentice-Hall
Writing Expectations	Extensive use of one page memos
Instructor(s) Expected To Teach	Johnson, Mitchell
Instructor(s) Contributing to Content	Johnson, Kolbe

REQUIRED ENDORSEMENT

Richard H. Kolbe

Department Chair / School Director / Campus Dean

09 / 06 / 07

ASSESSMENT PLAN (AQIP)

Marketing (MKTG) Major

**Student Learning Assessment Plan
for the Proposed Undergraduate Curriculum in Marketing (MKTG)
Department of Marketing
Kent State University**

Objectives of the Curriculum

The marketing curriculum at Kent State University seeks to provide students with a broad-based understanding of marketing and the capability of applying this knowledge to marketing situations. In today's highly competitive business environment, successful marketers must be prepared to make logically sound, prompt, and decisive managerial decisions. This requires the ability to understand market conditions, assess customer needs, wants, and desires, and translate these factors into actionable decisions. In addition, marketers must be able to effectively communicate with customers, superiors, subordinates, and stakeholders in written and spoken form. The marketing curriculum will help students become decision makers with the skills and knowledge necessary to understand marketing issues and to provide customer satisfaction while meeting the needs of a multitude of stakeholders.

Learning Objectives

The coursework in the marketing curriculum will address the following thirteen learning objectives:

Learning Objective 1: Be able to make decisions from a marketing perspective.

How Assessment of the Objective Will Occur: **Case Analyses**

Description of specific course assessment of this objective:

This learning objective will be assessed specifically by case analyses in two of the courses in the curriculum. In the Marketing Applications (MKTG 35030) class, students will learn the method of case preparation and work on short, single concept (issue) cases. In Marketing Applications, the cases will relate to specific course content and become progressively more challenging. In the capstone course, Marketing Policies and Strategies (MKTG 45084), students will work on cases that involve multiple aspects of marketing/business and require high levels of data analysis. In total, the case analyses will help students acquire the ability to make decisions and is a means for the Department to assess students' ability to make managerial decisions.

Schedule for Implementation: Marketing Applications, Fall 2008; Marketing Policies and Strategies, Spring 2010

Learning Objective 2: Be able to conduct financial analysis appropriate to marketing.

How Assessment of the Objective Will Occur: **Case Analyses, Objective Examinations**

Description of specific course assessment of this objective:

Marketers make extensive use of financial calculations for marketing decisions. The Marketing Applications course is where students will be introduced to financial calculations. Students will take multiple examinations in the Marketing Applications class to assess their ability to compute and interpret these calculations. Students will complete case analyses and/or projects in Marketing Applications (MKTG 35030), Service, Retail & Web-Based Marketing (MKTG 45082), and Marketing Policies & Strategies (MKTG 45084) wherein financial calculations will be employed. Students will be graded on financial calculations as a part of the case analysis evaluation process.

Schedule for Implementation: Marketing Applications Fall 2008; Service, Retail & Web-Based Marketing and Marketing Policies & Strategies Spring 2010

Learning Objective 3: Be able to segment markets and identify target markets.

How Assessment of the Objective Will Occur: **Applied Project, Objective Exams**

Description of specific course assessment of this objective:

Two of the most central concepts in marketing are market segmentation and target marketing. Students will learn the fundamentals of market segmentation and target marketing in the Consumer Behavior (MKTG 35035) course. Students will work on projects using market data to learn how to segment markets. Together, the project and objective exams will determine whether students know how to segment markets and identify target customers for a particular firm.

Schedule for Implementation: Consumer Behavior Fall 2008

Learning Objective 4: Understand basic principles of consumer and buyer behavior.

How Assessment of the Objective Will Occur: **Objective Examinations**

Description of specific course assessment of this objective:

The course where consumer and buyer behavior is covered is Consumer Behavior (MKTG 35035). Students will obtain knowledge about these two topics via textbooks and lectures. This knowledge is central to most marketing decisions, and as such, will be

touched upon in most of the upper division courses. Direct assessment of consumer and buyer behavior knowledge will occur by objective examinations.

Schedule for Implementation: Consumer Behavior Fall 2008

Learning Objective 5: Be able to select and budget promotional tools.

How Assessment of the Objective Will Occur: **Applied Project**

Description of specific course assessment of this objective:

In the Advertising and Sales Promotion Management (MKTG 45045) course, students will learn the various aspects of managing the promotional function. Students will need to learn how to select appropriate promotional vehicles for specific promotional objectives. In addition, students must learn how to budget and justify a promotional budget. A project dealing with promotional decisions and budgeting will be used in this course to assess students' abilities to apply concepts taught in the course.

**Schedule for Implementation: Advertising and Sales Promotion Management
Fall 2009**

Learning Objective 6: Know how to make sales presentations and close sales.

How Assessment of the Objective Will Occur: **Applied Project**

Description of specific course assessment of this objective:

Students will be taught how to make sales presentations in the Personal Selling and Sales Management (MKTG 45046) course. Students will make simulated sales presentations to the instructor and before the class. Instructors will critique the presentations and provide written and oral feedback on means to improve the sales presentations. These evaluations will serve as the means of assessing the student's achievement of this learning objective.

Schedule for Implementation: Personal Selling and Sales Management Fall 2009

Learning Objective 7: Understand the implications of differences in foreign marketing on the marketing of goods and services in those markets.

How Assessment of the Objective Will Occur: **Applied Project**

Students will conduct country analyses in order to appraise the impact of culture, subculture, social, political and other forces on the sale of goods and services in foreign markets in the International Marketing (MKTG 45060) class. The result will be a written

report of the student's analysis of the viability of a specific good or service in a particular country that will be used to assess this learning objective.

Schedule for Implementation: International Marketing Spring 2009

Learning Objective 8: Conduct a feasibility analysis for a service/retail establishment.

How Assessment of the Objective Will Occur: **Applied Project**

Students will conduct an analysis of the feasibility of either a bricks and mortar or virtual retail store. This project will be conducted in the Service, Retail & Web-based Marketing (MKTG 45082) course. Such an analysis will cause students to look at market demand, compute proforma income statements, and site selection. A written report will be prepared by the students and used to assess this learning objective.

Schedule for Implementation: Service, Retail & Web-based Marketing Spring 2010

Learning Objective 9: Know how to analyze markets and competitors in markets

How Assessment of the Objective Will Occur: **Case Analyses, Objective Examinations**

Description of specific course assessment of this objective:

Students will be taught how to analyze markets and competitors in Marketing Policies & Strategies (MKTG 45084). Instructors in this course will use case analyses and objective examinations to assess and reinforce key issues pertaining to market and competitor analysis. These assignments will serve as the means of assessing student's achievement of this learning objective.

Schedule for Implementation: Marketing Policies & Strategies Spring 2010

Learning Objective 10: Be able to demonstrate an ability to integrate their business and marketing knowledge and make sound business decisions. That is, students must be able to think broadly when making marketing decisions so that they take into account as wide a breadth of perspectives as possible when seeking explanations and creating solutions for marketing problems.

How Assessment of the Objective Will Occur: **Case Analyses**

Description of specific course assessment of this objective:

Assessment of students' ability to integrate their marketing/business knowledge will occur in the marketing capstone course, Marketing Policies and Strategies (MKTG 45084). Students' ability to integrate their knowledge will be assessed via case analyses. Cases in the Marketing Policies and Strategies course will address a number of marketing issues simultaneously. Thus, students will need to consider the interactions among the marketing components of the business, as well as the capabilities of the firm, to address the particular problem. Students will prepare these cases for in-class discussion and in written form.

This assessment evaluates students' abilities to integrate their marketing knowledge. As the capstone course in the curriculum, it is imperative that this assessment be done so that the Department is assured that students are well prepared for a career in marketing upon graduation.

Schedule for Implementation: Marketing Policies & Strategies Spring 2010

Learning Objective 11: Students should be able to communicate effectively in written form.

How Assessment of the Objective Will Occur: Case Analyses and Applied Projects

Description of specific course assessment of this objective:

Marketing Policies and Strategies (MKTG 45084) has been designated as the Writing Intensive Course in the curriculum; however, students will receive direct instruction in appropriate business writing in the Marketing Applications (MKTG 35030) course. Students will execute a number of reports, memos, and case analyses as evidence of the quality of their writing. All assignments will be graded for both content and style of writing. The writing rubrics employed in Marketing Applications will also be used in other courses in the curriculum to evaluate student writing.

Schedule for Implementation: Marketing Tools Fall 2008; Marketing Policies and Strategies Spring 2010

Learning Objective 12: Students should be satisfied with their educational experience in the marketing major.

How Assessment of the Objective Will Occur: On-going formal (surveys) and informal contacts with students.

The Department will conduct periodic surveys of student satisfaction. In addition, satisfaction measures from graduating seniors will be obtained (see Learning Objective 13 for a description of this survey). The Department Chair will analyze and share the

survey findings with faculty members in order to address issues pertaining to the delivery of the curriculum. Feedback will be provided to students, when feasible, so that they know the Department is responsive to their comments and concerns.

Schedule for Implementation: Fall 2008

Learning Objective 13: Develop Attitudinal Goals for Students in the Marketing Curriculum

The Department seeks to instill a number of attitudes in students about marketing and business in general. These attitudes include: (1) The job of any business is to create value for the customer, shareholders, and other stakeholders (including employees of the firm and the community in which the firm operates) and that marketing is central to the process of creating and delivering value to customers. (2) Having a long-term strategic perspective is more important than having an emphasis on day-to-day activities and decisions; however, decisions made in the near term have both short and long-term effects. (3) Ultimately, success in business is contingent upon conducting business in an ethical manner, by building relationships with customers, suppliers, employees, and continually adapting the firm and its activities in response to opportunities and threats.

How Assessment of the Objective Will Occur: Department Administered Survey of Graduating Seniors

A survey will be administered to graduating seniors to obtain self-reports on their attitudes toward business and self-perceived competence with technology. The survey will also assess their satisfaction with the delivery of the curriculum. Specifically, the survey will address issues of students':

- attitudes toward the societal role of business, the role of marketing in a firm, short and long-range decisions, relationship issues in marketing, and ethical behavior and decisions in business. A set of measures will address the capacity of each student as to their willingness to respond to changes in the business environment.
- abilities to use technology relevant to business (spreadsheets, word processing, presentation software, and statistical packages). Students would be asked to report on their own ability and confidence in using these technology tools.
- satisfaction with the curriculum, in general, and to enumerate areas where changes could be affected to improve the nature of the delivery of the curriculum

Schedule for Implementation: Spring 2010

BBA Degree in Marketing (MKTG)
Learning Objectives, Measures, Timetable of Assessment,
and Feedback Mechanisms

Student Learning Outcome	Evidence of Measure	Schedule for Implementation	Feedback to Loop
The graduate with a BBA majoring in Marketing (MKTG) will be able to:			
1. Make decisions from a marketing perspective	Case Analyses	Marketing Applications Fall 2008; Marketing Policies & Strategies Spring 2010	Faculty and Department Chair will collect and review student learning both continuously and at the end of each semester for all course activities. Projects shared across sections of courses will be reviewed, collectively, by instructors in those courses to identify the effectiveness of assignments, projects, and examinations on assessing student learning. All information gleaned from the assessment of student learning throughout the curriculum will be shared with the faculty as a whole. Mechanisms and procedures for improving student learning will also be developed collectively by the faculty in order to assure the quality of learning across the curriculum.
2. Conduct financial analysis appropriate in marketing	Case Analyses, Objective Examinations	Marketing Applications Fall 2008; Service, Retail & Web-based Marketing and Marketing Policies & Strategies Spring 2010	
3. Segment markets and identify target markets	Applied Project, Objective Examinations	Consumer Behavior Fall 2008	
4. Understand basic principles of consumer and buyer behavior	Objective Examinations	Consumer Behavior Fall 2008	
5. Select and budget promotional tools	Applied Projects	Advertising & Sales Promotion Management Fall 2009	
6. Make sales presentations and close sales	Applied Projects	Personal Selling & Sales Management Fall 2009	
7. Understand the implications of differences in foreign markets on the marketing of goods and services in those markets.	Applied Projects	International Marketing Spring 2009	
8. Conduct a feasibility analysis for a retail establishment	Applied Projects	Service, Retail & Web-based Marketing Spring 2010	
9. Analyze markets and competitors in markets	Case Analyses, Objective Examinations	Marketing Policies & Strategies Spring 2010	
10. Integrate business and marketing knowledge in order to make sound business decisions	Case Analyses	Marketing Policies & Strategies Spring 2010	
11. Communicate effectively in written form	Case Analyses and Applied Projects	Marketing Applications Fall 2008; Marketing Policies & Strategies Spring 2010	

The graduate with a BBA majoring in Marketing will:			
12. Be satisfied with their educational experience in the major	On-going formal surveys Informal contacts with students	Fall 2005	All data collected from students will be shared, by the Department chair, with faculty. Faculty will review this information and make modifications to courses as deemed appropriate to facilitate student learning.
13. Know how: (A) to conduct business in a manner that focuses on creating value for customers, shareholders, and stakeholders of the firm; (B) important long-term strategic perspectives are to all business decisions; and (C) ethical standards can and should be employed in business	Survey of Graduating Seniors	Spring 2007	

Catalog Pages

Proposed Marketing Major

Marketing Major

CATALOG COPY

Marketing is a broad field entailing a wide variety of tasks involving the analysis, planning, implementation, and control of marketing programs ^{i.e.,} (the strategies and tactics used by businesses to sell goods and service to consumers and other businesses). There are two programs in marketing at Kent State University ("Marketing" and "Managerial Marketing"). The Marketing curriculum described here is designed to provide students with a broad working knowledge of the theory and practice of marketing. Students majoring in marketing have employment opportunities in such fields as personal selling, advertising, product management, international marketing, marketing research, ^{and} e-commerce, ^{and} working with manufacturing, wholesalers, advertising agencies, retail organizations, and research-oriented firms. Recently, there has been an increased demand for marketing graduates from nonprofit organizations, the health care industry, service firms, and the public sector.

PRE-MAJOR PROGRAM

(See Pages 204-205 for more details)

- I. General College or University Requirements.....1
- II. Liberal Education Requirements.....36-37
- III. Business.....24

ADVANCED BUSINESS PROGRAM

Minimum 39 semester hours at the upper division level (30000-40000) normally are required for graduation with the Bachelor of Business Administration degree.

- IV. General Business Requirements.....12
 - ENG 30063 Business and Professional Writing.....3
 - FIN 36053 Business Finance.....3
 - M&IS 34060 Operations Management.....3
 - 44285 Integrated Business Policy and Strategy.....3
- V. Mathematics
 - Choose from the following.....3-5
 - MATH 11012 Intuitive Calculus (3)
 - MATH 12002 Analytic Geometry and Calculus I (5)
- VI. Electives (at least 11 hours must be at the upper division level).....19-21

Students may take or use any course at any level as long as the minimum 39-hour requirement for upper-division is satisfied for graduation with a BBA.

Exceptions: Maximum 3 credit hours of physical education activity (PEB) courses and maximum 3 credit hours for courses in applied music and music ensembles (MUS courses with a second digit of 5, 6, or 7) combined may be counted toward the 121-total-hour or 39-upper-division-hour graduation requirement. Non-business courses may be selected, provided there is a minimum 6 credit hours in each of two different disciplines/departments. A minor (business or non-business) is encouraged. There is no limit on other music coursework. Any other exceptions must be approved by the assistant dean.

Note: Credit for ENG 11001 or MATH 10034, 10035, and 10036 may apply only toward lower-division non-business electives.

VII. Major Requirements	24
MKTG 35030, Marketing Applications	3
MKTG 35035, Consumer Behavior	3
MKTG 35050, Marketing Research	3
MKTG 45045, Advertising and Promotion Management	3
MKTG 45046, Personal Selling and Sales Management	3
MKTG 45060, International Marketing	3
MKTG 45082, Service, Retail, and Web-based Marketing	3
WIC * MKTG 45084, Marketing Policies & Strategies	3
TOTAL Degree Requirements	121

The following policies are in effect for marketing majors:

- Admission of maximum 90 students into the marketing major each academic year, with a target cumulative GPA of at least 2.50. Class performance in Marketing 25010 will be taken into consideration in the admission process. Also required: a minimum C (2.00) in ENG 11011, ENG 21011, MATH 11010, COMM 15000, and MKTG 25010.
- Students must take MKTG 35030 as the first course in the major and earn no less than a C (2.00) to continue in the major. MKTG 35030 may be taken concurrently with MKTG 35035 (Consumer Behavior) or MKTG 35050 (Marketing Research).
- Normally a marketing major course can be repeated only once. Exceptions require the approval of the department chairperson and the assistant dean for the College of Business Administration.
- The number of marketing major (3/45000) courses that can be repeated and counted toward the marketing major is three. All attempts will count in the computation of the major and cumulative GPAs.
- Should students not obtain a grade of C (2.0) or higher in MKTG 35030, Marketing Applications, they will be required to enroll in the course again until a grade of C is achieved, with a maximum of three repeats.

Marketing internships are an excellent source of real world work experiences for students. Typically, an internship receiving three hours credit under MKTG 45292, Marketing Internship, requires students to work a minimum 12-15 hours per week for

approximately ^{ten}~~10~~ weeks in a marketing-related position. The responsibilities, supervision, and training provided to the interns should be comparable to that which new college graduates in the organization usually receive. Grading is based on job performance plus a written report. With pre-approval, students may take Marketing 45292, Marketing Internship, to partially or completely fulfill the business elective requirement.

PROGRAM SHEETS

Marketing (MKTG) Major

2008-2009 Catalog Year **MARKETING ADVANCED BUSINESS REQUIREMENTS (59 OF 121 Sem Hrs)**

Student Name _____ Student Number _____

A minimum 2.50 cumulative GPA is required to declare major this major and to graduate with this major. A minimum grade of "C" is required in ENG 11011, ENG 21011, COMM 15000, MATH 11010 (or 11011 or 12001) and MKTG 25010 to declare this major. A minimum of 39 semester hours at the upper division level (30-40000) is required for graduation with the BBA degree. *NOTE: A "C-" does not meet a minimum grade of C requirement.

General Business Requirements (9 hours total)

Term/Yr	Course Number	Course Title	Grade	Points
_____	FIN 36053	Business Finance	3 hrs x _____	_____
_____	M&IS 34060	Operations Management	3 hrs x _____	_____
_____	M&IS 44285	Integrated Business Policy/Strat	3 hrs x _____	_____
♥ Restricted to Graduating Seniors				
♦ Outcomes Assessment test required for graduation				

General Non-Business Requirements (6 hours total)

_____	ENG 30063	Business and Professional Writing	3 hrs x _____	_____
_____	MATH 11012	Intuitive Calculus	3 hrs x _____	_____
OR MATH 12002 Analytic Geom & Calc I				

General Electives (20 hours total)

Provided the 39 hour upper division (30-40000) requirement is met, electives may be selected from business or non-business coursework at any level except developmental. Note: 6 hours in each of two different disciplines are required. LER courses, advanced mathematics, and foreign language courses are strongly encouraged. Restrictions include: no more than 3 hours PEB; no more than 3 hours Applied/Ensemble Music; and no more than 6 hours Workshop (S/U, non-repeatable).

_____	3 hrs x _____	_____
_____	3 hrs x _____	_____
_____	3 hrs x _____	_____
_____	3 hrs x _____	_____
_____	3 hrs x _____	_____
_____	3 hrs x _____	_____
_____	2 hrs x _____	_____

Marketing Internship, MKTG 45292, which requires departmental approval, may be used as a business elective in this category.

Major GPA Information: To graduate, a minimum major GPA of 2.50 is required. The Major GPA includes Major Requirements + Major Electives.
To calculate Major GPA: Points earned divided by sum of completed hours.
(INCLUDES ALL ATTEMPTS APPLIED TO MAJOR)

Revised 8/07

Major Requirements (24 hours total)

Term/Yr	Course Number	Course Title	Grade	Points
_____	MKTG 35030	Marketing Applications	3 hrs x _____	_____
_____	MKTG 35035	Consumer Behavior	3 hrs x _____	_____
_____	MKTG 35050	Marketing Research	3 hrs x _____	_____
_____	MKTG 45045	Advertsng & Promo Mgmt	3 hrs x _____	_____
_____	MKTG 45046	Persnl Selling & Sales Mgmt	3 hrs x _____	_____
_____	MKTG 45060	International Marketing	3 hrs x _____	_____
_____	MKTG 45082	Service, Retail & Web Mktng	3 hrs x _____	_____
_____	MKTG 45084	Marketing Policies & Strgs	3 hrs x _____	_____

♦ Writing Intensive Course - minimum grade of C/2.00 (no minus)

My signature below represents my acceptance of responsibility for these requirements:

_____ Date: _____

For Office Use Only					
Hours	Points	GPA	Date	Adviser	
Hours	Points	GPA	Date	Adviser	
Hours	Points	GPA	Date	Adviser	

SAMPLE SCHEDULE

Marketing (MKTG) Major

Kent State University
Eight Semester Sample Schedule for
MARKETING MAJORS

First Year (Freshman)

<u>First Semester</u>			<u>Credit Hours</u>	<u>Second Semester</u>			<u>Credit Hours</u>
First Year Colloquium	US 10097	1		Intuitive Calc	MATH 11012	3	
Exploring Business	BUS 10123	3		OR Geometry	MATH 12002	5	
College Math	MATH 11010	3		Computer Apps	M&IS 24053	3	
Intro Human Comm	COMM 15000	3		Science LER w/Lab		4	
College Writing I	ENG 11011	3		Fine Arts LER		3	
Science LER		3		Humanities LER		3	
Semester Total Credit Hours			16	Semester Total Credit Hours			16-18

Second Year (Sophomore)

<u>Third Semester</u>			<u>Credit Hours</u>	<u>Fourth Semester</u>			<u>Credit Hours</u>
Principles of Mgmt	M&IS 24163	3		Mgrial Acctng	ACCT 23021	3	
Financial Acctng	ACCT 23020	3		Macroeconomics	ECON 22061	3	
Microeconomics	ECON 22060	3		Business Stats	M&IS 24056	3	
Legal Envmt Business	FIN 26074	3		Marketing	MKTG 25010	3	
College Writing II	ENG 21011	3		Non-Business Elective		0-2	
Semester Total Credit Hours			15	Semester Total Credit Hours			12-14

Note: All of the above courses, with the exception of LERs and the Non-Business Elective, must be completed prior to declaring the Marketing major. Application for the major can be made during the fourth semester of study, provided all of these courses are completed or are currently in the process of completion and that a minimum 2.50 grade point average (GPA) has been achieved.

OVER 

Eight Semester Sample Schedule for MARKETING MAJORS, continued

Third Year (Junior)

<u>Fifth Semester</u>	<u>Credit Hours</u>	<u>Sixth Semester</u>	<u>Credit Hours</u>
Bus & Prof Writing	ENG 30063 3	Business Finance	FIN 36053 3
Operations Mgmt.	M&IS 34060 3	Marketing Research	MKTG 35050 3
Marketing Apps	MKTG 35030 3	Internat'l Marketing	MKTG 45060 3
Consumer Behavior	MKTG 35035 3	Business Elective	3
Non-Business Elective	3	Fine Arts or Humanities LER	3
Semester Total Credit Hours	15	Semester Total Credit Hours	15

Note: A Marketing Internship (MKTG 45292) is best taken in the summer between the Junior and Senior Year. This course does not reduce the number of marketing courses students need to take, but will serve as a Business elective.

Fourth Year (Senior)

<u>Seventh Semester</u>	<u>Credit Hours</u>	<u>Eighth Semester</u>	<u>Credit Hours</u>
Adv & Promo Mgmt	MKTG 45045 3	Service, Retail & Web-based	
Personal Selling &		Marketing	MKTG 45082 3
Sales Management	MKTG 45046 3	Marketing Policies & Strategies	
Business Pol & Strat	M&IS 44285 3		MKTG 45084 3
Business Elective	3	Non-Business Electives	6
Non-Business Elective	3	Social Science LER	3
Semester Total Credit Hours	15	Semester Total Credit Hours	15

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 8-Jan-08

Curriculum Bulletin _____

Effective Date Fall 2008

Approved by EPC _____

Department Aeronautics

College CT - Technology

Degree BS - Bachelor of Science

Program Name **Aeronautics**Program Code **AERN**

Concentration(s) Air Traffic Control Technology Concentration(s) Code(s) ATCT

Proposal Establish Program

ATC

Description of proposal:

To establish an Air Traffic Control Technology area of concentration withing the exisiting Bachelor of Science in Aeronautics Program.

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

Current total credit hours: 124

Proposed total credit hours 124

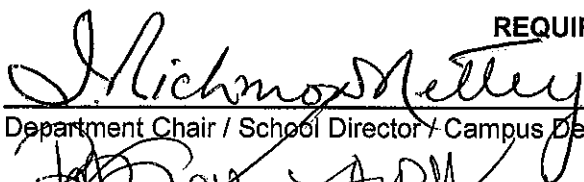
Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

On 16th October 2007 the Aeronautics Program was authorized by the Federal Aviation Administration (FAA) to offer a degree concentration in Air Traffic Control under the auspices of the FAA Air Traffic-Collegiate Training Initiative (AT-CTI) program. It is one of only 23 programs in the U.S. to provide such training. The proposed courses are intended to fulfill the requirements set forth by the FAA. A prospective enrollment database has been maintained since the announcement of the awarding the of AT-CTI status. The Aeronautics Program anticipates a cohort of 20 students into the program each term and as such, it will support new staffing requirements. There is no foreseeable negative impact on other core areas of Aeronautics or with other majors and submajors. All pre-requisites are structured within the Aeronautics Program and serve to provide natural student progression from fundamental to advanced coursework.

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

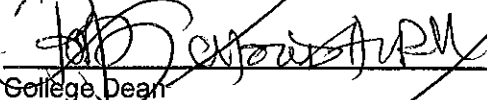
No other programs are affected by the proposed Air Traffic Control area of concentration

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

01/18/08



College Dean

01/18/08

Executive Dean of Regional Campuses

Senior Vice President for Academic Affairs and Provost

Proposal Summary

Title: Establishing an Air Traffic Control Area of Concentration (AOC) in Aeronautics

Subject Specification: The intent of this proposal is to establish an AOC in Air Traffic Control as part of the Federal Aviation Administration's (FAA) Air Traffic-Collegiate Training Initiative (AT-CTI) program in the already existing B.S. degree program in Aeronautics at Kent State.

Background Information: In May 2007, the Aeronautics Program in the College of Technology submitted a "Proposal to Offer an Air Traffic – Collegiate Training Initiative (AT-CTI) Program at Kent State University" to the Federal Aviation Administration (FAA). The AT-CTI proposal received favorable review, which resulted in a successful site visit by FAA personnel from Washington, DC and Oklahoma City to Kent State on 2nd August 2007.

On 16th October 2007, the FAA announced the selection of Kent State University as one of only 23 institutions in the nation to offer the AT-CTI program at a press conference in San Jose during the 2007 Fall Education Conference of the University Aviation Association. The AT-CTI program will enable the Aeronautics Program to work with the FAA in preparing students to meet a projected demand of 10,000+ Air Traffic Controllers over the next decade.

The Air Traffic Control Technology program is expected to be offered as an Area of Concentration (AOC) under the existing Bachelor of Science degree program in Aeronautics, effective fall 2008. This requires the creation of nine new courses to be offered as part of the Air Traffic Control AOC in Aeronautics. After review, the proposed courses received unanimous approval from Aeronautics faculty on Friday, 14th December 2007 and unanimous approval from the College of Technology's Curriculum Committee on 20th December 2007.

In addition to being the only aviation program that holds program accreditation in Ohio, the Aeronautics Program at Kent State University is the only university in Ohio with FAA authorization to offer the AT-CTI program. As an aviation program, the Air Traffic Control program presents no encroachment issue to any institutional unit at Kent State University.

Introduction of the proposed academic program in Air Traffic Control will lead to the generation of program income through tuition, state funded tuition subsidies, and special course fees to support effective course offering. The Aeronautics Program will work in concert with the Office of the Dean in the College of Technology and Kent State University's Upper Administration to secure instructional staffing by adjunct faculty in the near term and full-time faculty in the medium term to supplement current instructional resources in Air Traffic Control within the College of Technology.

Alternatives and Consequences: There are no known alternatives. Failure to approve this proposal will result in the loss of Kent State's authorization by the Federal Aviation Administration to offer the only Air Traffic Control program in Ohio, birthplace of aviation.

Specific Recommendation and Justification: Approval of the addition of an Air Traffic Control Area of Concentration, to be included under the existing Bachelor of Science degree program in Aeronautics, effective fall 2008.

Timetable and Actions Required:

Review and Approval by the Educational Policy Council (EPC) - 28th January 2008

Review and Approval by Faculty Senate - 11th February 2008

Review and Approval by Kent State University Board of Trustees - 16th April or 28th May 2008

Review and Approval by Ohio Board of Regents - 25th April, 24th May 2008 or 19th July 2008

**KENT STATE UNIVERSITY
COLLEGE OF TECHNOLOGY
*INTER-OFFICE MEMORANDUM***

TO: Dr. A. Raj Chowdhury, College of Technology, Dean
FROM: Josna Neuman, Chair, College Curriculum Committee
SUBJECT: Air Traffic Control program
DATE: December 20, 2007

For your review and approval, attached are documents supporting a proposal for the Air Traffic Control program in the Aeronautics Division. These were approved by the College Curriculum Committee.

After approval, could you please forward these to the Provost's office so that this proposal may be included as an agenda item for the January 28, 2008 EPC meeting. Thank you.



MEMORANDUM

TO: College of Technology Curriculum Committee

Maureen McFarland

FROM: Major Maureen R. McFarland, Coordinator, Aeronautics Division

J. Richmond Nettey

Dr. I. Richmond Nettey, Associate Dean, College of Technology
and Senior Academic Program Director of Aeronautics

DATE: Monday, 17th December 2007

RE: CCP and BDS Forms for the Air Traffic Control Technology Program

In May 2007, the Aeronautics Program in the College of Technology submitted a "Proposal to Offer an Air Traffic – Collegiate Training Initiative (AT-CTI) Program at Kent State University" to the Federal Aviation Administration (FAA). The AT-CTI proposal received favorable review, which resulted in a successful site visit by FAA personnel from Washington, DC and Oklahoma City to Kent State University on 2nd August 2007.

On 16th October 2007, the FAA announced the selection of Kent State University as one of only 23 institutions in the nation to offer the AT-CTI program at a press conference in San Jose during the 2007 Fall Education Conference of the University Aviation Association. The AT-CTI program will enable the Aeronautics Program to work with the FAA in preparing students to meet a projected demand of 10,000+ Air Traffic Controllers over the next decade.

The Air Traffic Control Technology program is expected to be offered under the existing Bachelor of Science degree program in Aeronautics, effective fall 2008. Attached are CCP and BDS forms, as well as a curriculum outline, which collectively reflect the creation of nine new courses to be offered as part of the Air Traffic Control Program. After review, they received the unanimous approval of Aeronautics faculty on Friday, 14th December 2007.

In addition to being the only aviation program that holds program accreditation in Ohio, the Aeronautics Program at Kent State University is the only university in Ohio with FAA authorization to offer the AT-CTI program. As an aviation program, the Air Traffic Control Technology program presents no encroachment issue to any institutional unit at Kent State University. Please extend favorable review to the attached curricular information.

Air Traffic Control Concentration

The Air Traffic Control concentration in Aeronautics is structured to prepare students for professional work in air traffic control and management. As part of the Federal Aviation Administration's Air Traffic – Collegiate Training Initiative (AT-CTI) program, the Air Traffic Control concentration provides practical simulation based training in air traffic control that will enable students to work as air traffic controllers and managers in the National Airspace System. Students who complete all degree requirements for this program successfully are awarded a Bachelor of Science in Aeronautics with a concentration in Air Traffic Control.

B.S. Aeronautics – Air Traffic Control Technology

Orientation (1 hour)

US	10097	First Year Colloquium	1
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1. Composition (6 hours)

LER = 39 cr. hr. per Maureen McFarland 16-Jan-08

ENG	11011	College Writing I	3
ENG	21011	College Writing II	3

2. Math (8 hours)

MATH	11010	Algebra for Calculus	3
MATH	11022	Trigonometry	2
MATH	11012	Intuitive Calculus	3

- moved to additional maj. req.

3. Humanities and Fine Arts (9 hours)

A&S LER			3
FINE ART			3
LER			3

4. Social Sciences (6 hours)

ECON	22060	Principles of Microeconomics	3
GEOG*	17063	World Geography	3

5. Basic Sciences (6 hours)

PHY	13011	College Physics I	2
PHY	13012	College Physics II	2
PHY	13021	General College Physics Lab I	1
PHY	13022	General College Physics Lab II	1

6. Additional LER Requirements (6 hours)

COMM	15000	Introduction to Human Communications	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 global one (D). Courses will come from Humanities/Fine Arts or Social Sciences.

Writing-Intensive Requirement

Changes per
J. Netter
14-Jan-08
(see e-mail)

stet

8. Technology Courses (16 hours)

TECH	10001	Information Technology	3
TECH	13580	Engineering Graphics	3
TECH	20002	Materials and Processes	3
TECH	21021	Survey of Electricity and Electronics	4
TECH	33033	Hydraulics / Pneumatics	3

9. Aeronautics Core (33 hours)

TECH	15000	Introduction to Aeronautics	3
TECH	15740	Elements of Flight Theory	5
TECH	25250	Elements of Aviation Weather	3
TECH	35340	Airport Management	3
TECH	35341	Air Transportation Systems	3
TECH	35342	Air Traffic Control	3
TECH	45130	Physiology and Human Factors	3
TECH	45150	Applied Flight Dynamics	3
TECH	45250	Aviation Law and Safety	3
TECH	45291	Aerospace Senior Seminar	1
TECH**	45791	Aviation Security & Policy Seminar	3

10. Related Courses (24 hours)

TECH	15250**	FAA Orientation	3
M&IS	24163	Principles of Management	3
TECH	25350***	Fundamentals of Air Traffic Control	2
TECH	25351	Fundamentals of Air Traffic Control Lab	1
TECH	35020	Aircraft Propulsion Systems	3
TECH	35343***	En Route Air Traffic Control	2
TECH	35344***	En Route Air Traffic Control Lab	1
TECH	45320***	Air Traffic Control II	2
TECH	45321***	Air Traffic Control II Lab	1
TECH	45343***	En Route Air Traffic Control II	2
TECH	45344***	En Route Air Traffic Control II Lab	1
TECH	45350	Avionics	3

11. Additional Major Requirement (2 hours)

ENG	20002	Introduction to Technical Writing	3
MATH	11022	Trigonometry	2 (from 1st page)

12. General Electives (6 hours)

_____	_____	_____	_____
_____	_____	_____	_____

- * Course fulfills diversity requirement
 ** Course fulfills writing-intensive requirement
 *** Indicates new, proposed course.

TOTAL 124

Sample Four-Year Schedule* ---- Air Traffic Control Technology

B.S. Aeronautics
AERN

2008-2009 Catalog
124 Credit Hours

FIRST YEAR

Fall Semester					Spring Semester				
Course		Title	Hrs	Grade	Course		Title	Hrs	Grade
COMM	15000	Introduction to Human Communication	3	_____	ENG	11011	College Writing I	3	_____
MATH	11010	Algebra for Calculus	3	_____	GEOG	17063	World Geography	2	_____
TECH	10001	Information Technology	3	_____	MATH	11022	Trigonometry	2	_____
TECH	15000	Introduction to Aeronautics	3	_____	TECH	13580	Engineering Graphics I	3	_____
TECH	15250	FAA Orientation	3	_____	TECH	15740	Elements of Flight Theory	5	_____
US	10097	University Orientation	1	_____					
TOTAL HOURS			16		TOTAL HOURS			16	

SECOND YEAR

Fall Semester					Spring Semester				
Course		Title	Hrs	Grade	Course		Title	Hrs	Grade
MATH	11012	Intuitive Calculus	3	_____	PHY	13012	College Physics II	2	_____
PHY	13011	College Physics I	2	_____	PHY	13022	General College Physics Lab II	1	_____
PHY	13021	General College Physics Lab I	1	_____	ENG	20002	Intro to Technical Writing	3	_____
TECH	25250	Elements of Aviation Weather	3	_____	TECH	20002	Materials & Processes	3	_____
ECON	22060	Principles of Microeconomics	3	_____	TECH	35341	Air Transportation Systems	3	_____
ENG	21011	College Writing II	3	_____	LER		LER	3	_____
TOTAL HOURS			15		TOTAL HOURS			15	

THIRD YEAR

Fall Semester					Spring Semester				
Course		Title	Hrs	Grade	Course		Title	Hrs	Grade
TECH	21021	Survey of Electricity & Electronics	4	_____	M&IS	24163	Principles of Management	3	_____
TECH	25350	Fundamentals of Air Traffic Control	2	_____	TECH	33033	Hydraulics and Pneumatics	3	_____
TECH	25351	Fundamentals of Air Traffic Control Lab	1	_____	TECH	45130	Physiology & Human Factors	3	_____
TECH	35020	Aircraft Propulsion Systems	3	_____	TECH	45320	Air Traffic Control II	2	_____
TECH	35340	Airport Management	3	_____	TECH	45321	Air Traffic Control II Lab	1	_____
TECH	35342	Air Traffic Control	3	_____	TECH	45350	Avionics	3	_____
TOTAL HOURS			16		TOTAL HOURS			15	

FOURTH YEAR

Fall Semester					Spring Semester				
Course		Title	Hrs	Grade	Course		Title	Hrs	Grade
Fine Arts		LER	3	_____	TECH	45150	Applied Flight Dynamics I	3	_____
A & S		LER	3	_____	TECH	45291	Aerospace Senior Seminar	1	_____
TECH	35343	En Route Air Traffic Control	2	_____	TECH	45343	En Route Air Traffic Control II	2	_____
TECH	35344	En Route Air Traffic Control Lab	1	_____	TECH	45344	En Route Air Traffic Control II Lab	1	_____
TECH	45250	Aviation Law and Safety	3	_____	TECH	45791	Aviation Security & Policy Seminar	3	_____
General Elective			3	_____	LER		LER	3	_____
TOTAL HOURS			15		TOTAL HOURS			16	

*This schedule is a general guideline. Students may have different schedules based on their English/math placement and course times and availability.

-- A minimum GPA of 2.00 overall and 2.25 in all major courses is required for graduation.

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

-- Students must see an advisor to ensure they satisfy all university requirements when selecting LERs and electives.

TILLET, THERESE

From: NETTEY, ISAAC RICHMOND
Sent: Wednesday, January 16, 2008 11:33 AM
To: TILLET, THERESE; MCFARLAND, MAUREEN
Cc: CHOWDHURY, RAJ; NEUMAN, JOSNA
Subject: RE: Air Traffic Control concentration

Hello, Ms. Tillett,

Thanks for the e-mail. Please correct the total number of credits for the final semester, i.e. spring semester of the fourth year on the Graduation Requirements sheet to read 13, instead of 15. Major McFarland has indicated that the total number of credits is 124. She will call and complete a final review of the total number of credits with you after class.

Discussions with Dean Chowdhury yesterday afternoon concluded with the agreement that the word "technology" does not need to be added to the name of the Air Traffic Control AOC to make it an Aeronautics AOC that is part of the College of Technology, so there is no need to add the word technology to the name. Very best, and

Cheers,

I. Richmond Nettey

Dr. Isaac Richmond Nettey
Associate Dean, College of Technology and
Senior Academic Program Director of Aeronautics
Kent State University, 117 Van Deusen Hall
Post Office Box 5190, Kent, Ohio 44242
330.672.9476 - Voice
330.672.7494 - Fax
330.524.9693 - Mobile

"Aviation is proof, that given the will, we have the capacity to achieve the impossible."
--Captain Eddie Rickenbacker

From: TILLET, THERESE
Sent: Wed 1/16/2008 11:02 AM
To: MCFARLAND, MAUREEN; NETTEY, ISAAC RICHMOND
Cc: CHOWDHURY, RAJ; NEUMAN, JOSNA
Subject: RE: Air Traffic Control concentration

Per Isaac's reply to my previous e-mail, I revised the Graduation Requirement Sheet to remove the additional LER course. This drops the total credits to 121 (not 122 as I erroneously stated earlier).

Maureen, would you please review the attachment and let me know that this is what you want?

Also, could someone get back to me by Friday about whether the word "technology" is part of the concentration's name?

From: MCFARLAND, MAUREEN
Sent: Tuesday, January 15, 2008 10:37 AM
To: TILLET, THERESE; NETTEY, ISAAC RICHMOND
Cc: CHOWDHURY, RAJ; NEUMAN, JOSNA
Subject: Air Traffic Control concentration

Therese,

Attached please find Graduation Requirements and the Proposal Summary for the ATC TECH area of concentration. We

1/16/2008

TILLET, THERESE

From: NETTEY, ISAAC RICHMOND
Sent: Monday, January 14, 2008 1:03 PM
To: TILLET, THERESE; MCFARLAND, MAUREEN
Cc: CHOWDHURY, RAJ; lmarsh2@kent.edu
Subject: RE: Review - Air Traffic Control concentration

Hello, Therese,

Thanks for the e-mail. Major McFarland has indicated near completion of the requested changes so they would reach you by Friday to support successful dissemination to the EPC membership. Reference the other questions from the 8th January e-mail, following are responses to same;

COURSES

(1) TECH 35343 En Route Air Traffic Control

One prerequisite is TECH 34342, which doesn't exist. Do you mean to say TECH 35342?

(2) TECH 35344 En Route Air Traffic Control Lab

One prerequisite is TECH 34342, which doesn't exist. Do you mean to say TECH 35342?

(3) TECH 45343 En Route Air Traffic Control II

Prerequisite is TECH 34343, which doesn't exist. Do you mean to say new course TECH 35343?

(4) TECH 45344 En Route Air Traffic Control II Lab

Prerequisite is TECH 34343, which doesn't exist. Do you mean to say new course TECH 35343 or 35344?

Response: All four of the preceding queries pertain to the same course, which was erroneously typed as TECH 34342, instead of TECH 35342. A correction will be effected to read TECH 35342, thus solving the identified problem for all four.

CONCENTRATION REQUIREMENTS

(1) MATH 11022 Trigonometry is listed in the LER math category; however, it is not an LER. On your Graduation Requirement Sheet, please move it to the Additional Major Requirements section.

Response The recommended change will be effected to move MATH 11022 to the Additional Major Requirements section.

(2) Physics has revised its courses PHY 13011 and 13012, which are listed as required in the LER section of your program. Please make the following correction on your Graduation Requirement Sheet:

LER Basic Sciences (6 credits)

PHY 13011 College Physics I (2)

PHY 13012 College Physics II (2)

PHY 13021 General College Physics Laboratory I (1)

PHY 13022 General College Physics Laboratory II (1)

Response The recommended change will be effected to correct the revisions in PHY 13011 and 13012.

(3) The total credits for the Related Courses section is incorrect. It should be 24, not 21. Please correct your Graduation Requirement Sheet. I have counted the total credits for the program as 122 — 124 correct

Response The recommended change is superseded by your subsequent e-mail with the total number of courses at 125. One Math course will be moved from the LER section to the Additional Major Requirements section to reduce the total number of LERs to 36 and hold the total number of credits at 122. 124

(4) TECH 33033 Hydraulics/Pneumatics (listed under Technology Courses) has a prerequisite of PHY 13001 or 23101, neither of which is in your program requirements. Students in this concentration will not be able to register for this course unless they seek a permit override from your college.

Response Students without prior coursework in PHY 13001 or 23101 will receive the requisite authorization for enrollment pending future revision in the prerequisites for TECH 33033 to include PHY 13011.

(5) TECH 15740 Elements of Flight Theory (listed under Aeronautics Core) has a co requisite of TECH 15741, which is not in your program requirements. Students in this concentration will not be able to register for this course unless they seek a permit override from your college.

Response The co requisite of TECH 15741, Private Pilot Flight, applies to Aeronautics students in the Flight Tech option so students who are not in Flight Tech currently receive faculty authorization to override the co requisite of TECH 15741, unless they wish to take the Private Pilot course.

(6) TECH 35020 Aircraft Propulsion Systems (listed under Related Courses) has a prerequisite of MATH 12001; and (PHY 13001 and 13002) or (PHY 23101 and 23102) – none of which are in your program requirements. Students in this concentration will not be able to register for this course unless they seek a permit override from your college. In addition, MATH 12001 is not taught on the Kent campus, and should not be listed as prerequisite for any course unless it is also accompanied by MATH 11009 or 11010 or 11012.

Response MATH 12001 is an obsolete prerequisite for the TECH 35020 course so it will be deleted and substituted with the Math courses in the LER section and MATH 11022.

(7) TECH 45350 Avionics (listed under Related Courses) has a prerequisite of (PHY 13001 and 13002) or (PHY 23101 and 23102), none of which are in your program requirements. Students in this concentration will not be able to register for this course unless they seek a permit override from your college.

Response Students without the listed Physics courses will receive authorization for a waiver to register in TECH 45350, pending revision of the Physics prereqs to PHY 13011/12/21/22.

(8) Minor correction: we use no ampersands in course subjects now. Therefore, required course MIS 24163 should not be written as M&IS on the Graduation Requirement Sheet.

Response The ampersand sign shall be deleted from M&IS to read MIS.

Much thanks for the careful scrutiny on our behalf and for your assistance with the process to offer an Air Traffic Control curriculum at Kent State University. Very best of Kent aviation throughout the New Year, and

Cheers,

I. Richmond Nettey

Dr. Isaac Richmond Nettey
Associate Dean, College of Technology and
Senior Academic Program Director of Aeronautics
Kent State University, 117 Van Deusen Hall
Post Office Box 5190, Kent, Ohio 44242
330.672.9476 - Voice
330.672.7494 - Fax
330.524.9693 - Mobile

"Aviation is proof, that given the will, we have the capacity to achieve the impossible."
--Captain Eddie Rickenbacker

From: TILLET, THERESE
Sent: Mon 1/14/2008 12:01 PM
To: NETTEY, ISAAC RICHMOND; MCFARLAND, MAUREEN
Cc: CHOWDHURY, RAJ
Subject: RE: Review - Air Traffic Control concentration

Hello, just want to remind you that the EPC agenda is posted online early Monday (21-Jan) morning. I need the Air Traffic Control Technology proposal and answers to my questions (below) no later than this Friday (18-Jan). Thank you, Therese

From: NETTEY, ISAAC RICHMOND
Sent: Wednesday, January 09, 2008 1:37 AM
To: TILLET, THERESE; MCFARLAND, MAUREEN
Cc: CHOWDHURY, RAJ
Subject: RE: Review - Air Traffic Control concentration

1/14/2008

Hello, Therese,

Thanks for the e-mails and for your assistance with the AT-CTI curriculum and program proposal to EPC. Will review and effect the suggested curriculum modification with regards to one of the Math courses. Very best of Kent aviation throughout the New Year, and

Cheers,

I. Richmond Nettey

Dr. Isaac Richmond Nettey

Associate Dean, College of Technology and

Senior Academic Program Director of Aeronautics

Kent State University, 117 Van Deusen Hall

Post Office Box 5190, Kent, Ohio 44242

330.672.9476 - Voice

330.672.7494 - Fax

330.524.9693 - Mobile

"Aviation is proof, that given the will, we have the capacity to achieve the impossible."

--Captain Eddie Rickenbacker

From: TILLET, THERESE

Sent: Tue 1/8/2008 4:55 PM

To: MCFARLAND, MAUREEN; NETTEY, ISAAC RICHMOND

Cc: CHOWDHURY, RAJ

Subject: FW: Review - Air Traffic Control concentration

I made one error in my e-mail below. The total credits are 125 If you want the program to be 122 credits, I suggest moving one of the LER math courses to the Additional LER category, which will decrease the LER coursework from 39 to 36 credits, and the total requirements from 125 to 122 credits.

121

Correct
121

Maureen McFarland
said total credits
should stay at 124.
(16-Jan-08)

From: TILLET, THERESE

Sent: Tuesday, January 08, 2008 2:58 PM

To: MCFARLAND, MAUREEN; NETTEY, ISAAC RICHMOND

Cc: CHOWDHURY, RAJ; NEUMAN, JOSNA

Subject: Review - Air Traffic Control concentration

Hello, again,

I've reviewed the course proposals and the concentration's course requirements, and I have some questions/comments:

COURSES

(1) TECH 35343 En Route Air Traffic Control

One prerequisite is TECH 34342, which doesn't exist. Do you mean to say TECH 35342?

(2) TECH 35344 En Route Air Traffic Control Lab

One prerequisite is TECH 34342, which doesn't exist. Do you mean to say TECH 35342?

(3) TECH 45343 En Route Air Traffic Control II

Prerequisite is TECH 34343, which doesn't exist. Do you mean to say new course TECH 35343?

(4) TECH 45344 En Route Air Traffic Control II Lab

Prerequisite is TECH 34343, which doesn't exist. Do you mean to say new course TECH 35343 or 35344?

CONCENTRATION REQUIREMENTS

(1) MATH 11022 Trigonometry is listed in the LER math category; however, it is not an LER. On your Graduation Requirement Sheet, please move it to the Additional Major Requirements section.

(2) Physics has revised its courses PHY 13011 and 13012, which are listed as required in the LER section of your program. Please make the following correction on your Graduation Requirement Sheet:

1/14/2008

LER Basic Sciences (6 credits)

PHY 13011 College Physics I (2)

PHY 13012 College Physics II (2)

PHY 13021 General College Physics Laboratory I (1)

PHY 13022 General College Physics Laboratory II (1)

(3) The total credits for the Related Courses section is incorrect. It should be 24, not 21. Please correct your Graduation Requirement Sheet. I have counted the total credits for the program as 122.

(4) TECH 33033 Hydraulics/Pneumatics (listed under Technology Courses) has a prerequisite of PHY 13001 or 23101, neither of which is in your program requirements. Students in this concentration will not be able to register for this course unless they seek a permit override from your college.

(5) TECH 15740 Elements of Flight Theory (listed under Aeronautics Core) has a corequisite of TECH 15741, which is not in your program requirements. Students in this concentration will not be able to register for this course unless they seek a permit override from your college.

(6) TECH 35020 Aircraft Propulsion Systems (listed under Related Courses) has a prerequisite of MATH 12001; and (PHY 13001 and 13002) or (PHY 23101 and 23102) – none of which are in your program requirements. Students in this concentration will not be able to register for this course unless they seek a permit override from your college. In addition, MATH 12001 is not taught on the Kent campus, and should not be listed as prerequisite for any course unless it is also accompanied by MATH 11009 or 11010 or 11012.

(7) TECH 45350 Avionics (listed under Related Courses) has a prerequisite of (PHY 13001 and 13002) or (PHY 23101 and 23102), none of which are in your program requirements. Students in this concentration will not be able to register for this course unless they seek a permit override from your college.

(8) Minor correction: we use no ampersands in course subjects now. Therefore, required course MIS 24163 should not be written as M&IS on the Graduation Requirement Sheet.

Please let me know if you have any questions.

Thank you,

Therese

Therese E. Tillett
Director of Curriculum Services
Office of Academic Affairs
KENT STATE UNIVERSITY
Tel: 330-672-8558 * Fax: 330-672-2644
ttillet1@kent.edu * www.kent.edu


**ASSOC. PROVOST
FACULTY AFFAIRS**

DEC 21 2007

MEMORANDUM

TO: Dr. Gayle Ormiston, Associate Provost
FROM: A. R. (Raj) Chowdhury, Dean, College of Technology
DATE: December 20, 2007
RE: CCP and BDS Forms for the Air Traffic Control Technology Program

A handwritten signature in dark ink, appearing to read "A. R. Chowdhury", with a stylized flourish at the end.

The following CCP and BDS forms for the Air Traffic Control Technology Program were approved by Aeronautics faculty on December 14, 2007, and approved by the College Curriculum Committee as of December 19, 2007. Please proceed with processing for inclusion as an agenda item for the January 28, 2008 EPC meeting.

<u>Course Title</u>	<u>Course Number</u>
FAA Orientation	TECH 15250
Fundamentals of Air Traffic Control	TECH 25350
Fundamentals of Air Traffic Control Lab	TECH 25351
En Route Air Traffic Control	TECH 35343
En Route Air Traffic Control Lab	TECH 35344
Air Traffic Control II	TECH 45320
Air Traffic Control II Laboratory	TECH 45321
En Route Air Traffic Control II	TECH 45343
En Route Air Traffic Control II Lab	TECH 45344

Thank you.

ckt
 enclosures

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Dec-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **Aeronautics**
 College **CT - Technology**
 Proposal **Establish Course**
 Course Subject **TECH** Course Number **15250**
 Course Title **FAA Orientation**
 Minimum Credits **03** Maximum Credits **03**

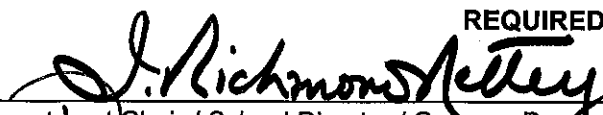
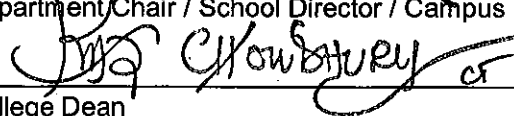
Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input checked="" type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

The Aeronautics Program was recently awarded by the Federal Aviation Administration (FAA) the right to provide courses under its Air Traffic Collegiate Training Initiative (AT-CTI) program. It is one of only 23 programs in the country to provide such training. The proposed courses are intended to fulfill the requirements set forth by the FAA. A prospective enrollment database has been maintained since the announcement of the awarding the AT-CTI status. The Aeronautics Program anticipates a cohort of 20 students into the program each term and as such, it will support new staffing requirements. There is no foreseeable negative impact on other core areas of Aeronautics or with other majors and submajors. All pre-requisites are structured within the Aeronautics Program and serve to provide natural student progression from fundamental to advanced coursework.

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

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

 College Dean

12 / 20 / 07

12 / 20 / 07

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date	13-Dec-07	Requested Effective Term	Fall 2008
Course Subject	TECH	Course Number	15250
Course Title	FAA Orientation		
Title Abbreviation	FAA Orientation		
NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)			
Slash Course	/ /	Cross-listed with	Cross-list Banner code _____
	4/5, 4/5/7 or 6/7		NOTE: To be completed by Curriculum Services.
Minimum Credit	03 <input checked="" type="checkbox"/> to <input type="checkbox"/> or	Maximum Credit	03 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours	<input checked="" type="checkbox"/> Lecture	Minimum Hours	03.00 <input checked="" type="checkbox"/> to <input type="checkbox"/> or
Per Week	<input type="checkbox"/> Laboratory	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or
	<input type="checkbox"/> Other	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or
			Maximum Hours
NOTE: Contact hours should be per week.			
Repeat Status	NR - Course may not be repeated		
	If repeats, course limit OR maximum hours		
Course Level	UG - Undergraduate		
Grade Rule	B - Letter		
Schedule Type(s)	LEC - Lecture		
Course Attribute(s)	none		
Credit By Exam	N - Credit by Exam Not Approved		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite
Course(s) **TECH 15000 or permission**
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No
NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration
(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES	
OBR Program Code	<u>20</u>
OBR Subsidy Code	<u>09</u>
OBR Course Level	<u>3</u>
CIP Code	<u>140201</u>

Catalog Description **An introduction to the Federal Aviation Administration with particular emphasis on its role and impact on air traffic management and the National Airspace System (NAS). This course will address the unique aspects and requirements of federal employment, as well as federal regulations affecting flight operations and the FAA's associated supporting agencies.**

Complete the following only if applicable:

Previous Title **n/a**

Previous Subject Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
8.00	4. Identify primary functions and associated position responsibilities of: a) Automated Flight Service Station (AFSS). b) Tower team. c) Terminal radar/nonradar team. d) En route sector team.
4.00	Characteristics of effective Air Traffic Control teams.
8.00	Introduction to Federal Aviation Regulations (FARs): a) Terms and definitions. b) General operating rules. c) General flight rules. d) ATC certification. e) Medical requirements.
6.00	Air Traffic Control Employment Opportunities.
5.00	Diversity in the FAA.
5.00	Aviation security.
7.00	Human relations: a) Value clarification (respecting co-workers in the workplace). b) Communication with others. c) Team building. d) Principal responsibilities of an employee.
2.00	Drug & Alcohol Awareness Programs in the FAA.

45.00 Total Contact Hours

Textbook(s) Used in this Course	Federal Aviation Regulations, Aeronautical Information Manual, Airplane Flying Handbook.
Writing Expectations	
Instructor(s) Expected To Teach	As determined by Aeronautics Division
Instructor(s) Contributing to Content	Maureen R. McFarland; I. Richmond Nettey

REQUIRED ENDORSEMENT

J. Richmond Kelley

Department Chair / School Director / Campus Dean

Page 6 of 6
12/20/07 Attachment 5 - Page 17

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Dec-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **Aeronautics**
 College **CT - Technology**
 Proposal **Establish Course**
 Course Subject **TECH** Course Number **25350**
 Course Title **Fundamentals of Air Traffic Control**
 Minimum Credits **02** Maximum Credits **02**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input checked="" type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

The Aeronautics Program was recently awarded by the Federal Aviation Administration (FAA) the right to provide courses under its Air Traffic Collegiate Training Initiative (AT-CTI) program. It is one of only 23 programs in the country to provide such training. The proposed courses are intended to fulfill the requirements set forth by the FAA. A prospective enrollment database has been maintained since the announcement of the awarding the AT-CTI status. The Aeronautics Program anticipates a cohort of 20 students into the program each term and as such, it will support new staffing requirements. There is no foreseeable negative impact on other core areas of Aeronautics or with other majors and submajors. All pre-requisites are structured within the Aeronautics Program and serve to provide natural student progression from fundamental to advanced coursework.

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

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

12 / 20 / 07

College Dean

12 / 20 / 07

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **13-Dec-07** Requested Effective Term **Fall 2008**
 Course Subject **TECH** Course Number **25350**
 Course Title **Fundamentals of Air Traffic Control**
 Title Abbreviation **A.T.C. Fundamentals Air Traffic Cntr**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.
 Minimum Credit **02** ☒ to ☐ or Maximum Credit **02** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **02.00** ☒ to ☐ or Maximum Hours **02.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **TECH 15250**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code 20

OBR Subsidy Code 09

OBR Course Level 3

CIP Code 140201

Catalog Description **An introduction to the National Airspace System (NAS) and the orders, manuals and procedures associated with the purposes and directives of the air traffic control environment to include purposes and responsibilities of the ATC system.**

Complete the following only if applicable:

Previous Title **n/a**

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
1.00	Elements of the National Airspace System (NAS).
1.00	Purposes and responsibilities of the ATC System.
1.00	Functions affecting team performance.
1.00	Stages of group development.
2.00	Identify types and uses of NOTAMs.
2.00	Identify the uses and characteristics of primary and secondary radar.
1.00	Identify the purpose of changes, notices and supplements.
1.00	In accordance with FAA Orders 7110.10, 7110.65, 7210.3, 7340.1, 7350.7, and the Aeronautical Information Manual (AIM), you will identify the purpose and organization of each order and manual.
1.00	Identify the following terms as they apply to air traffic control: may, shall, should and will.
1.00	Letters of Agreement (LOAs).
2.00	Standard Operating Procedures (SOPs).
2.00	Classes of airspace and their use.
1.00	Special Use Airspace.
2.00	FAR Part 91
	1. Flight plans.
	2. Aircraft operations.
	3. Pilot's responsibilities.
	4. Supplemental oxygen requirements.
2.00	Identify aircraft:
	a) Categories.
	b) Weight classes.
	c) Designators.
	d) Performance characteristics.
	e) Identification features.
2.00	Recognize selected aircraft.
2.00	Identify characteristics and uses of aircraft instrumentation.
	Identify physiological factors affecting flight.
3.00	Identify:
	a) Radio and interphone communications.
	b) ICAO phonetics.
	c) Numbers usage.
	d) Basic phraseology.
	e) Coordination procedures.
	f) The purpose and steps of the position relief briefing.
2.00	Identify the purpose, uses and contents of Pilot Weather Reports (PIREPs)

30.00 Total Contact Hours

Textbook(s) Used in this Course

Federal Aviation Regulations, Aeronautical Information Manual, Fundamentals of Air Traffic Control, FAA Orders 7110.10, 7110.65, 7210.3, 7340.1, 7350.7

Writing Expectations

Instructor(s) Expected To Teach

As determined by Aeronautics Division

Instructor(s) Contributing to Content

Maureen R. McFarland; I. Richmond Nettey

REQUIRED ENDORSEMENT

Department Chair / School Director / Campus Dean

12 / 20 / 07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Dec-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **Aeronautics**
 College **CT - Technology**
 Proposal **Establish Course**
 Course Subject **TECH** Course Number **25351**
 Course Title **Fundamentals of Air Traffic Control Laboratory**
 Minimum Credits **01** Maximum Credits **01**


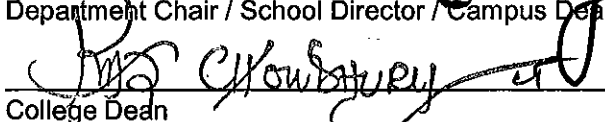
Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input checked="" type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

The Aeronautics Program was recently awarded by the Federal Aviation Administration (FAA) the right to provide courses under its Air Traffic Collegiate Training Initiative (AT-CTI) program. It is one of only 23 programs in the country to provide such training. The proposed courses are intended to fulfill the requirements set forth by the FAA. A prospective enrollment database has been maintained since the announcement of the awarding the AT-CTI status. The Aeronautics Program anticipates a cohort of 20 students into the program each term and as such, it will support new staffing requirements. There is no foreseeable negative impact on other core areas of Aeronautics or with other majors and submajors. All pre-requisites are structured within the Aeronautics Program and serve to provide natural student progression from fundamental to advanced coursework.

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

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

 College Dean

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BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **13-Dec-07** Requested Effective Term **Fall 2008**
 Course Subject **TECH** Course Number **25351**
 Course Title **Fundamentals of Air Traffic Control Laboratory**
 Title Abbreviation **ATC Fundamentals Lab - Air Traffic Cntr Lab**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.
 Minimum Credit **01** ☒ to ☐ or Maximum Credit **01** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
 Per Week ☒ Laboratory Minimum Hours **02.00** ☒ to ☐ or Maximum Hours **02.00**
☐ Other Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEG - Lecture LAB - Lab**
 Course Attribute(s) **none**
 Credit By Exam **D - Credit by Exam as Approved by Department**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **TECH 15250**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) _____

Corequisite(s) **TECH 25350**

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code 20

OBR Subsidy Code 09

OBR Course Level 3

CIP Code 140201

Catalog Description **An introductory laboratory course on air traffic management and the National Airspace System, the orders, manuals and procedures associated with the purposes and directives of the air traffic control environment. To include purposes and responsibilities of the ATC system.**

Complete the following only if applicable:

Previous Title **n/a**

Previous Subject _____ Previous Number _____

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
30.00	Simulation and practical exercises involving rudimentary concepts of the National Airspace System (NAS).

30.00 Total Contact Hours

Textbook(s) Used in this Course **Federal Aviation Regulations, Aeronautical Information Manual, Fundamentals of Air Traffic Control, FAA Orders 7110.10, 7110.65, 7210.3, 7340.1, 7350.7.**

Writing Expectations

Instructor(s) Expected To Teach **As determined by Aeronautics Division**

Instructor(s) Contributing to Content **Maureen R. McFarland; I. Richmond Nettey**

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

12 / 20 / 07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Dec-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **Aeronautics**
 College **CT - Technology**
 Proposal **Establish Course**
 Course Subject **TECH** Course Number **35343**
 Course Title **En Route Air Traffic Control**
 Minimum Credits **02** Maximum Credits **02**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input checked="" type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

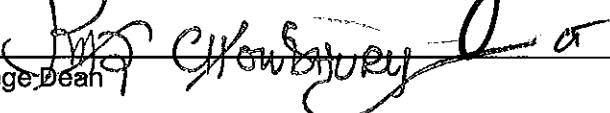
The Aeronautics Program was recently awarded by the Federal Aviation Administration (FAA) the right to provide courses under its Air Traffic Collegiate Training Initiative (AT-CTI) program. It is one of only 23 programs in the country to provide such training. The proposed courses are intended to fulfill the requirements set forth by the FAA. A prospective enrollment database has been maintained since the announcement of the awarding the AT-CTI status. The Aeronautics Program anticipates a cohort of 20 students into the program each term and as such, it will support new staffing requirements. There is no foreseeable negative impact on other core areas of Aeronautics or with other majors and submajors. All pre-requisites are structured within the Aeronautics Program and serve to provide natural student progression from fundamental to advanced coursework.

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

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

12 / 20 / 07


 College Dean

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BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **13-Dec-07** Requested Effective Term **Fall 2008**
 Course Subject **TECH** Course Number **35343**
 Course Title **En Route Air Traffic Control**
 Title Abbreviation **En Route Air Traffic Control**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.
 Minimum Credit **02** ☒ to ☐ or Maximum Credit **02** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **02.00** ☒ to ☐ or Maximum Hours **02.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **D - Credit by Exam as Approved by Department**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **TECH 25250, 25350, 34342, 35342**
 NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) _____

Corequisite(s) **TECH 35344**

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code 20
 OBR Subsidy Code 09
 OBR Course Level 3
 CIP Code 140201

Catalog Description **An introduction to en route operations of air traffic control, to include an understanding of en route charts, radio procedures and use of weather forecasting products.**

Complete the following only if applicable:

Previous Title **n/a**

Previous Subject _____

Previous Number _____

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	<p>Given a chart of the control area depicting NAVAIDs, centers/sectors, and boundaries, the students should be able to draw and label the following:</p> <ul style="list-style-type: none"> a) Airways and jet routes, including radials. b) NAVAIDs, those shown and not shown. c) Center, sector, and adjacent facility boundaries. d) Approach control boundaries and altitude limits. e) Minimum en route altitudes (MEAs), minimum reception altitudes (MRAs), minimum obstruction clearance altitudes (MOCAs), and minimum crossing altitudes (MCAs). f) Intersections. g) All mileages. h) Airports depicted in relation to their NAVAID.
2.00	<p>Identify the contents and purpose of the following weather products:</p> <ul style="list-style-type: none"> a) Terminal Aerodrome Forecast (TAF). b) Area Forecast (FA). c) Airman's Meteorological Information (AIRMET). d) Significant Meteorological Information (SIGMET). e) Convective SIGMET (WST). f) Center Weather Advisory (CWA). g) Meteorological Impact Statement (MIS). h) Winds and Temperatures Aloft Forecast (FB). i) Radar Summary. j) Surface Analysis
3.50	<p>Identify the purpose, contents, and specific items and information (e.g., NAVAIDs, airport elevation, etc.) of:</p> <ul style="list-style-type: none"> a) Sectional Aeronautical Charts. b) VFR Terminal Area Charts. c) World Aeronautical Charts.
2.00	Identify the purpose, contents, and specific items and information for the Low Altitude En Route chart.
2.00	Identify the purpose, types, contents, and specific items and information (e.g., altitudes, headings, etc.) of SIDs and STARs.
2.50	Identify types of approaches, and the purpose, contents, and specific items and information (e.g., minimum altitudes, courses, missed approaches, etc.) of an Instrument Approach Procedure (IAP) Chart.
2.00	Given an IAP Chart, and in accordance with a U.S. Terminal Procedures Chart, identify the contents and geographical features.
2.50	Identify characteristics and uses of aircraft instrumentation.
2.00	Identify physiological factors affecting flight.
2.00	<p>Identify:</p> <ul style="list-style-type: none"> a) Purpose of an ATC clearance. b) Pilot's responsibility for compliance with an ATC clearance. c) ATC clearance items and their sequence. d) Clearance prefixes and their use. e) Types of ATC clearances.
3.00	<p>Identify:</p> <ul style="list-style-type: none"> a) Purpose and legal requirements of flight progress strips. b) Meaning of selected abbreviations and symbols used in stripmarking. c) Content requirements of selected blocks in terminal, en route and flight service strips.
5.50	<p>Identify:</p> <ul style="list-style-type: none"> a) Radio and interphone communications. b) ICAO phonetics. c) Numbers usage. d) Basic phraseology.

- e) Coordination procedures.
- f) The purpose and steps of the position relief briefing.

30.00 Total Contact Hours

Textbook(s) Used in this Course **Federal Aviation Regulations, Aeronautical Information Manual, Fundamentals of Air Traffic Control,**

Writing Expectations

Instructor(s) Expected To Teach **As determined by Aeronautics Division**

Instructor(s) Contributing to Content **Maureen R. McFarland; I. Richmond Nettey**

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

12 / 20 / 07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Dec-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **Aeronautics**
 College **CT - Technology**
 Proposal **Establish Course**
 Course Subject **TECH** Course Number **35344**
 Course Title **En Route Air Traffic Control Laboratory**
 Minimum Credits **01** Maximum Credits **01**


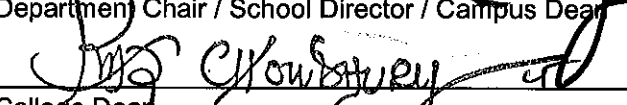
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	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
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	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

The Aeronautics Program was recently awarded by the Federal Aviation Administration (FAA) the right to provide courses under its Air Traffic Collegiate Training Initiative (AT-CTI) program. It is one of only 23 programs in the country to provide such training. The proposed courses are intended to fulfill the requirements set forth by the FAA. A prospective enrollment database has been maintained since the announcement of the awarding the AT-CTI status. The Aeronautics Program anticipates a cohort of 20 students into the program each term and as such, it will support new staffing requirements. There is no foreseeable negative impact on other core areas of Aeronautics or with other majors and submajors. All pre-requisites are structured within the Aeronautics Program and serve to provide natural student progression from fundamental to advanced coursework.

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

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

 College Dean

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BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **13-Dec-07** Requested Effective Term **Fall 2008**
 Course Subject **TECH** Course Number **35344**
 Course Title **En Route Air Traffic Control Laboratory**
 Title Abbreviation **En Route ~~ATC~~ Lab Air Traffic Cntrl Lab**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.
 Minimum Credit **01** ☒ to ☐ or Maximum Credit **01** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours **14** ☒ Lecture Minimum Hours **02.00** ☒ to ☐ or Maximum Hours **02.00**
 Per Week ☒ Laboratory Minimum Hours **2** ☐ to ☐ or Maximum Hours **2**
☐ Other Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LAB - Laboratory**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **TECH 25250, 25350, 34342, 35342**
 NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s) **TECH 35343**

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **20**
 OBR Subsidy Code **09**
 OBR Course Level **3**
 CIP Code **140201**

Catalog Description **A laboratory course with real-world scenario-based introduction to en route operations of air traffic control. To include an understanding of en route charts, radio procedures and the use of weather forecasting products.**

Complete the following only if applicable:

Previous Title **n/a**

Previous Subject _____ Previous Number _____

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
7.00	The use of simulation and practical exercises to demonstrate comprehension and applicability of the following: <ul style="list-style-type: none"> a) Purpose of an ATC clearance. b) Pilot's responsibility for compliance with an ATC clearance. c) ATC clearance items and their sequence. d) Clearance prefixes and their use. e) Types of ATC clearances.
7.00	The use of simulation and practical exercises to demonstrate comprehension and applicability of the purpose, contents, and information presented on Low Altitude En Route charts.
6.00	The use of simulation and practical exercises to demonstrate the following: <ul style="list-style-type: none"> a) Purpose and legal requirements of flight progress strips. b) Meaning of selected abbreviations and symbols used in stripmarking. c) Content requirements of selected blocks in terminal, en route and flight service strips.
10.00	With the aid of simulation, demonstrate: <ul style="list-style-type: none"> a) Radio and interphone communications. b) ICAO phonetics. c) Numbers usage. d) Basic phraseology. e) Coordination procedures. f) The purpose and steps of the position relief briefing.

30.00 Total Contact Hours

Textbook(s) Used in this Course

Federal Aviation Regulations, Aeronautical Information Manual, Fundamentals of Air Traffic Control,

Writing Expectations

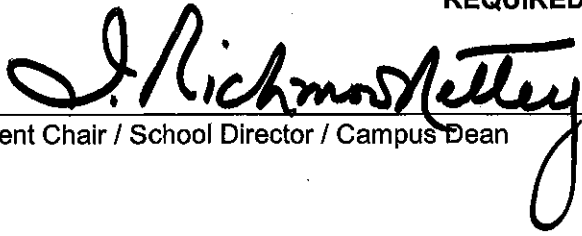
Instructor(s) Expected To Teach

As determined by Aeronautics Division

Instructor(s) Contributing to Content

Maureen R. McFarland; I. Richmond Nettey

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

12 / 20 / 07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Dec-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **Aeronautics**
 College **CT - Technology**
 Proposal **Establish Course**
 Course Subject **TECH** Course Number **45320**
 Course Title **Air Traffic Control II**
 Minimum Credits **02** Maximum Credits **02**

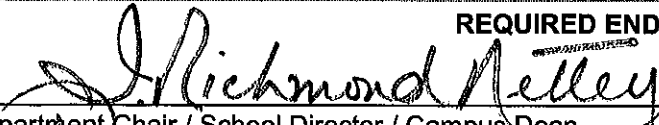
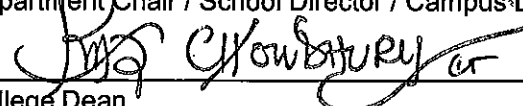
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	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

The Aeronautics Program was recently awarded by the Federal Aviation Administration (FAA) the right to provide courses under its Air Traffic Collegiate Training Initiative (AT-CTI) program. It is one of 23 programs in the country to provide such training. The proposed courses are intended to fulfill the requirements set forth by the FAA. A prospective enrollment database has been maintained since the announcement of the awarding the AT-CTI status. The Aeronautics Program anticipates a cohort of 20 students into the program each term and as such, it will support new staffing requirements. There is no foreseeable negative impact on other core areas of Aeronautics or with other majors and submajors. All pre-requisites are structured within the Aeronautics Program and serve to provide natural student progression from fundamental to advanced coursework.

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

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

 College Dean

12 / 20 / 07

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BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **13-Dec-07** Requested Effective Term **Fall 2008**
 Course Subject **TECH** Course Number **45320**
 Course Title **Air Traffic Control II**
 Title Abbreviation **Air Traffic Control II**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.
 Minimum Credit **02** ☒ to ☐ or Maximum Credit **02** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **02.00** ☒ to ☐ or Maximum Hours **02.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **D - Credit by Exam as Approved by Department**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **TECH 35342**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s) **TECH 45321**

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code 20

OBR Subsidy Code 09

OBR Course Level 3

CIP Code 140201

Catalog Description **Advanced study of the concepts of air traffic control and airspace management in the National Airspace System (NAS) with an emphasis on tower and terminal operations.**

Complete the following only if applicable:

Previous Title **n/a**

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	Approach Procedures
2.00	Identify: <ul style="list-style-type: none"> a) Purpose of an ATC clearance. b) Pilot's responsibility for compliance with an ATC clearance. c) ATC clearance items and their sequence. d) Clearance prefixes and their use. e) Types of ATC clearances.
2.00	Special Operations.
4.00	Identify the following categories related to wake turbulence: <ul style="list-style-type: none"> a) Definition of Wake Turbulence. b) Factors Affecting Wake Turbulence Intensity. c) Wingtip Vortices. d) Induced Roll. e) Helicopter Downwash. f) Jet Blast.
6.00	Introduction to tower operations and procedures.
3.00	Identify types of approaches, and the purpose, contents, and specific items and information (e.g., minimum altitudes, courses, missed approaches, etc.) of an Instrument Approach Procedure (IAP) Chart.
3.00	Given an IAP Chart, and in accordance with a U.S. Terminal Procedures Chart, identify the contents and geographical features.
5.00	Identify: <ul style="list-style-type: none"> a) Terms associated with emergency services. b) Roles and responsibilities of the pilot and controller during an emergency. c) Information necessary to handle an emergency. d) Types of emergencies.
2.00	<ul style="list-style-type: none"> 1. Identify the purpose of the National Search and Rescue Plan. 2. Roles, responsibilities, and procedures of search and rescue.

30.00 Total Contact Hours

Textbook(s) Used in this Course

Federal Aviation Regulations, Aeronautical Information Manual, Fundamentals of Air Traffic Control


Writing Expectations

Instructor(s) Expected To Teach

As determined by Aeronautics Division

Instructor(s) Contributing to Content

Maureen R. McFarland; I. Richmond Nettey

REQUIRED ENDORSEMENT

Department Chair / School Director / Campus Dean

12 / 20 / 07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Dec-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **Aeronautics**
 College **CT - Technology**
 Proposal **Establish Course**
 Course Subject **TECH** Course Number **45321**
 Course Title **Air Traffic Control II Laboratory**
 Minimum Credits **01** Maximum Credits **01**

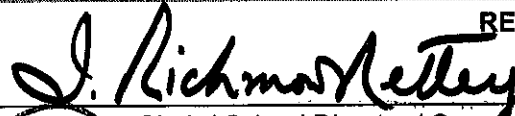
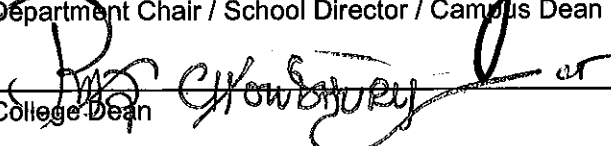
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	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

The Aeronautics Program was recently awarded by the Federal Aviation Administration (FAA) the right to provide courses under its Air Traffic Collegiate Training Initiative (AT-CTI) program. It is one of only 23 programs in the country to provide such training. The proposed courses are intended to fulfill the requirements set forth by the FAA. A prospective enrollment database has been maintained since the announcement of the awarding the AT-CTI status. The Aeronautics Program anticipates a cohort of 20 students into the program each term and as such, it will support new staffing requirements. There is no foreseeable negative impact on other core areas of Aeronautics or with other majors and submajors. All pre-requisites are structured within the Aeronautics Program and serve to provide natural student progression from fundamental to advanced coursework.

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

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

 College Dean

12 / 20 / 07

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BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date	13-Dec-07	Requested Effective Term	Fall 2008
Course Subject	TECH	Course Number	45321
Course Title	Air Traffic Control II Laboratory		
Title Abbreviation	Air Traffic Control II Lab		
NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)			
Slash Course	/ /	Cross-listed with	Cross-list Banner code _____
	4/5, 4/5/7 or 6/7		NOTE: To be completed by Curriculum Services.
Minimum Credit	01 <input checked="" type="checkbox"/> to <input type="checkbox"/> or	Maximum Credit	01 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours	<input type="checkbox"/> Lecture	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
Per Week	<input checked="" type="checkbox"/> Laboratory	Minimum Hours	02.00 <input checked="" type="checkbox"/> to <input type="checkbox"/> or Maximum Hours 02.00
	<input type="checkbox"/> Other	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
NOTE: Contact hours should be per week.			
Repeat Status	NR - Course may not be repeated		
	If repeats, course limit OR maximum hours		
Course Level	UG - Undergraduate		
Grade Rule	B - Letter		
Schedule Type(s)	LAB - Laboratory		
Course Attribute(s)	none		
Credit By Exam	D - Credit by Exam as Approved by Department		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **TECH 35342**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s) **TECH 45320**

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code 20

OBR Subsidy Code 09

OBR Course Level 3

CIP Code 140201

Catalog Description **Simulator-based laboratory that includes air traffic control experiences that integrate tower and terminal control procedures.**

Complete the following only if applicable:

Previous Title **n/a**

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact
Hours

Outline

30.00 Simulations of air traffic control procedures in terminal airspace.

30.00 Total Contact Hours

Textbook(s) Used in this Course

Writing Expectations

Instructor(s) Expected To Teach **As determined by Aeronautics Division**

Instructor(s) Contributing to Content **Maureen R. McFarland; I. Richmond Nettey**

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

12/20/07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Dec-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **Aeronautics**
 College **CT - Technology**
 Proposal **Establish Course**
 Course Subject **TECH** Course Number **45343**
 Course Title **En Route Air Traffic Control II**
 Minimum Credits **02** Maximum Credits **02**

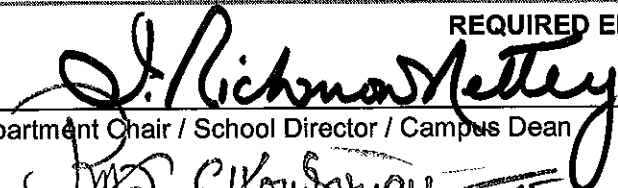
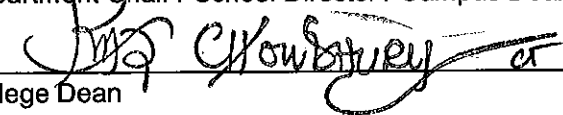
Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input checked="" type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

The Aeronautics Program was recently awarded by the Federal Aviation Administration (FAA) the right to provide courses under its Air Traffic Collegiate Training Initiative (AT-CTI) program. It is one of only 23 programs in the country to provide such training. The proposed courses are intended to fulfill the requirements set forth by the FAA. A prospective enrollment database has been maintained since the announcement of the awarding the AT-CTI status. The Aeronautics Program anticipates a cohort of 20 students into the program each term and as such, it will support new staffing requirements. There is no foreseeable negative impact on other core areas of Aeronautics or with other majors and submajors. All pre-requisites are structured within the Aeronautics Program and serve to provide natural student progression from fundamental to advanced coursework.

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

REQUIRED ENDORSEMENTS

 Department Chair / School Director / Campus Dean	<u>12 / 20 / 07</u>
 College Dean	<u>12 / 20 / 07</u>
	<u> / / </u>

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date	13-Dec-07	Requested Effective Term	Fall 2008
Course Subject	TECH	Course Number	45343
Course Title	En Route Air Traffic Control II		
Title Abbreviation	En Route ATIS Air Traffic Cntrl II		
NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)			
Slash Course	/ /	Cross-listed with	Cross-list Banner code _____
	4/5, 4/5/7 or 6/7		NOTE: To be completed by Curriculum Services.
Minimum Credit	02 <input checked="" type="checkbox"/> to <input type="checkbox"/> or	Maximum Credit	02 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours	<input checked="" type="checkbox"/> Lecture	Minimum Hours	02.00 <input checked="" type="checkbox"/> to <input type="checkbox"/> or
Per Week	<input type="checkbox"/> Laboratory	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or
	<input type="checkbox"/> Other	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or
	NOTE: Contact hours should be per week.		
Repeat Status	NR - Course may not be repeated		
	If repeats, course limit OR maximum hours		
Course Level	UG - Undergraduate		
Grade Rule	B - Letter		
Schedule Type(s)	LEC - Lecture		
Course Attribute(s)	none		
Credit By Exam	N - Credit by Exam Not Approved		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **TECH 34343⁰ 35342** - per I. Netheg 14-Jan-08
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s) **TECH 45344**

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code 20
OBR Subsidy Code 09
OBR Course Level 3
CIP Code 140201

Catalog Description **An advanced course on en route air traffic operations with emphasis on current and emerging practices in the National Airspace System (NAS). The course explores emerging paradigms in the Next Generation (NextGen) Air Traffic System.**

Complete the following only if applicable:

Previous Title **n/a**

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
1.00	Role of the Traffic Management System (TMS) within the NAS.
2.00	Identify duty priority, procedural preference, and operational priorities of the air traffic controller.
2.00	Identify: <ul style="list-style-type: none"> a) Purpose and legal requirements of flight progress strips. b) Meaning of selected abbreviations and symbols used in stripmarking. c) Content requirements of selected blocks in terminal, en route and flight service strips.
2.00	Identify: <ul style="list-style-type: none"> a) Purpose of an ATC clearance. b) Pilot's responsibility for compliance with an ATC clearance. c) ATC clearance items and their sequence. d) Clearance prefixes and their use. e) Types of ATC clearances.
2.00	<ul style="list-style-type: none"> 1. Identify the purpose of the National Search and Rescue Plan. 2. Roles, responsibilities, and procedures of search and rescue.
5.00	Special Operations.
2.00	<ul style="list-style-type: none"> 1. Identify Reference lines of the Earth and their purpose. 2. Identify great circle route, distance, and direction measurement. 3. Identify methods of time conversion and acronyms used with time. 4. Identify magnetic variations and headings. 5. Identify basic methods of navigation. 6. Identify basic calculations for time, speed, and distance. 7. Identify effects of wind on flight. 8. Identify effects of altitude and temperature on speed. 9. Without references, and in accordance with FAA-H-8083-25, Pilot's Handbook of Aeronautical Knowledge, compute aircraft time, speed, and distance.
2.00	<ul style="list-style-type: none"> 1. Identify the characteristics of Radio and Satellite Navigation. 2. Identify the characteristics of Federal Airway System.
2.00	Next generation air traffic system.
6.00	En Route ATC Operations.
2.00	Identify the purpose, types, contents, and specific items and information (e.g., altitudes, headings, etc.) of SIDs and STARs.
2.00	Identify: <ul style="list-style-type: none"> a) Terms associated with emergency services. b) Roles and responsibilities of the pilot and controller during an emergency. c) Information necessary to handle an emergency. d) Types of emergencies.

30.00 Total Contact Hours

Textbook(s) Used in this Course

**Federal Aviation Regulations, Aeronautical Information Manual,
Fundamentals of Air Traffic Control, Pilot's Handbook of
Aeronautical Knowledge**

Writing Expectations

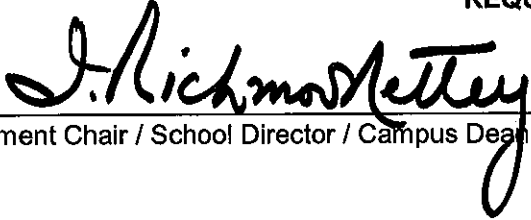
Instructor(s) Expected To Teach

As determined by Aeronautics Division

Instructor(s) Contributing to Content

Maureen R. McFarland; I. Richmond Nettey

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

12 / 20 / 07

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Dec-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **Aeronautics**
 College **CT - Technology**
 Proposal **Establish Course**
 Course Subject **TECH** Course Number **45344**
 Course Title **En Route Air Traffic Control II Laboratory**
 Minimum Credits **01** Maximum Credits **01**


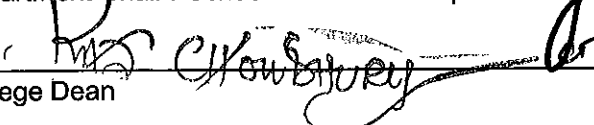
Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input checked="" type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

The Aeronautics Program was recently awarded by the Federal Aviation Administration (FAA) the right to provide courses under its Air Traffic Collegiate Training Initiative (AT-CTI) program. It is one of only 23 programs in the country to provide such training. The proposed courses are intended to fulfill the requirements set forth by the FAA. A prospective enrollment database has been maintained since the announcement of the awarding the AT-CTI status. The Aeronautics Program anticipates a cohort of 20 students into the program each term and as such it will support new staffing requirements. There is no foreseeable negative impact on other core areas of Aeronautics or with other majors and submajors. All pre-requisites are structured within the Aeronautics Program and serve to provide natural student progression from fundamental to advanced coursework.

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

REQUIRED ENDORSEMENTS

 Department Chair / School Director / Campus Dean	<u>12 / 20 / 07</u>
 College Dean	<u>12 / 20 / 07</u>
	<u> / / </u>

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **13-Dec-07** Requested Effective Term **Fall 2008**

Course Subject **TECH** Course Number **45344**

Course Title **En Route Air Traffic Control II Laboratory**

Title Abbreviation **~~En Route ATC II Lab~~ En Rt Air Traffic Cntrl II Lab**

NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)

Slash Course **/ /** Cross-listed with **/** Cross-list Banner code **/**

NOTE: To be completed by Curriculum Services.

Minimum Credit **01** ☒ to ☐ or Maximum Credit **01** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours ☐ Lecture Minimum Hours **/** to ☐ or Maximum Hours **/**

Per Week ☒ Laboratory Minimum Hours **02.00** ☐ to ☐ or Maximum Hours **02.00**

☐ Other Minimum Hours **/** to ☐ or Maximum Hours **/**

NOTE: Contact hours should be per week.

Repeat Status **NR - Course may not be repeated**

If repeats, course limit **/** OR maximum hours **/**

Course Level **UG - Undergraduate**

Grade Rule **B - Letter**

Schedule Type(s) **LAB - Laboratory**

Course Attribute(s) **none**

Credit By Exam **D - Credit by Exam as Approved by Department**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **TECH 34343 35342**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s) **TECH 45343**

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **20**

OBR Subsidy Code **09**

OBR Course Level **3**

CIP Code **140201**

Catalog Description **Simulator-based advanced practical course on en route air traffic operations with emphasis on current and emerging practices in the National Airspace System (NAS). The course explores emerging paradigms in the next generation (NEXTGEN) air traffic system.**

Complete the following only if applicable:

Previous Title **n/a**

Previous Subject **/** Previous Number **/**

Term Start **/** Term End **/** NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
10.00	Simulation based demonstrations and exercises of En Route ATC procedures.
7.00	Simulation based demonstrations and exercises on duty priority, procedural preference, and operational priorities of the air traffic controller.
3.00	Simulation based demonstrations and exercises on special operations procedures.
10.00	Simulation based demonstrations and practical exercises on the following: <ul style="list-style-type: none">a) Terms associated with emergency services.b) Roles and responsibilities of the pilot and controller during an emergency.c) Information necessary to handle an emergency.d) Types of emergencies.

30.00 Total Contact Hours

Textbook(s) Used in this Course **Federal Aviation Regulations, Aeronautical Information Manual, Fundamentals of Air Traffic Control, Pilot's Handbook of Aeronautical Knowledge.**

Writing Expectations

Instructor(s) Expected To Teach **As determined by Aeronautics Division**

Instructor(s) Contributing to Content **Maureen R. McFarland; I. Richmond Nettey**

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

12/20/07



**College of Communication+Information
Kent State University
Interoffice Memorandum**

To: Gayle Ormiston, Associate Provost

From: James Gaudino, Dean, College of Communication and Information

Date: January 2, 2008

Subject: Transmittal memo for transferring Institute for CyberInformation to CCI from RAGS and Name Change to Institute of Social and Cultural Informatics

I am submitting the enclosed attachments in support of transferring Institute for CyberInformation to CCI from RAGS and changing the name of the Institute to Institute of Social and Cultural Informatics.

The mission of the Institute is to support and stimulate interdisciplinary research, inter-organizational collaboration and advancement of educational opportunities related to the field of informatics from a social and cultural perspective.

Meetings regarding these changes have been held with the following administrators:

John West, Vice President, Research and Dean, Graduate Studies
Directors, CCI Schools

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 2 January 08 Curriculum Bulletin _____

Effective Date Fall 2008 Approved by EPC _____

Department

College

Proposal

Communication and Information [CCI]

*Transfer of Institute for CyberInformation to CCI and Name Change to Institute of Social and Cultural Informatics***Description of proposal:**

The mission of the reconstituted Institute of Social and Cultural Informatics is to support and stimulate interdisciplinary research, inter-organizational collaboration and advancement of educational opportunities related to the field of informatics from a social and cultural perspective.

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

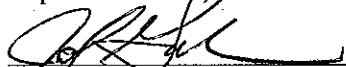
This reconstituted Institute complements the research efforts of the respective schools in CCI as well as efforts by those in other colleges, i.e. Arts & Sciences and Nursing.

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

RAGS, Communication Studies, Library and Information Science, IAKM, Journalism and Mass Communications, Visual Communication Design in CCI, Center for Materials Informatics in Arts & Sciences.

REQUIRED ENDORSEMENTS

Department Chair, School Director/Campus Dean



College Dean

____/____/____

1/2/08

Executive Dean of Regional Campuses

____/____/____

Senior Vice President for Academic Affairs and Provost

____/____/____



*Transfer of the Institute for
CyberInformation to the
College of Communication
and Information
&*

Name Change to

*Institute of Social and
Cultural Informatics*

Name of Center or Institute

Institute for Social and Cultural Informatics

Purpose and Background

KSU created the Ohio Institute for Information Research and Management (OIIRM) in 1999, housed within RAGS.

OIIRM was organized to support and stimulate interdisciplinary research, as well as inter-organizational opportunities related to the strategic use and management of information resources and technology in business and industry, education, service providers, and government organizations.

The mission of the renamed Institute is envisioned to support research in the field of informatics from a social and cultural perspective. There exists a growing appreciation of the importance of information and communication technologies in social and organizational life. The label *social informatics* emerged from discussions within the community of researchers who participated in a workshop at UCLA on social aspects of digital libraries in 1996. The NSF also sponsored a workshop on “Advances in Organizational and Social Informatics” in 1997 to help to further develop the field. The workshop’s participants characterized social informatics as:

“the interdisciplinary study of the design, uses, and consequences of information and communication technologies that take into account their interaction with institutional and cultural contexts.”

While informatics as a research discipline is well defined in Europe, the Rob Kling Center for Social Informatics at Indiana University is the only known academic research center covering this topic in the U.S. The Rob Kling Center defines social informatics as

“the body of research and study that examines social aspects of computerization – including the roles of information technology in social and organizational change, the uses of information technologies in social contexts, and the ways that the social organization of information technologies is influenced by social forces and social practices.”

Proposal

Cultural informatics is experiencing a fresh recognition as evidenced by the initiatives and funding increases across various government agencies such as NEH and NSF. Cultural informatics focuses on a comprehensive, cross-disciplinary approach to support the entire lifecycle of cultural information and documentation procedures for the benefit of the preservation, study, and promotion of humanities and cultural heritage materials as well as all forms of current culture.

To be successful within the framework of CCI, ICI's original mission has been broadened to encompass the relevant activities in the CCI component Schools and IAKM. Collaboration with other KSU units and with external constituencies has been encouraged. Given an expanded mission, changing the name of ICI to the Institute for Social and Cultural Informatics (ISCI) is recommended in order to better capture the mission and scope of the Institute.

Several current issues are driving the refocusing of the Institute at this time.

- Following a third-year review of ICI, John West, Vice President for Research and Dean of Graduate Studies, indicated an interest in initiating the transfer of the Institute to CCI.
- The Institute is currently functioning as a research arm of CCI.

The name change and transfer of the Institute to CCI are presenting several opportunities, including:

- Providing a structure for encouraging interdisciplinary research within the College and across other KSU units on topics related to social and cultural informatics.
- Providing the resources needed to stimulate and coordinate interdisciplinary research within CCI and across KSU.
- Facilitating CCI's outreach to business and government sectors within the region, state, and beyond.

See the Institute's Mission Statement in Attachment 1.

Proposal

Institutional, Research, and Professional Service Activities

Research in social and cultural informatics require an interdisciplinary approach to the study of the structure, behavior, and interactions of natural and artificial systems that store, process and communicate information. The formation of the College of Communication and Information (CCI) and the development of its cutting edge interdisciplinary graduate program, Information Architecture and Knowledge Management (IAKM) reflect the recognition by Kent State University of the growing importance of social informatics. Government funded research and collaborative projects at CCI have been increased dramatically. These include information literacy, information technology literacy, health information management, digital divide, web usability and information credibility, information seeking behavior in the networked environment, data quality, impact of technologies, and new generation of information access systems.

Building this research institute around social informatics will leverage the strengths of many CCI researchers as well as create possibilities for linking with faculty from a variety of disciplines across the university whose on-going work relates to the social aspects of informatics (e.g., information literacy, information technology literacy, digital divide, web usability, and information credibility, etc.). While researchers at Kent State have already received significant external funding for projects related to social informatics, designating the research institute associated with CCI as the Institute for Social and Cultural Informatics, will provide the structure to facilitate the response of researchers as they develop larger projects to take advantage of major government funding sources as well as to continually respond to calls for proposals in individual related disciplines.

As the only college in the state that includes the disciplines of library and information science, journalism and mass communications, visual communication design and communication studies, the Institute of Social and Cultural Informatics, can serve as the interdisciplinary research home for them all, and fill a void in the region and Ohio. Kent State can leverage Ohio's reputation as the "Capital of Information" by establishing a strong focus on social and cultural aspects in the study of systems that represent, process, and communicate information.

Proposal

Administrative and reporting structures

See attachment 2.

Operating Policies and Procedures

The structure of ISCI encourages participation of all faculty, staff, and students with relevant research, instructional, and outreach interests. The structure also facilitates participation and cooperation with other units at KSU.

It is therefore proposed that:

- ISCI be permanently positioned within the Office of the CCI Dean.
- The Dean serves as the Director of the Institute.
- Governing documents that outline the mission and operation of the Institute be established by the Dean following review by the CCI College Advisory Committee, and the Directors and FACs of each of the CCI component schools. That document should include provisions for:
 - A Board of Directors for the Institute comprised of the Directors of the CCI component Schools, the program director for Information Architecture and Knowledge Management, and the Dean, Library and Media Services (without vote) be created and charged with advising the Dean and ISCI Director on goals and priorities for the Institute.
- The scope and operation of the Institute will be sensitive to and supportive of the research centers included in the CCI component Schools.

The operation of the Institute will not be at the expense of the CCI component Schools or IAKM.

The current staff includes a senior secretary, Pearle Bower.

Proposal

Current and Future Space Needs

The Institute is housed in Moulton Hall in the CCI's Dean's office. No additional space needs are anticipated at this time.

Proposed budget

The proposed budget for the Institute assumes that most of the funding that may come into the Institute will be from extramural funds. Federal funding for social and cultural informatics continues to be available.

Federal Funding for Social & Cultural Research

\$41 million in 2007 for
Human & Social Dynamics

NSF

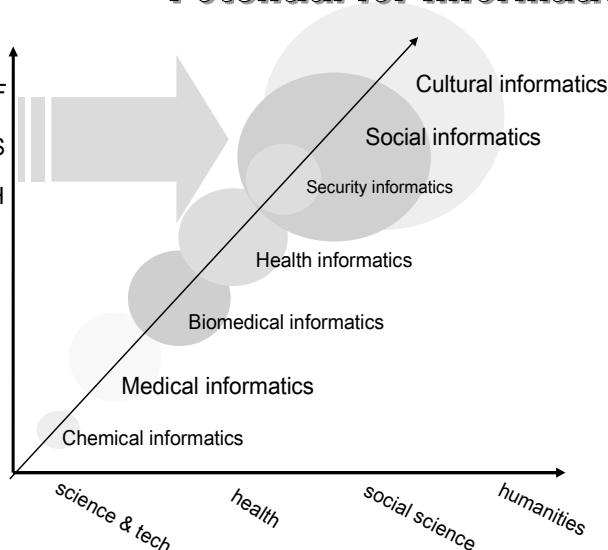
\$262 million in 2007

IMLS

\$141 million in 2007, including
• Preserve & Create Access to
Humanities Collection
• Digital Humanities Initiative
(new)

NEH

Potential for Informatics



Informatics:

- the art, science, and human dimensions of information technology
- the study, application, and social consequences of technology
- interdisciplinary in nature, encompassing computer science, cognitive science, artificial intelligence, information science, communication, and related fields

*Presented by:
School of Library & Information Science
College of Communication and Information
January 29, 2007*

In order to support faculty funding efforts, a secretary has been assigned to the Institute to provide help to faculty preparing proposals. In addition, CCI staff support Institute efforts, as needed. No additional funding is being requested for this Institute.

Proposal

Evaluation procedures

Possible Quantitative Benchmarks

Faculty

Institute publications: number; quality (i.e. refereed)

Citation analysis of publications written by faculty working on Institute projects

Institute faculty who are members of professional organization related to Institute research projects

Institute faculty awards from professional societies

Other Institute faculty honors/recognition

Collaborations

Internal: departments/schools represented by faculty involved in collaborative research

External: academic institutions, external partners, involved in collaborative institute research

Education

Educational programs leading to a degree

Courses which are part of a degree program

Funding

Externally funded research awards administered by Institute

Total Institute award activity (including awards to institute-affiliated faculty that are an integral part of Institute programs but are administered by the department)

Research expenditures

Research proposals submitted

Resources

Diversity of funding sources

Amount of funds

Tangible return to Kent State

Fiscal return

Support for students/fellows (doctoral, postdoctoral, undergraduate)

Proposal

Training programs

Other educational programs,
including symposia and colloquia
for internal and external audiences

Outreach

Industrial/external programs

Educational outreach programs (e.g., high school students, teachers)

Service to society

Proposal

Timetable: Institute Accomplishments To-date

Grant and Collaboration Activity

- Developed two multi-disciplinary research clusters: Media Mindsets, and Health Information Literacy.
 - Members of the Media Mindsets research cluster have written three research papers. One, by team members Paul Haridakis and Gary Hanson, won the best research paper award at the 2007 annual conference of AEJMC.
 - Members of Health Information Literacy Cluster have been awarded the following grants:
 - **Health Information Seeking Behavior of Older Adults. Mary Stansbury and Ruth Ludwick, co-p.i's. Institute of Museum and Library Science. \$511,925. (2006-2008)**
 - **Online Intervention to Improve Stroke Care From Spouses. Nichole Egbert, co-investigator. National Institute for Nursing Research, NIH. \$360,000. (2007-2008)**
 - Two Media Mindsets conferences have been held at Kent State.
 - **Where is My Audience Going? New media, new challenges, new solutions. October 2006**
 - **The New Agenda Setters: How do media adapt when consumers call the shots? October 2007**
 - Discussed research collaborations with KSU departments/units: Nursing, Psychology, Ohio Literacy Resource Center, Gerontology (2005-ongoing)

Proposal

- Grant proposals submitted, but not funded (past two years)
 - Research Challenge (2)
 - Knight Foundation (2)
 - NIH
 - Public Telecommunications Facilities Program
 - Ford Foundation

Management Activity

- Developed and current management of online listservs for Media Mindsets and Health Information Literacy.
 - See <http://groups.google.com/group/health-information-literacy>
 - See <http://groups.google.com/group/mediamindsetsfyi>

Timetable: Future Plans

The Institute for Social and Cultural Informatics will support collaboration with many different departments and schools within Kent State as well as external organizations throughout Northeast Ohio and beyond.

The long-term goal for the Institute is to sponsor externally funded grant programs that support educational programs as well as an expanded research agenda focused on social and cultural informatics.

Educational programs consist of high-quality symposiums and conferences. These will be offered at Kent State as well as outreach programs that may be offered at other venues. The Institute web site can be checked regularly for upcoming events.

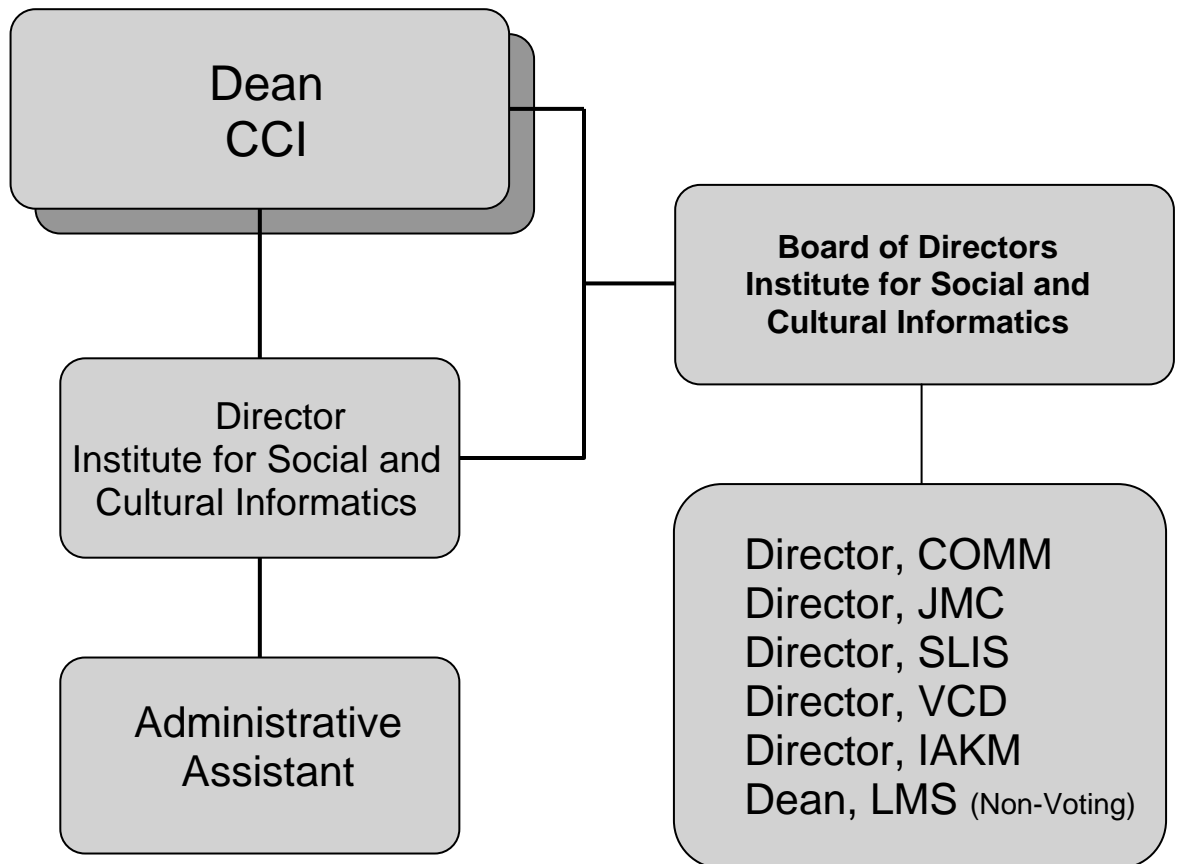
The research agenda of the Institute is under development. Research clusters are being created to explore research opportunities with external funding potential. The Research Center is also developing and maintaining a comprehensive alert service related to topics in its purview and is distributing reported research findings and articles from the popular press to faculty and professionals throughout the state and beyond.

Proposal**Attachment 1 – Proposed ISCI Mission, Goals, and Operations**

The mission of the KSU Institute for Social and Cultural Informatics is to support and stimulate interdisciplinary research, inter-organizational collaboration, and advancement of educational opportunities related to the strategic use and management of information and communication resources, technologies, and practices in business, industry, service agencies, education, and government. The Institute promotes the integration of information and communication research within and across traditional disciplinary boundaries, serves as a resource for the identification of information and communication needs and devises products, systems, or services to resolve them.

The Institute's goals include:

- Promoting and supporting the development of research partnerships between KSU faculty, staff, and students and businesses, government agencies, educational institutions, service agencies, and other organizations in Ohio.
- Facilitating the identification and procurement of external funds to support research and training related to the information and communication needs and practices of businesses, government agencies, educational institutions, service agencies, and other organizations in Ohio.

Proposal**Attachment 2 – Proposed Organizational Chart**



OFFICE OF ACADEMIC AFFAIRS
Curriculum Services

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

FROM: Therese E. Tillett
Director, Curriculum Services

SUBJECT: Instituting a spring effective term for undergraduate* course proposals

DATE: 16 November 2007

Current practice is to implement approved course proposals effective for fall term. Due to registration deadlines, the last date for approval is the October EPC meeting for the following fall term (e.g., October 2007 EPC meeting for fall 2008).

One critical issue that arises from having one deadline and one effective term is when an academic unit misses the October deadline and will then have to wait nearly two years to see its course changes implemented.

As a solution, my office proposes instituting a spring deadline for undergraduate* course proposals to be effective for the following spring term. Therefore, academic units would have two deadlines and two terms within an academic year to update their undergraduate* course inventory.

The spring term is for undergraduate* course proposals that do not affect program requirements.

Deadline for effective spring term

- April EPC meeting (registration deadline for spring roll of sections is last week of April)

Proposals that cannot be considered for effective spring term

- Proposals for courses required in a program that request the following:
 - Inactivation
 - Revision of subject
 - Revision of number
 - Revision of title
 - Revision of credit hours
 - Revision of prerequisites that affect program requirements (e.g., adding a prerequisite course that is not included in the program requirements)

Course description section in Undergraduate Catalog

- The course description section of the Undergraduate Catalog will be removed from the printed version and posted online, in a PDF file and in a searchable course database.
- There will be two PDF files (fall and spring) for the online printed version and two terms to choose from in the online course database.

* I cannot propose a similar initiative for graduate courses because my office does not have information on graduate program requirements and does not oversee production of the *Graduate Catalog*.

From: Barry Gowin
Date: Tue, 27 Nov 2007 08:51:57 -0500
To: Ormiston, Gayle
Conversation: policy
Subject: policy

Gayle,

The Ohio Articulation and Transfer Policy (Updated March 2007) requires each public institution of higher education to publish information in both print and on-line catalogs regarding credit transfer.

Please have the appropriate college official verify compliance with Ohio Articulation and Transfer Policy III, B CATALOG - "Institutional policy and the corresponding catalog statement shall be in agreement with this document. This Ohio Board of Regents adopted policy or an Ohio Board of Regents approved summary of this policy shall be included in the electronic and print catalogs of each institution of higher education. (See Catalog Statement attached.)

Transfer students shall be subject to the catalog in force at the time of their admission to the receiving institution and to any revisions that occur after its publication and prior to their enrollment. Once admitted, transfer students shall be subject to the same regulations governing applicability of catalog requirements as native students. Furthermore, transfer students shall be accorded the same class standing and other privileges (e.g., financial aid, housing, registration, parking privileges, etc.) as native students on the basis of the number of credits earned. Exceptions to this regulation may be found in Section III. C."

Thank you for your assistance.

Barry

BARRY GOWIN, PhD
Assistant Director, Articulation and Transfer



Ohio Board of Regents

Catalog Statement

Institutional Transfer

The Ohio Board of Regents in 1990, following a directive of the 119th Ohio General Assembly, developed the Ohio Articulation and Transfer Policy to facilitate students' ability to transfer credits from one Ohio public college or university to another in order to avoid duplication of course requirements. A subsequent policy review and recommendations produced by the Articulation and Transfer Advisory Council in 2004, together with mandates from the 125th Ohio General Assembly in the form of Amended Substitute House Bill 95, have prompted improvements of the original policy. While all state-assisted colleges and universities are required to follow the Ohio Articulation and Transfer Policy, independent colleges and universities in Ohio may or may not participate in the transfer policy. Therefore, students interested in transferring to independent institutions are encouraged to check with the college or university of their choice regarding transfer agreements. In support of improved articulation and transfer processes, the Ohio Board of Regents will establish a transfer clearinghouse to receive, annotate, and convey transcripts among state-assisted colleges and universities. This system is designed to provide standardized information and help colleges and universities reduce undesirable variability in the transfer credit evaluation process.

Transfer Module

The Ohio Board of Regents' Transfer and Articulation Policy established the Transfer Module, which is a subset or entire set of a college or university's general education curriculum in A.A., A.S. and baccalaureate degree programs. Students in applied associate degree programs may complete some individual transfer module courses within their degree program or continue beyond the degree program to complete the entire transfer module. The Transfer Module contains 54-60 quarter hours or 36-40 semester hours of course credit in English composition (minimum 5-6 quarter hours or 3 semester hours); mathematics, statistics and formal/symbolic logic (minimum of 3 quarter hours or 3 semester hours); arts/humanities (minimum 9 quarter hours or 6 semester hours); social and behavioral sciences (minimum of 9 quarter hours or 6 semester hours); and natural sciences (minimum 9 quarter hours or 6 semester hours). Oral communication and interdisciplinary areas may be included as additional options. Additional elective hours from among these areas make up the total hours for a completed Transfer Module. Courses for the Transfer Module should be 100- and 200-level general education courses commonly completed in the first two years of a student's course of study. Each state-assisted university, technical and community college is required to establish and maintain an approved Transfer Module.

Transfer Module course(s) or the full module completed at one college or university will automatically meet the requirements of individual Transfer Module course(s) or the full Transfer Module at another college or university once the student is admitted. Students may be required, however, to meet additional general education requirements at the institution to which they transfer. For example, a student who completes the Transfer Module at Institution S (sending institution) and then transfers to Institution R (receiving institution) is said to have completed the Transfer Module portion of Institution R's general education program. Institution R, however,

may have general education courses that go beyond its Transfer Module. State policy initially required that all courses in the Transfer Module be completed to receive its benefit in transfer. However, subsequent policy revisions have extended this benefit to the completion of individual Transfer Module courses on a course-by-course basis.

Transfer Assurance Guides

Transfer Assurance Guides (TAGs) comprise Transfer Module courses and additional courses required for an academic major. A TAG is an advising tool to assist Ohio university and community and technical college students planning specific majors to make course selections that will ensure comparable, compatible, and equivalent learning experiences across the state's higher-education system. A number of area-specific TAG pathways in the arts, humanities, business, communication, education, health, mathematics, science, engineering, engineering technologies, and the social sciences have been developed by faculty teams.

TAGs empower students to make informed course selection decisions and plans for their future transfer. Advisors at the institution to which a student wishes to transfer should also be consulted during the transfer process. Students may elect to complete the full TAG or any subset of courses from the TAG. Because of specific major requirements, early identification of a student's intended major is encouraged.

Conditions for Transfer Admission

1. Ohio residents with associate degrees from state-assisted institutions and a completed, approved Transfer Module shall be admitted to a state institution of higher education in Ohio, provided their cumulative grade point average is at least 2.0 for all previous college-level courses. Further, these students shall have admission priority over out-of-state associate degree graduates and transfer students.
2. When students have earned associate degrees but have not completed a Transfer Module, they will be eligible for preferential consideration for admission as transfer students if they have grade point averages of at least a 2.0 for all previous college-level courses.
3. In order to encourage completion of the baccalaureate degree, students who are not enrolled in an A.A. or A.S. degree program but have earned 60 semester or 90 quarter hours or more of credit toward a baccalaureate degree with a grade point average of at least a 2.0 for all previous college-level courses will be eligible for preferential consideration for admission as transfer students.
4. Students who have not earned an A.A. or A.S. degree or who have not earned 60 semester hours or 90 quarter hours of credit with a grade point average of at least a 2.0 for all previous college-level courses are eligible for admission as transfer students on a competitive basis.

5. Incoming transfer students admitted to a college or university shall compete for admission to selective programs, majors, and units on an equal basis with students native to the receiving institution.

Admission to a given institution, however, does not guarantee that a transfer student will be automatically admitted to all majors, minors, or fields of concentration at the institution. Once admitted, transfer students shall be subject to the same regulations governing applicability of catalog requirements as native students. Furthermore, transfer students shall be accorded the same class standing and other privileges as native students on the basis of the number of credits earned. All residency requirements must be completed at the receiving institution.

Acceptance of Transfer Credit

To recognize courses appropriately and provide equity in the treatment of incoming transfer students and students native to the receiving institution, transfer credit will be accepted for all successfully completed college-level courses completed in and after fall 2005 from Ohio state-assisted institutions of higher education. Students who successfully completed A.A. or A.S. degrees prior to fall 2005 with a 2.0 or better overall grade point average would also receive credit for all college-level course they have passed. (See Ohio Articulation and Transfer Policy, Definition of Passing Grade and Appendix D) While this reflects the baseline policy requirement, individual institutions may set equitable institutional policies that are more accepting.

Pass/fail courses, credit by examination courses, experiential learning courses, and other nontraditional credit courses that meet these conditions will also be accepted and posted to the student record.

Responsibilities of Students

In order to facilitate transfer with maximum applicability of transfer credit, prospective transfer students should plan a course of study that will meet the requirements of a degree program at the receiving institution. Students should use the Transfer Module, Transfer Assurance Guides, and Course Applicability System for guidance in planning the transfer process. Specifically, students should identify early in their collegiate studies an institution and major to which they desire to transfer. Furthermore, students should determine if there are language requirements or any special course requirements that can be met during the freshman or sophomore year. This will enable students to plan and pursue a course of study that will articulate with the receiving institution's major. Students are encouraged to seek further information regarding transfer from both their advisor and the college or university to which they plan to transfer.

Appeals Process

Following the evaluation of a student transcript from another institution, the receiving institution shall provide the student with a statement of transfer credit applicability. At the same time, the institution must inform the student of the institution's appeals process. The process should be multi-level and responses should be issued within 30 days of the receipt of the appeal.



TRANSFER MODULE REQUIREMENTS

Institutional Transfer

The Ohio Board of Regents, following the directive of the Ohio General Assembly, has developed a new statewide policy to facilitate movement of students and transfer credits from one Ohio public college or university to another. The purpose of the state policy is to avoid duplication of course requirements and to enhance student mobility throughout Ohio's higher education system. Since independent colleges and universities in Ohio may or may not be participating in the transfer policy, students interested in transferring to an independent institution are encouraged to check with the college or university of their choice regarding transfer agreements.

Transfer Module

The new Ohio Board of Regents' Transfer and Articulation Policy established the Transfer Module, which is a specific subset or the entire set of a college or university's general education requirements. The Transfer Module contains 54-60 quarter hours or 36-40 semester hours of specified course credits in English composition, mathematics, fine arts, humanities, social science, behavioral science, natural science, physical science and interdisciplinary coursework.

A Transfer Module completed at one college or university will automatically meet the requirements of the Transfer Module at the receiving institution, once students are accepted. Students may be required, however, to meet additional general education requirements that are not included in the Transfer Module.

Conditions for Transfer Admission

Students meeting the requirements of the Transfer Module are subject to the following conditions:

1. The policy encourages receiving institutions to give preferential consideration for admission to students who complete the Associate of Arts or the Associate of Science degrees. These students will be able to transfer all courses in which they received a passing grade of D or better.
2. The policy also encourages receiving institutions to give preferential consideration for admission to students who complete the Transfer Module with a grade of C or better in each course and 90 quarter hours or 60 semester hours. Students must have an overall grade point average of 2.00 to be given credit for the Transfer Module and all courses in which a C or better has been earned will transfer.
3. The policy encourages receiving institutions to admit on a nonpreferential consideration basis students who complete the Transfer Module with a grade of C or better in each course and less than 90 quarter hours or 60 semester hours. These students will be able to transfer all courses in which they received a grade of C or better.

Admission to a given institution, however, does not guarantee that transfer students will be automatically admitted to all majors, minors or fields of concentration at that institution.

Once admitted, transfer students shall be subject to the same regulations governing applicability of *Catalog* requirements as all other students. Furthermore, transfer students shall be accorded the same class standing and other privileges as all other students on the basis of the number of credits earned. All residency requirements must be successfully completed at the receiving institution prior to the granting of a degree.

Responsibilities of Students

In order to facilitate transfer with maximum applicability of transfer credit, prospective transfer students should plan a course of study that will meet the requirements of a degree program at the receiving institution. Specifically, students should identify early in their collegiate studies an institution and major to which they desire to transfer. Furthermore, students should determine if there are language requirements or any special course requirements that can be met during the freshman or sophomore year. This will enable students to plan and pursue a course of study that will articulate with the receiving institution's major. Students are encouraged to seek further information regarding transfer from both their advisor and the college or university to which they plan to transfer.

Appeals Process

A multilevel, broad-based appeals process is required to be in place at each institution. Students disagreeing with the application of transfer credit by the receiving institution shall be informed of the right to appeal the decision and the process for filing the appeal. Each institution shall make available to students the appeal process for that specific college or university.

If transfer students' appeals are denied by the institution after all appeal levels within the institution have been exhausted, the institution shall advise the student in writing of the availability and process of appeal to the state-level Articulation and Transfer Appeals Review Committee.

The Articulation and Transfer Appeals Review Committee shall review and recommend to institutions the resolution of individual cases of appeal from transfer students who have exhausted all local appeal mechanisms concerning applicability of transfer credits at receiving institutions.



KENT STATE
UNIVERSITY
OFFICE OF ACADEMIC AFFAIRS

TO: Educational Policies Council

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

SUBJECT: Agenda for Monday, February 25, 2008
Kent Student Center, Room 204
3:20 p.m.

DATE: February 18, 2008

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 Academic Affairs 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 Academic Affairs by Friday, February 22, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of January 28, 2008.
Attachment 1

College of Arts and Sciences / Department of Modern and Classical Language Studies
College of Business Administration and Graduate School of Management

2. Establishment of a dual degree MA/MBA program [DMAA]. Students will earn a Master of Arts [MA] in Translation [TRNS] and a Master of Business Administration [MBA]. Total credit hours to program completion are 70-73.

Effective Fall 2009

Attachment 2

Dean Jerry D. Feezel

Dean George E. Stevens

College of Arts and Sciences

Department of Modern and Classical Language Studies

3. Establishment of an Italian [ITAL] minor. Total credit hours to program completion are 18.

Effective Fall 2009

Attachment 3

Dean Jerry D. Feezel

College of Nursing

4. Establishment of a policy to require sophomore students to purchase a Personal Digital Assistant (PDA) and required reference textbooks in the PDA format.

Effective Fall 2008

Attachment 4

Dean Laura Cox Dzurec

Regional Campuses

5. Establishment of a Business Administration [BAD] concentration in the Business Management Technology [BMRT] major within the Associate of Applied Business [AAB] degree program. Total credit hours to program completion are 63-67.

Effective Spring 2008 (fall 2008 catalog)

Attachment 5

Executive Dean Shirley J. Barton

LESSER ACTION ITEM**College and Graduate School of Education, Health and Human Services***School of Family and Consumer Studies*

1. Revision of the Gerontology [GERO] concentration in the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree program. Revision is adding new course GERO 30656 as an elective. Total credit hours to program completion are unchanged at 121.
Effective Fall 2009

AMENDMENT

1. The School of Exercise, Leisure and Sport has requested that the effective date of fall 2008 for the establishment of a Professional Golf Management concentration in the BS Sport Administration program—approved by the EPC on May 14, 2007—be deferred until the PGA approves the program.

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

COURSE CHANGES

Key for course changes:

a Title Abbreviation	d Diversity	H Credit Hours	New New	s Schedule (activity)
C Cross-List/Slash	E Credit-by-Exam	Inact Inactivate	P Prerequisite	T Title
c Course Content	Fee Fee	L LER	R Repeatable	W Writing Intensive
D Description	G Grade Rule	N Number	S Subject	

Special Course Fee Changes Effective Fall 2008

ARCH	10101	First Year Design Studio I (3).....	\$20.00/semester	Fee
ARCH	10102	First Year Design Studio II (3).....	\$20.00/semester	Fee
ARCH	20101	Second Year Design Studio I (3)	\$20.00/semester	Fee
ARCH	20102	Second Year Design Studio II (3)	\$20.00/semester	Fee
ARCH	30101	Third Year Design Studio I (5)	\$20.00/semester	Fee
ARCH	30102	Third Year Design Studio II (5)	\$20.00/semester	Fee
ARCH	30112	Third Year Design Studio II - Florence, Italy (5)	\$20.00/semester	Fee
ARCH	40101	Fourth Year Design Studio I (5)	\$20.00/semester	Fee
ARCH	40102	Fourth Year Design Studio II (5)	\$20.00/semester	Fee
ARCH	50101	Fourth Year Design Studio I (5)	\$20.00/semester	Fee
ARCH	50102	Fourth Year Design Studio II (5)	\$20.00/semester	Fee
ARCH	60101	Graduate Design Studio I (3-6).....	\$4.00/credit	Fee
ARCH	60102	Graduate Design Studio II (3-6).....	\$4.00/credit	Fee
ARCH	60103	Graduate Design Studio III (6-9).....	\$4.00/credit	Fee
ARTF	24010	Introduction to Fine Arts Photography (3).....	\$60.00/semester	Fee
ARTF	24020	Digital Media (3).....	\$45.00/semester	Fee
ARTF	24040	Printmaking I (3).....	\$54.00/semester	Fee
ARTF	34040	Printmaking: Intermediate Intaglio (3).....	\$54.00/semester	Fee

Special Course Fee Changes Effective Fall 2008 *continued*

ARTF	34041	Serigraphy I (3)	\$66.00/semester	Fee
ARTF	44010	Advanced Fine Arts Photography (3).....	\$60.00/semester	Fee
ARTF	44040	Printmaking: Advanced Intaglio (3).....	\$45.00/semester	Fee
ARTF	44041	Serigraphy II (3)	\$66.00/semester	Fee
NURS	10050	Introduction to Professional Nursing (1).....	\$20.00/semester	Fee
NURS	20010	Interpersonal and Communication Skills for Health Care Professionals (2).....	\$20.00/semester	Fee
NURS	20020	Foundations of Assessment and Communication in Nursing (3).....	\$70.50/semester	Fee
NURS	20030	Foundations of Nursing Interventions (5).....	\$100.00/semester	Fee
NURS	30010	Parent and Newborn Nursing (4)	\$89.00/semester	Fee
NURS	30020	Health Care of Children (4)	\$89.00/semester	Fee
NURS	30030	Nursing of Adults (5)	\$100.00/semester	Fee
NURS	30040	Nursing of Adults with Rehab Needs and/or Gerontologic Changes (4).....	\$89.00/semester	Fee
NURS	30050	Basic Nursing Informatics (2).....	\$20.00/semester	Fee
NURS	30060	Basic Pharmacology for Nursing Practice (2)	\$20.00/semester	Fee
NURS	40005	Professional Nursing Development (2)	\$20.00/semester	Fee
NURS	40010	Nursing of the Critically Ill (4)	\$89.00/semester	Fee
NURS	40020	Community Health Nursing (4).....	\$89.00/semester	Fee
NURS	40030	Psychiatric Nursing and Mental Health Nursing Care (4) .	\$89.00/semester	Fee
NURS	40045	Integration of Leadership and Management in Nursing (6).....	\$110.50/semester	Fee
NURS	40872	Introduction to Nursing Research (3).....	\$20.00/semester	Fee
RPTM	36081	Adventure Education (3)	\$10.00/semester	Fee
TECH	10001	Information Technology (3)	\$25.00/semester	Fee
TECH	11071	Woods Technology I (3).....	\$100.00/semester	Fee
TECH	13580	Engineering Graphics I (3).....	\$25.00/semester	Fee
TECH	15741	Private Pilot Flight (3).....	\$7,000.00/semester	Fee
TECH	20001	Energy/Power (3)	\$25.00/semester	Fee
TECH	20002	Materials and Processes (3)	\$80.00/semester	Fee
TECH	20004	Electrical Circuits I (4)	\$25.00/semester	Fee
TECH	21021	Survey of Electricity and Electronics (4)	\$25.00/semester	Fee
TECH	21046	Graphics Communications Technology I (3).....	\$25.00/semester	Fee
TECH	21071	Construction Materials, Methods and Techniques (3)	\$90.00/semester	Fee
TECH	22200	Construction Document Reading (3).....	\$45.00/semester	Fee
TECH	23200	Electronic Circuit Fabrication Laboratory (1)	\$50.00/semester	Fee
TECH	23224	Electrical Circuits II (3)	\$25.00/semester	Fee

Special Course Fee Changes Effective Fall 2008 *continued*

TECH	23581	Computer-Aided Engineering Graphics (3).....	\$30.00/semester	Fee
TECH	25743	Commercial Pilot Flight I (2).....	\$7,500.00/semester	Fee
TECH	31015	Construction Technology (3).....	\$100.00/semester	Fee
TECH	31023	Construction Surveying (3)	\$75.00/semester	Fee
TECH	31043	Principles of Concrete Construction (3)	\$75.00/semester	Fee
TECH	31065	Cast Metals (3).....	\$80.00/semester	Fee
TECH	31071	Woods Technology II (2).....	\$100.00/semester	Fee
TECH	31087	Design for Technology (3).....	\$20.00/semester	Fee
TECH	32002	Materials and Processes II (3)	\$80.00/semester	Fee
TECH	33010	Computer Hardware (3)	\$50.00/semester	Fee
TECH	33033	Hydraulics/Pneumatics (3).....	\$40.00/semester	Fee
TECH	33220	Electronic Devices (4)	\$25.00/semester	Fee
TECH	33222	Digital Design and Applications (3).....	\$30.00/semester	Fee
TECH	33870	Facility Design and Material Handling (3)	\$25.00/semester	Fee
TECH	34002	Advanced CAD II (3)	\$40.00/semester	Fee
TECH	35101	Helicopter Theory and Operation (3)	\$240.00/semester	Fee
TECH	35645	Instrument Pilot Flight (2).....	\$8,500.00/semester	Fee
TECH	35647	Commercial Pilot Flight II (2).....	\$6,000.00/semester	Fee
TECH	35747	Commercial Pilot Flight III (2).....	\$6,000.00/semester	Fee
TECH	41040	Residential Construction Estimating (3).....	\$45.00/semester	Fee
TECH	41041	Commercial Construction Estimating (3)	\$45.00/semester	Fee
TECH	41052	Technology Education for Elementary School (3)	\$20.00/semester	Fee
TECH	42105	Construction Contracts (3).....	\$45.00/semester	Fee
TECH	42107	Construction Scheduling (3).....	\$45.00/semester	Fee
TECH	43026	Microprocessor Systems (4)	\$30.00/semester	Fee
TECH	43060	Management of Technology Innovation (3)	\$80.00/semester	Fee
TECH	43221	Digital Control Systems and Instrumentation (4)	\$20.00/semester	Fee
TECH	43550	Computer-Aided Manufacturing (3).....	\$60.00/semester	Fee
TECH	43700	Computer Integrated Manufacturing (3).....	\$60.00/semester	Fee
TECH	43800	Applied Engineering Technology Seminar (2)	\$40.00/semester	Fee
TECH	45649	Flight Instructor - Airplanes (2).....	\$5,800.00/semester	Fee
TECH	45651	Flight Instructor - Instruments (2).....	\$3,170.00/semester	Fee
TECH	45653	Multi-Engine Pilot Flight (1).....	\$4,200.00/semester	Fee
TECH	45655	Advanced Multi-Engine Pilot Flight (1).....	\$2,850.00/semester	Fee
TECH	45711	Turbine Engine Theory and Operation Laboratory (1).....	\$120.00/semester	Fee
TECH	45721	Crew Resource Management Laboratory (1)	\$30.00/semester	Fee
TECH	51052	Technology Education for Elementary School (3)	\$20.00/semester	Fee

Special Course Fee Changes Effective Fall 2008 *continued*

TECH	53026	Microprocessor Systems (4)	\$30.00/semester	Fee
TECH	53221	Digital Control Systems and Instrumentation (4)	\$20.00/semester	Fee
TECH	53550	Computer-Aided Manufacturing (3).....	\$60.00/semester	Fee
TECH	53700	Computer Integrated Manufacturing (3).....	\$60.00/semester	Fee
TECH	53800	Applied Engineering Technology Seminar (2)	\$40.00/semester	Fee
TECH	63060	Management of Technology Innovation (3)	\$80.00/semester	Fee
UD	60703	Urban Design Studio III (3-6)	\$4.00/credit	Fee
UD	60704	Urban Design Studio IV (6-9).....	\$4.00/credit	Fee

Course Changes Effective Fall 2008

CICP	10095	Special Topics: Study Abroad (0-20) to:	
OIA	10095	Special Topics: Study Abroad (0-20)	S
COMT	11002	Visual Basic Programming (3)	s
COMT	20001	C++ Programming (3)	s
COMT	20011	Java Programming (3).....	s

Course Changes Effective Spring 2009

BSCI	11000	Principles of Anatomy for Radiologic Technology (4)	Inact
CLAS	21406	Sport and Ancient Daily Life (3)	New
HEBR	12101	Elementary Hebrew I (4)	E
HEBR	12102	Elementary Hebrew II (4)	E
HEBR	22104	Intermediate Hebrew I (3)	E
HEBR	22105	Intermediate Hebrew II (3)	E
SPAN	18301	Spanish for Health Care I (4)	New
SPAN	18302	Spanish for Health Care II (4)	New

Course Changes Effective Fall 2009

CI	67002	Curriculum Leadership (3)	PD
CI	77002	Curriculum Leadership (3)	PD
CLAS	41095	Special Topics in Classics (3)	New
CLAS	51095	Special Topics in Classics (3)	New
GERO	30656	Psychology of Aging (3)	New
MCLS	60624	Heritage Language Speakers in the Foreign Language Classroom (3)	New
PSYC	30656	Psychology of Aging (3)	C
TECH	63870	Facility Design and Material Handling (3)	New
TRST	60098	Research in Translation Studies (1-15)	New



EDUCATIONAL POLICIES COUNCIL
Minutes of the Meeting
Monday, January 28, 2008

Ex-Officio Members present: Senior Vice President and Provost Robert G. Frank; Executive Dean Shirley J. Barton; representative Evelyn S. Goldsmith for Vice President and Dean John L. West; Deans Donald L. Bubenzer, Timothy J. Chandler, Aminur R. (Raj) Chowdhury, James E. Dalton, James L. Gaudino, Gary M. Padak, Denise A. Seachrist, George E. Stevens, Mark W. Weber, Donald R. Williams; dean representatives Diedre Badejo for Jerry D. Feezel, Yvonne M. Smith for Laura Cox Dzurec

Ex-Officio Members not present: Vice Provost Steve O. Michael

Faculty Senate-Appointed Representatives present: Cheryl A. Casper, Donald (Mack) Hassler, Barbara J. Hipsman-Springer, Thomas Janson, Sanda S. Katila, Erica B. Lilly, John A. Marino, Mandy J. Munro-Stasiuk, Vilma Seeberg, James A. Tyner, Robin S. Vande Zande

Faculty Senate-Appointed Representatives not present: Natasha Levinson, Françoise Massardier-Kenney, Roberto Uribe-Rendon, Sue Ellen Wright

College Curriculum Committee Representatives present: Margaret (Peggy) Doheny, David A. Dumpe, Alexa L. Sandmann, Linda L. Williams, Stephen M. Zapytowski

College Curriculum Committee Representatives not present: Bruce J. Gunning, Kathryn E. Strand

Observers present: Kali Price, Thomas P. Wakefield

Consultants and Guests present: Joanne Arhar, Deborah L. Barber, Gregory M. Blase, Harriett S. Bynum, John R. Crawford, Lisa N.H. Delaney, Rosemary R. Du Mont, LuEtt J. Hanson, Richard H. Kolbe, Nancy E. Mitchell, Isaac Raymond Nettey, Gayle L. Ormiston, Anne Reid, Therese E. Tillett, Richard A. Wiscott, Marcia Lei Zeng

Senior Vice President and Provost Robert G. Frank called to order the Educational Policies Council at 3:20 p.m., on Monday, January 28, 2008, in Room 310 of the Kent Student Center.

Action Item 1: Approval of minutes of November 19, 2007.

Professor Stephen M. Zapytowski moved for approval, and Dean George E. Stevens seconded. There were no corrections or comments. The minutes were approved as submitted.

With no objections from members, the order of the items were shifted as requested by the College of Technology.

Action Item 5: Establishment of an Air Traffic Control [ATC] concentration in the Aeronautics [AERN] major within the Bachelor of Science [BS] degree program. Total credit hours to program completion are 124.

Senior Academic Program Director Isaac Raymond Nettey briefly outlined the need for such a program, which has been authorized by the Federal Aviation Administration (FAA). Senator John A. Marino made a motion to approve, which was seconded by Professor Zapytowksi. The item passed unanimously.

Action Item 2: Revision of academic policy of grade recalculation for associate degrees.

Assistant Dean Deborah L. Barber, representing the Associate and Assistant Deans Committee (A&A Deans), said the new policy for grade-point average (GPA) recalculation produced an inequity issue for students in associate degree programs who go on for a baccalaureate.

With this proposed revision, associate degree-earning students will remain eligible under the GPA recalculation until they receive their bachelor's degree. Their associate degree GPA will be frozen at the time of the conferral of that degree and will be printed on the transcript with a notation that the recalculation policy may affect original grade and GPA. Assistant Dean Barber assured members that the recalculation policy will not change students' GPA, honors status or rank in class that were effective at the conferral of the degree. This also will be stated in the catalog

Dean Mark W. Weber and Senator Barbara J. Hipsman-Springer moved the item for approval, which was seconded by Professor Zapytowski and Executive Dean Shirley J. Barton. An EPC member noted that the order of solutions in the proposal was inconsistent (Attachment 2, pages 4 and 5) and requested that it be corrected before being presented to the Faculty Senate.

The item was then brought to a vote and passed unanimously.

Action Item 3: Establishment of Managerial Marketing [MMTG] major within the Bachelor of Business Administration [BBA] degree program. Program will use the current curriculum of the Marketing major (the Marketing major will be revised substantially for fall 2008). Included in proposal are establishment of pre-major PMMT and course subject MMTG and revision of 10 MKTG courses, which had their subject (to MMTG) and prerequisites revised. Total credit hours to program completion are 121-122.

Dean Stevens explained that the curriculum for the new Managerial Marketing major was introduced in 2005 under the Marketing major name. Richard H. Kolbe, chair of the Department of Marketing, further clarified that, in effect, the program is being renamed; but for the purposes here, it is considered a new major. Managerial Marketing's curriculum is a lock-step program that doesn't fit the needs of students who can not enter in the fall or can take only evening courses. With both marketing programs, Chair Kolbe said, the department will be able to maintain its enrollment.

Dean Stevens' made a motion for approval, seconded by Dean Aminur R. (Raj) Chowdhury. The motion passed unanimously.

Action Item 4: Revision of Marketing [MKTG] major within the Bachelor of Business Administration [BBA] degree program. The revision is substantial, with all major requirements replaced. Total credit hours to program completion decrease, from 121-122 to 121.

Dean Stevens said the revision will allow the major to revert to a former curriculum that was very popular with students. It is more basic and broad than the major's current curriculum (to be moved to the new Managerial Marketing major). His motion for approval was seconded by Dean Chowdhury and passed unanimously.

Action Item 6: Transfer of the Institute for CyberInformation from Research and Graduate Studies to the College of Communication and Information; and name change to the Institute of Social and Cultural Informatics.

Dean James L. Gaudino said the institute has been operating in the college for the past three years, and both he and Vice President and Dean John L. West agreed it made more sense to move the administration into the college. The name was changed to be more broad. Dean Gaudino then moved the item for approval, with Dean Stevens seconding.

There was a short discussion on a future review of the nomenclature for institutes within colleges. A question was asked regarding the Dean of Libraries and Media Services not listed as a voting member of the institute's Board of Directors. The reasoning was to have the directors of academic programs involved in the institute as voting members only. A member inquired about the appointment of an institute director, to which Dean Gaudino replied that, until funding arrives, he will serve as director with support from Research and Academic Initiatives Director Rosemary R. Du Mont and Professor Marcia Lei Zeng.

Members passed the item unanimously.

Information Item 1: Establishment of a spring effective term for undergraduate courses.

Associate Provost Gayle L. Ormiston said a second effective term in an academic year will lessen the time academic units will have to wait—currently, it can be two years—until their course proposals are approved and implemented. One member commented that this initiative was a very good thing.

Information Item 2: Ohio Board of Trustees mandate to revise information regarding credit transfer in both print and online university catalogs.

Associate Provost Ormiston described some additions and revisions to the credit transfer statement in the catalog, including conditions for transfer admission, acceptance of transfer credit and the appeals process.



Hearing no requests for discussion or to elevate a lesser item, Senior Vice President and Provost Frank adjourned the meeting at 3:40 p.m.

Respectfully submitted,

Therese E. Tillett
Director of Curriculum Services
Office of Academic Affairs

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date

Curriculum Bulletin _____

Effective Date *Fall 2009*

Approved by EPC _____

Department **MCLS**College **AS - Arts and Sciences**Proposal **Establish Program**Program Name **Dual Degree: Master of Arts in Translation / Master of Business****Administration**Degree **MA - Master of Arts / MBA - Master of Business Administration**

In Banner - AS-MA-TRNS- DMAA (Dual Degree MA/MBA)
BU-MBA -BAD- DMAA "

Description of proposal:

Using existing courses in existing MA/Translation and MBA degree programs, establish a dual degree (MA/MBA) requiring a total of 70-73 hours.

Does proposed revision change program's total credit hours? ☒ Yes ☐ NoIf yes, **0** current total credit hours **70-73** 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):

Graduate School of Management

REQUIRED ENDORSEMENTS

Gregory M. Shreve

 Department Chair / School Director / Campus Dean

11 / 13 / 07

Charles L. Padgett

 College Dean

2 / 4 / 08

 Executive Dean of Regional Campuses

1 / 1 /

 Provost

*1 / 1 /**MCLS 58*

**College of Arts & Sciences
Modern and Classical Language Studies
Institute for Applied Linguistics**

Dual Degree: Master of Arts in Translation & Master of Business Administration

PROPOSAL SUMMARY

Title

Master of Arts in Translation & Master of Business Administration (70-73)

Subject Specification

To Establish a Dual Degree Graduate Program of Master of Arts in Translation and Master of Business Administration by Combining the Core Requirements for a Total of 70-73 Credit Hours

Background Information

The Master of Arts in Translation is a unique professional degree offered through the Department of Modern and Classical Languages (MCLS) under the leadership of the Institute for Applied Linguistics (IAL). This degree program is nationally recognized and is part of the nation's only comprehensive degree program sequence in translation and translation studies (BS in Translation, MA in Translation, Doctorate in Translation Studies).

The Master of Business Administration (MBA) degree is currently recognized as the graduate degree of choice for many seeking professional management roles in both the private and public sectors. The MBA programs at Kent State University, offered by the Graduate School of Management (GSM), prepare students for management and staff positions in regional, national and international organizations, through an emphasis on ethical leadership, teamwork, creative problem solving, global perspectives and information technology.

Evidence of Need

As internationalization and globalization strategies continue to become mission-critical elements of business planning, bilingual professionals with a deep understanding of foreign languages and cultures as well as international business training will be in great demand. Already a significant number of MA Translation candidates who currently specialize in commercial-legal translation, software localization, and language project management are finding themselves employed as managers or executives in international business and in a growing language services industry sector. They could benefit greatly from this dual degree program.

At present, this specific dual degree option is not offered by any school, private or public, in Ohio or the United States. In fact, only one other institution offers an MA in Translation equivalent to that offered at Kent State University, the Monterey Institute of International Studies (MIIS) an affiliate of Middlebury College. MIIS offers both an MA in Translation and an International MBA, but does not offer a dual degree program. The Lauder Institute at the University of Pennsylvania offers an MBA combined with an MA in International Studies and customized language training, but not a degree in Translation. This dual degree program is a significant opportunity for Kent State University to continue to cement the national and

international dominance of its translation degree programs and to position itself to remain as a leader in translation studies and translator training.

The Action and Its Intended Effect

The proposed Dual Degree Program will combine the Core Requirements of both degree programs. The core courses of each program will represent the "elective package" or the "concentration" for the other. The Dual degree program will thus offer students the opportunity to earn both degrees in a shorter time than if taken separately.

Of the total 70-73 credit hours, 33 are drawn from the Master of Business requirements, 25-28 from the MA in Translation requirements, and 12 hours can be chosen from either GMS or offerings in MCLS. The total number of credits required for the MA in Translation varies by three hours because TRST 60012 (Software Localization) is a requirement of the MA in Translation, but if taken instead of BAD 64042 (Management Information Systems) reduces the number of required hours.

Comparison with Existing MA Translation and MBA Separate Programs

The proposed dual degree program does not remove or ignore any essential components of either program. By judiciously combining a set of common courses and allowing the core requirements of one program to act as electives in the other, both time and credit hours to the completion of both degrees are saved. There are a total of 70-73 credit hours for the dual degree program as compared to a total of 90 credit hours for the two degrees taken separately (54 MBA + 36 MA Translation). Students earn two complete independent but integrated professional degrees at the end of the dual program.

Conformity with KSU's Mission

The new Dual Degree program conforms to Kent State's mission as it will certainly help students to "broaden their intellectual perspectives." In addition, because of its international nature and potential for the inclusion of diverse languages and cultures, it will address "the needs of a complex and changing world". The new program also integrates with the University's ongoing efforts to foster interdisciplinary and internationally-oriented research and education.

Rationale for Action

The proposed Dual Degree Program complements the undergraduate and graduate programs in Translation administered in MCLS by the Institute for Applied Linguistics. It provides undergraduate students completing the Bachelor of Science in French, German, Russian, and Spanish Translation with the opportunity to integrate a translation graduate degree with business administration degree. The program also provides English-proficient international graduate students with an opportunity to more effectively combine their language knowledge with translation and business professional degrees. Finally, as translation and other languages services such as software localization develop into a multi-billion dollar service industry, the program becomes an important element in creating a new multidisciplinary workforce versed in the critical issues of business and internationalization.

Effect on Current Programs, Offerings, Students & Staff

There should be no negative impact on current programs as no new courses need to be developed and the numbers of students envisioned to participate in the program would be relatively small, probably a maximum of six per year. Classes currently offered by the Department of Modern and Classical Language Studies / Institute for Applied Linguistics and the Graduate School of Management (GSM) can absorb whatever increases in enrollment should occur as part of the dual degree. In general, we see the dual degree as a way to add value for students who would have pursued one of these degrees at Kent State University in any case. No additional staffing needs are projected.

Fiscal Impact

No fiscal impact is envisioned; there may be a limited increase in income, due to some small potential growth in graduate enrollment and the number of hours taken. MCLS and GSM are pursuing agreements to share Graduate Assistant costs for selected graduate students, but have not asked for increases in graduate allocations to do so.

Diversity

By its nature, professional translation attracts individuals from other cultures who speak other languages. Their presence on campus emphasizes the international aspect of diversity. In addition, Spanish and French often attract racially and ethnically diverse candidates from Africa and the Hispanic world.

Alternatives & Consequences

The alternative to the implementation of the present proposal would be that MA in Translation graduates would have to seek a MBA after the completion of their course of study, thus adding another 54 credit hours to the MA in Translation's 36 credit hours. It is likely that students would simply choose not to pursue the MBA as a second degree. The University would also lose a significant opportunity to continue to enhance the offerings of its unique, internationally recognized translation degree programs.

Specific Recommendations & Justification

Approve the above proposal on the merits of the arguments provided and because of the benefits that will accrue for MCLS/IAL graduate students, the College of Arts & Sciences, the Graduate School of Management and Kent State University.

Timetable & Actions Required

Fall	2007	Approval by MCLS/GSM curriculum committees
Spring-Fall	2008	Approval by College, EPC, and other curricular and approving bodies
Fall	2008	Start Promotion & Marketing of Program
Fall	2009	Start Implementation of the Program
Spring	2012	First Graduates from the program

Dual Degree Curriculum Proposal MBA/MA Translation

I would like to offer the strongest possible support for the dual degree MBA/MA Translation. This combination is in very high demand in the business community. I truly believe that if we marketed this degree combination appropriately we could attract a significant number of students who would not need assistantship support. This is particularly important as we ease our way into RCM. The Lauder School at the University of Pennsylvania offer a very similar program to the proposed dual degree. As you can imagine, they are able to charge a substantial premium and still attract some of the best students available. The graduates of the program are also able to command substantial salaries upon graduation.

While it will take time to bring the program to this level of national recognition I believe that the quality of education available in both business and linguistics compares favorably with many programs, such as South Carolina and Thunderbird that enjoy national and international reputations. The commitment to global business in GSM is backed up by the existence of the John F. Fiedler-Borgwarner Endowed Chair in Global Business. This chair is the result of the largest gift ever made to the college. As we move forward with the Global Management Center and its associated programs the relationship with linguistics become even more important.

Let me thank you for your hard work on bringing this dual degree program to fruition. From the perspective of GSM it is one of our highest priorities.

Rick

Frederick W. (Rick) Schroath, Associate Dean
Graduate School of Management
Voice (330) 672-2282 Fax (330) 672-7303
http://business.kent.edu/fsd/view_faculty.aspx?id=38028

MCLS 61

**Dual Degree:
Master of Arts in Translation (MA Translation) /
Master of Business Administration (MBA)**

Core Requirements in Business (33 hours)		
Accounting		
BAD 63037	Financial Accounting for Managerial Action	3
BAD 63038	Accounting for Managerial Action <i>and Evaluation</i>	3
Economics		
ECON 62021	Business Conditions Analysis and Public Policy	3
ECON 62022	Managerial Economics ¹	3
Finance		
BAD 66061	Financial Management <i>I</i>	3
Marketing		
BAD 65051	Marketing Management	3
Operations		
BAD 64041	Operations Management	3
Integrative Management		
BAD 65184	International Business (or approved substitution including study abroad)	3
BAD 64185	Business Strategy (or approved substitution)	3
Executive Modules		
BAD 64158	Leadership and Managerial Assessment	3
BAD 66050	Legal and Ethical Environment <i>of Management Decisions</i>	3
	TOTAL	33
Choice from BAD or MCLS (one must be MCLS) (12 hours):		
Computers		
BAD 64042	Management Information Systems OR	3
TRST 60012	Software Localization	3
Statistics/Methods		
BAD 64005	Statistics for Management	3
Human Resources Management		
BAD 64271	Human Resources Management OR	3
TRST 60013	Language Project Management	3
International Elective		
BAD or MCLS	International course from either unit (including study abroad or MCLS culture courses with approval of advisor)	3
	TOTAL	12
Required Courses in MCLS Translation (25-28 hours total):		
Core Courses		
TRST 60010	Theory of Translation <i>and Interpreting</i>	2
XXXX 6X010	Practice of Translation (FR, GER, JAPN, RUSS, SPAN)	2
TRST 60011	Terminology and Computer Applications for Translators ² <i>In Translation</i>	3
TRST 60001	Graduate Research and Writing in Translation Studies	3
XXXX 6X250	Commercial, Legal and Diplomatic Translation (FR, GER, JAPN, RUSS, SPAN)	3
XXXX 6X251	Scientific, Technical and Medical Translation (FR, GER, JAPN, RUSS, SPAN)	3
TRST 60012	Software Localization (may be taken as BAD/MCLS Computers choice)	3

XXXX 6X979	Case Study in Translation (FR, GER, JAPN, RUSS, SPAN)	3
XXXXX	Language and Culture Course Requirements according to departmental as guided by departmental policy and approved by the graduate coordinator and advisor (3 credits if a culture or appropriate language course B is used for International Elective above)	6
	TOTAL	25-28
	GRAND TOTAL	70-73

¹ ECON 62022 has the prerequisite MATH 11012 or MATH 12002 or ECON 62010. A prerequisite override for ECON 62010 can be issued if a student's undergraduate math coursework indicates that they have the mathematics background equivalent to either of these two courses.

² Students accepted into the MA Translation / MBA dual degree program need not take TRST 60009. This course requirement will be waived and a prerequisite override will be issued when registering for TRST 60011.

CATALOG COPY

**College of Arts & Sciences
Modern and Classical Language Studies
Institute for Applied Linguistics**

Dual Degree: Master of Arts in Translation & Master of Business Administration

Graduate students interested in advanced preparation in foreign language translation and in business administration may apply for admission to the MA Translation & MBA Dual Degree Program, offered jointly by the Department of Modern and Classical Languages and the Graduate School of Management. This program is designed for students with significant foreign language skills who wish to integrate graduate business education with advanced foreign language translation. The dual degree might be suitable for those whose career goals include assuming middle or executive management positions in international business or language industry enterprises or who are interested in starting their own businesses in the language services industry.

ADMISSION

Applicants interested in pursuing the dual degree must apply separately for admission to the College of Arts and Sciences and the School of Business. Applicants are encouraged to apply to the two programs at the same time, although students pursuing the M.A. in Translation can apply for the dual degree up to but no later than the end of their first year of study, provided their first-year elective was taken in the Business School. For students pursuing the dual degree full-time, the M.A. in Translation is conferred at the end of their second year of study and the M.B.A. at the end of their third year.

PROGRAM REQUIREMENTS

Students in the MA Translation and MBA Dual Degree program must earn a total of 70-73 credit hours. There is a minimum requirement of 33 credit hours from the MBA program and the MA in Translation requires from 25-28 credit hours. An additional 12 hours may be chosen from Business Administration or Translation. A minimum GPA of 3.0 must be maintained. The required courses are the following:

MA Translation	Hours
TRST 60010	2
FR, GER, JAPN, RUSS, SPAN 6X010	2
TRST 60011	3
TRST 60012	3
TRST 60001	3
FR, GER, JAPN, RUSS, SPAN 6X250	3
FR, GER, JAPN, RUSS, SPAN 6X251	3
FR, GER, JAPN, RUSS, SPAN 6X979	3
Second Language, Culture or Other Approved Courses	6

MBA	Hours
BAD 63037	3
BAD 63038	3
BAD 64041	3
BAD 65184 ¹	3
BAD 64185	3
BAD 64158	3
BAD 66050	3
BAD 65051	3
BAD 66061	3
ECON 62021	3
ECON 62022	3

Choice MBA / MA Translation	Hours²
BAD 64005	3
BAD 64042 OR TRST 60012	3
BAD 64271 OR TRST 60013	3
International Elective (either unit)	3

¹ or approved substitute including study abroad

² minimum 3 credits must be taken from MCLS

The MBA program should be initiated before 12 hours in the MA Translation program have been completed. The MA in Translation will be awarded upon completion of the requirements of that degree. The MBA will be awarded upon completion of the joint MBA/MA Translation degree program.

Actual offerings and schedule will vary from year to year and MCLS and GSM will jointly provide a pre-approved Recommended Course of Study. Students who wish to take a different Course of Study need to obtain separate approvals from the MCLS and GSM Graduate Coordinators.

**College of Arts & Sciences
Modern and Classical Language Studies
Institute for Applied Linguistics**

Dual Degree: Master of Arts in Translation & Master of Business Administration

ASSESSMENT PLAN

There will be no independent assessment plan for the dual degree program MA Translation / MBA. Instead, each program will assess the learning outcomes of the graduates of the program using the existing assessment mechanisms as expressed in AQIP and AACSB (Association to Advance Collegiate Schools of Business) accreditation documents.

MBA ASSESSMENT

The MBA portion of the dual degree will be assessed using the guidelines in Appendix C: Graduate Program Learning Objectives And Measures of the 2007 AACSB International Fifth Year Maintenance Report and the GSM AQIP report. These are as follows:

Learning Objective 1: Utilize business theory and quantitative tools in problem solving across functional areas.

Measure: Course performance and the application of the information in external projects is a measurement for this objective. Business Strategy is a capstone course that integrates the functional areas of business and is required of all MBA students. Additionally, internships for the full-time program, and the ending residency project for the EMBA program show whether the student has been able to integrate classroom knowledge with real-world application. Part-time MBA students have the option to do an independent study project, which often incorporates business theory with a practical problem at the student's place of employment.

Learning Objective 2: Think critically and creatively in developing solutions

Measure: The analysis done in Business Strategy will synthesize the skills the MBA student has learned in each of the functional areas. The EMBA residency will be used to measure the same skill for those students.

Learning Objective 3: Understand both domestic and foreign environments when approaching business decisions,

Measure: In addition to the required course in international business, students have the opportunity to participate in an International Business Experience. This annual short-term study abroad activity focuses on the international market. It is presently optional for the MBA students, but required for the EMBA students. For each of the objectives where the MBA subcommittee determines the measure of effectiveness is low, changes are made that address deficiencies.

Learning Objective 4: Effectively present analyses, recommendations and persuasive messages

Measure: Communication skills are measured each semester in the courses the student takes. MBA classes require a significant portion of the course to be an in-depth analysis

of issues, which need to be presented to the class and are open to questions and debate. In addition, internships often require a presentation of the project to the company. The MBA mentoring program gives students an opportunity to shadow a business manager and allow the students the chance to express their comments and input in a professional setting.

Learning Objective 5: Use technology as a tool to communicate with audiences at different levels, of various cultures, and in various geographic settings

Measure: Use of technology is a key feature of the MBA program. Presentation skills are critical in each course. In addition, student use technology for research in graduate assistantship positions, in internships and in the EMBA final residency.

Learning Objective 6: Participate in teams as well as lead them

Measure: Students are able to participate in teams in many of their classes for project work. Some courses, such as Human Resource Management, use partner-testing for exams. Those who participate in experiential projects such as internships are usually placed in a work-team environment.

Learning Objective 7: Critically assess the ramifications of decisions made from both an ethical standpoint and from the effect of the decision on society.

Measure: All graduating MBA students are asked to complete a student satisfaction survey. All EMBA students have an exit interview during the ending residency program. Placement surveys are sent to all MBA graduates 6 months after graduation. Salary, title, industry and other information is gathered.

MA TRANSLATION ASSESSMENT

The assessment plan for MA Translation students is detailed in the MCLS AQIP documents for the unit. There are two assessment measures used in the MA program for the learning objectives listed below.

Learning Objectives

- 1: Research subject matter of a text.
- 2: Translate text types
- 3: Identify distinguishing features of text types.
- 4: Copyedit
- 5: Articulate and defend translation choices.
- 6: Critically examine other translations.

Measure 3: M.A. Six-Month Placement Rate

Data on each graduating class will be gathered within six months after graduation to document successful placement of students.

Measure 5: MA Translation Case Study Performance Analysis

Analysis of performance of MA graduates on the Translation Case Study using a custom Case Study Assessment Instrument. Case Study: At the end of the second year of the program each student graduating from the program is required to do a case study consisting of the translation of a significant text of literary or special subject merit, a terminology database, and a scholarly analysis of the translation process. The project is evaluated on a 100 point scale.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 12-Dec-07

Curriculum Bulletin _____

Effective Date Fall 2009

Approved by EPC _____

Department Modern & Classical Language Studies

College AS - Arts and Sciences

Degree

Program Name **Minor in Italian**Program Code **ITAL**

Concentration(s) Concentration(s) Code(s)

Proposal Establish Program

Description of proposal:

Establish a minor in Italian: 12 hours in Italian required beyond the prerequisite elementary-intermediate sequence, plus 6 hours of electives with prior approval of the advisor.

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

Current total credit hours: 0

Proposed total credit hours 18

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

None

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

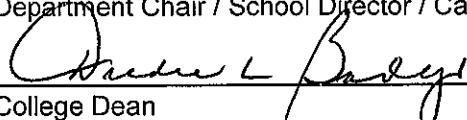
N/A

REQUIRED ENDORSEMENTS



 Department Chair / School Director / Campus Dean

1 / 9 / 08



 College Dean

2 / 4 / 08

 Executive Dean of Regional Campuses

 / /

 Senior Vice President for Academic Affairs and Provost

 / / *MCLS 164*

Proposal to establish a minor in Italian

Below is a proposal for establishing an Italian minor using the ITAL code.

Background Information:

- (1) *Description of action, including its intended effect:* Establish an Italian minor with 12 hours in Italian required plus 6 elective hours. This would help meet the present need and demand for comprehensive and in-depth courses in Italian language and culture from students in MCLS, the Music School, and the Fashion Design and Architecture programs, as well as from students of Italian heritage, and would help support KSU's study abroad program in Florence, Italy. Italian supports the curricular needs perhaps of more departments and programs at KSU than any other language currently offered by MCLS.
- (2) *Conformity of action with mission of sponsoring unit:* Italian language courses up to Intermediate II are already offered by the Department of Modern & Classical Language Studies. A minor in Italian would conform to the mission of MCLS of offering language instruction in relevant and in-demand languages and across the curricula, and of encouraging study abroad to meet the need for a more globally-aware citizenry. The recent increase in lower-division courses and the unmet demand for upper-division courses show that the Department's focus on Italian as part of its ongoing mission is well founded.
- (3) *Rationale:* Enrollment statistics for existing courses show continual growth since 2001 (see attached), which reflects the national trend in the study of Italian (see 2007 MLA Report on Foreign Language Enrollments). Five Elementary sections are now offered on the Kent campus each Fall, and enrollments are typically at or over the section limit. An additional section is taught in the Spring for students in the Fashion School. Two Intermediate I sections in Fall and two Intermediate II sections in the Spring bring the total number of sections to seven each Fall and eight each Spring. This compares favorably with the existing major in Russian and German. Moreover, one section of Elementary I and II and of Intermediate I and II are taught every Summer.

MCLS is fortunate to have one FT NTT instructor of Italian who is both an effective teacher and active in Italian language curriculum design. The hiring of an additional FT NTT instructor would allow MCLS to offer a complete minor in Italian as well as to provide greater staff resources for oversight of Italian language instruction in the Florence program. An Italian minor would broaden course offerings beyond basic language skills, enabling students to gain advanced language training as well as the broader understanding of Italian society and culture that is essential to true intercultural communication and to an optimally successful experience in the KSU study abroad program in Italy. The lack of a minor means that upper-level students have little choice but to drop Italian in favor of programs offering a minor or major or to pursue advanced studies in Italian elsewhere.

- (4) *Effect on current programs, offerings, students, staff:* The minor would attract students who have completed lower-division Italian courses at KSU or at regional universities that lack upper-division Italian courses (i.e., current students plus new students). The inclusion of two electives from the Art History (ARTH 42041 Italian Renaissance Art, ARTH 42032 Roman Architecture and Art), Classics and History (CLAS 41006/HIST 41006 Roman History), and History departments and one from the Art School (ART 42091 Art Experiences in Italy) would not only ease staffing pressures but also have a synergistic effect among the programs.
- (5) *Scope of Action:* The implementation of an Italian minor would positively affect several programs across KSU, offering students in Arts and Sciences, the Music School, and the Schools of Fashion Design and Architecture, the opportunity to pursue the study of a language that would directly support their major subject of interest. It would also encourage study abroad at the KSU program in Florence, Italy, and make the study abroad experience more enriching.
- (6) *Fiscal and staffing impact:* Implementation of an Italian minor would require hiring a FT NTT instructor to teach at all levels of the Italian program. It would also allow the current FT NTT to act as Undergraduate Italian Coordinator and to take a more active role in coordinating language instruction at the KSU program in Florence, Italy. The anticipated cost would be \$33,000 – \$35,500 per academic year. This would be offset in part by the fact that the present part-time instructor position would no longer be necessary.
- (7) *Evidence of need and sustainability:* See *Rationale* above in relation to need, and the attached enrollment table in relation to sustainability. The already documented interest in Italian language at KSU, the curricular tie-in of Italian with a number of KSU programs in including the Florence program, as well as MCLS and national statistics that show an upward trend in Italian enrollments are strong indicators of sustained interest in Italian language and culture.

Alternatives and Consequences: Without an Italian minor, KSU will fail to offer the language training required for optimal success in a number of its programs as well as in study abroad. Without an Italian minor, the range of offerings will remain restricted to basic language literacy, with little cultural literacy, and the quality of teaching will not improve.

Specific Recommendation and Justification: It is recommended that an NTT be appointed to teach at all levels of the Italian minor so as to allow the current NTT Rosa Commisso, in addition to her teaching duties, to coordinate the existing undergraduate Italian courses and provide curricular support and oversight for the Italian language instruction offered in the KSU study abroad program in Florence, Italy.

Timetable and Actions Required: Review and approval of Italian Minor proposal by MCLS and Arts and Sciences Curriculum Committees as well as by EPC during AY 2007/08. Institute a search for an NTT in late fall 2008, to commence employment in fall 2009, when the first round of new upper-division courses would be offered.

Certification of Curriculum Proposal: attached.

Assessment Plan: At completion of the minor, students would be expected to have an oral proficiency of Intermediate High (ACTFL Standards). Four-skill testing upon completion of the minor will confirm if our minors have reached this level and in what skill area.

Internal memos: The four electives are upper-division courses that are already taught by faculty outside MCLS, and so entail no extra staffing. An office would be required for the new NTT, and the additional courses would add slightly to classroom demands. Implications for the library and media would be minimal, as already there is an adequate collection of Italian-related resources. Over time, however, the collection would be gradually expanded and updated through the regular acquisitions process. There would no direct implications for support services.

Catalog copy:

Italian Minor

Prerequisites may be waived by demonstrated proficiency.

ITAL 15201	Elementary Italian I	(4)
ITAL 15202	Elementary Italian II	(4)
ITAL 25201	Intermediate Italian I	(3)
ITAL 25202	Intermediate Italian II	(3)

Minor Requirements

ITAL 35211	Italian Composition and Conversation I	(3)
ITAL 35213	Italian Composition and Conversation II	(3)
ITAL 35332	Recent Italian Literature	(3)
ITAL 35421	Italian Civilization	(3)

Electives (any two of the following Italian culture and and history upper-division courses)

ARTH	ART 42091 Art Experience in Italy	3
ARTH	ARTH(42091) Italian Renaissance Art	3
42041	ARTH 42032/CLAS 41402 Roman Archaeology and Art	3
	CLAS 41006/HIST 41006 Roman History	3
		6

Total 18

Minimum cumulative 2.00 GPA required for graduation.

Graduation Requirement Sheet: A minor in Italian would require 18 credit hours beyond the prerequisites. This would consist of 12 hours of required courses and 6 hours of elective courses.

Italian culture and history ARTH, CLAS, HIST Courses
(must be upper-division) 6

[see 13-Feb-08 e-mail from G. Shreve]

Italian Minor			
(18 credit hours, beyond the prerequisites)			
Prerequisites:			
15201	Elementary Italian I	4	PT Faculty/GAs
15202	Elementary Italian II	4	PT Faculty/GAs
25201	Intermediate Italian I	3	PT Faculty/GAs
25202	Intermediate Italian II	3	PT Faculty/GAs
Required Courses:			
35211	Italian Composition and Conversation I	3	NTT
35332	Recent Italian Literature	3	NTT
35213	Italian Composition and Conversation II	3	NTT
35421	Italian Civilization	3	NTT
Total hours of required courses		12	
Electives (any 2 of the following):			
ARTH 42091 ^	Art Experiences in Italy	3	KSU Florence Faculty
ARTH 42041	Italian Renaissance Art	3	Art History Faculty
ARTH 42032/ CLAS 41402	Roman Archeology and Art	3	Art History or Classics Faculty
CLAS 41006/HIST 41006	Roman History	3	Classics or History Faculty
Total hours of elective courses		6	
Total required hours for Italian minor		18	

ENROLLMENT IN ITALIAN COURSES																
Fall 1999 - Fall 2007																
	99F	00S	00F	01S	01F	02S	02F	03S	03F	04S	04F	05S	05F	06S	06F	07S
15201	76		104		106		117		80		106		107		124	24
15202	22	52		71		58				90				97		82
25201	20	10	17		23		20		23		25		37		29	20
25202	11	13	8	10		22		11	1	18		19		28		16
25209																
35211																
35213																
35331																
35332																
35421																
35597																
45093																
45096																
44356																

MCL 169

TILLET, THERESE

From: SHREVE, GREGORY
Sent: Wednesday, February 06, 2008 4:13 PM
To: HAVICE, CHRISTINE; HEISS, ANN
Cc: TILLET, THERESE; FRY, HAROLD
Subject: Italian Minor Proposal
Attachments: Italian minor proposal.doc

Colleagues from Art and History,

Please find attached a new Italian minor we are proposing to EPC.

Several courses from your academic units have been mentioned as possible electives.

ARTH 42091	Art Experiences in Italy	3
ARTH 42041	Italian Renaissance Art	3
ARTH 42032/ CLAS 41402	Roman Archeology and Art	3
CLAS 41003/HIST 41006	Roman History	3

Although two of these course are already cross-listed with us, I would appreciate a brief note of support for our Italian minor indicating you approve the inclusion of these courses in the minor and whether you will (or would) offer them in the future? An email or short memo would suffice.

Thank you!

Greg Shreve

TILLET, THERESE

From: SHREVE, GREGORY
Sent: Thursday, February 07, 2008 1:02 PM
To: TILLET, THERESE; FRY, HAROLD
Subject: FW: Italian Minor Proposal

From: HEISS, ANN
Sent: Thursday, February 07, 2008 1:00 PM
To: SHREVE, GREGORY
Subject: RE: Italian Minor Proposal

Dear Greg:

The Department of History is pleased to support the proposed Italian minor. The cross-listed history course included as one of the program's possible electives, CLAS 41003/HIS 41006, has traditionally been offered by a faculty member from the Classics group within MCLS rather than someone in history, so I'm afraid we can't speak to its regular inclusion in the course schedule.

Please let me know if you need anything further from us.

Best, Ann

Mary Ann Heiss
Assoc Prof and Interim Chair
Department of History
Kent State University
(330) 672-2882 (phone)
(330) 672-2943 (fax)

TILLET, THERESE

From: SHREVE, GREGORY
Sent: Wednesday, February 13, 2008 10:30 AM
To: TILLET, THERESE
Subject: RE: Italian Minor Proposal Art History

Ooops, sorry.

> Option 3 seems the most flexible.

Greg

From: TILLET, THERESE
Sent: Wednesday, February 13, 2008 10:22 AM
To: SHREVE, GREGORY
Subject: RE: Italian Minor Proposal Art History

Which one do you want, option 1 or 2 or 3?

From: SHREVE, GREGORY
Sent: Wednesday, February 13, 2008 10:09 AM
To: TILLET, THERESE
Subject: RE: Italian Minor Proposal Art History

Therese,

Thank you very much. Please proceed with the revisions you suggest.

Greg Shreve

From: TILLET, THERESE
Sent: Wednesday, February 13, 2008 9:38 AM
To: SHREVE, GREGORY
Cc: FRY, HAROLD
Subject: RE: Italian Minor Proposal Art History

Thanks, Greg.

No, you don't need to add recommended electives. However, since you list elective courses in the catalog, you need to list all or none or put in a note about recommended courses. Our goal is make the advising sheet a duplicate of what is in the catalog. I can revise your proposed catalog copy to any of the following, with your approval:

- (1) Choose from the following.....6
ARTH 42032/CLAS 41402 Roman Archaeology and Art (3)
ARTH 42041 Italian Renaissance Art (3)
ARTH 42043 The High Renaissance and Mannerism in Italy (3)
ARTH 42044 Venetian Renaissance Art (3)
ARTH 42046 Baroque Art of the 17th Century (3)
ARTH 42091 Seminar: Art Experiences in Italy (3)
CLAS 41006/HIST 41006 Roman History (3)
- (2) Italian culture and history courses (must be upper-division electives).....6
Recommended: ARTH 42032, 42041, 42043, 42044, 42046, 42091 (Art Experiences in Italy); CLAS 41006, 41402; HIST 41006.

(3) Italian culture and history ARTH, CLAS, HIST courses (must be upper-division ~~electives~~)

Attachment 3—Page 10

for catalog

From: SHREVE, GREGORY
Sent: Friday, February 08, 2008 6:30 PM
To: TILLET, THERESE
Cc: FRY, HAROLD
Subject: Italian Minor Proposal Art History

Therese,

Here is the second support document.

Is it necessary to add all the "recommended" electives to the curriculum document...or just make sure they are on the advising sheets we would use once the minor is approved?

Greg

From: HAVICE, CHRISTINE
Sent: Friday, February 08, 2008 5:14 PM
To: SHREVE, GREGORY
Cc: MEDICUS, GUSTAV
Subject: Re: Italian Minor Proposal

Greg -

ARTH 42091 is the generic number for our Art History Seminar; when it takes place in Florence — which it does each May/June -- it is appropriate for the Italian minor but "Art Experiences in Italy" should be the stipulated subtitle, to avoid confusion when the course is used for other topics.

In addition to ARTH 42041, Italian Renaissance Art, Professor Gus Medicus, our Italian specialist, recommends as options/electives the following courses:
ARTH 42043 The High Renaissance and Mannerism in Italy (3 cr.)
ARTH 42044 Venetian Renaissance Art (3 cr.)
ARTH 42046 Baroque Art of the 17th Century (3 cr), which is about the dissemination of ideas born in Italy through the rest of Europe

We definitely support the inclusion of these courses in the Italian minor — they are offered regularly (one each semester). The Italian minor, not to say an eventual major, would bolster the use of the KSU Florence programs and facilities, valuable assets to this institution which too few of our students know of.

Let me know if you need anything further.

Christine Havice
Director
School of Art
Kent State University
PO Box 5190
Kent, OH 44242-001
Office: 330-672-2192
Fax: 330-672-4729

On 2/6/08 4:12 PM, "Gregory Shreve" <gshreve@kent.edu> wrote:

Colleagues from Art and History,

Please find attached a new Italian minor we are proposing to EPC.

Several courses from your academic units have been mentioned as possible electives.

ARTH 42091 Art Experiences in Italy 3
ARTH 42041 Italian Renaissance Art 3
ARTH 42032/ CLAS 41402 Roman Archeology and Art 3
CLAS 41003/HIST 41006 Roman History 3

Although two of these course are already cross-listed with us, I would appreciate a brief note of support for our Italian minor indicating you approve the inclusion of these courses in the minor and whether you will (or would) offer them in the future? An email or short memo would suffice.

Thank you!

Greg Shreve

TILLET, THERESE

From: SHREVE, GREGORY
Sent: Thursday, February 07, 2008 1:02 PM
To: TILLET, THERESE; FRY, HAROLD
Subject: FW: Italian Minor Proposal

From: HEISS, ANN
Sent: Thursday, February 07, 2008 1:00 PM
To: SHREVE, GREGORY
Subject: RE: Italian Minor Proposal

Dear Greg:

The Department of History is pleased to support the proposed Italian minor. The cross-listed history course included as one of the program's possible electives, CLAS 41003/HIS 41006, has traditionally been offered by a faculty member from the Classics group within MCLS rather than someone in history, so I'm afraid we can't speak to its regular inclusion in the course schedule.

Please let me know if you need anything further from us.

Best, Ann

Mary Ann Heiss
Assoc Prof and Interim Chair
Department of History
Kent State University
(330) 672-2882 (phone)
(330) 672-2943 (fax)

2/15/2008

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 22-Oct-07

Curriculum Bulletin _____

Effective Date Fall 2008

Approved by EPC _____

Department Nursing
 College NU - Nursing
 Degree BSN - Bachelor of Science in Nursing
 Program Name **Nursing** Program Code **Nurs**
 Concentration(s) Concentration(s) Code(s)
 Proposal Establish Policy

Description of proposal:

All incoming sophomore students are required to purchase a Personal Digital Assistant (PDA) and required reference textbooks in the PDA format to use in the clinical areas throughout the nursing program. This proposal is being submitted because this is a new requirement of students in the College of Nursing.

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

Current total credit hours: 122-123

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; teacher education licensure):

This proposal will not impact any other program, policy, or procedure. There are no encroachment or duplication issues or other concerns related to this proposal.

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

The nursing faculty, the College of Nursing Advisory Council, the College of Nursing Office of Student Services, the Assistant Dean of Nursing Operations, and Dean of the College of Nursing have been consulted and agree with this proposed change.

REQUIRED ENDORSEMENTS

 Department Chair / School Director / Campus Dean



 College Dean

____/____/____

10/28/07

 Executive Dean of Regional Campuses

____/____/____

 Senior Vice President for Academic Affairs and Provost

____/____/____



INTEROFFICE MEMORANDUM

TO: Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum
Ms. Therese Tillett, Coordinator of Curriculum Services

FROM: Yvonne Smith, Assistant Dean, Nursing Operations

SUBJECT: Policy identifying the required purchase of a Personal Digital Assistant (PDA) by students enrolled in the College of Nursing pre-licensure program.

DATE: October 22, 2007

This transmittal memo is being sent to you, per Academic Programs Curriculum Guidelines 2007-2008, to request the inclusion of the subject line item on the November 19, 2007 agenda of the EPC. This proposal is being submitted because this is a new requirement of students in the College of Nursing. All incoming sophomore students are required to purchase a Personal Digital Assistant (PDA) and required reference textbooks in the PDA format to use in the clinical areas throughout the nursing program. If approved, the policy would be included in the 2008-2009 catalog.

Enclosed with this memo is the Certification of Curriculum Proposal, the Proposal Summary and the edited catalog copy for your review. Please contact me if there remain any questions.

Enclosures (2)

College of Nursing
KENT STATE UNIVERSITY

Proposal Summary

Title: Policy identifying the required purchase of a Personal Digital Assistant (PDA) by students enrolled in the College of Nursing pre-licensure program.

Subject specification: All incoming sophomore students, in the traditional and accelerated option, are required to purchase a Personal Digital Assistant (PDA) and required reference textbooks in the PDA format to use in the clinical areas throughout the nursing program.

Background information: This proposal is being submitted because this is a new requirement of students in the College of Nursing. All incoming sophomore students are required to purchase a PDA and required reference textbooks in the PDA format to use in the clinical areas throughout the nursing program.

Rationale for Action:

In response to the 2006 Institute of Medicine (IOM) Quality Chasm report entitled, *Preventing Medication Errors*, Kent State University College of Nursing implemented a requirement for all students admitted to the nursing sequence to purchase a PDA to promote patient safety and student learning. According to the IOM, "Nurses intercepted 86% of medication errors made by physicians, pharmacists, and others." www.iom.edu/CMS/3809/22526/35939/35943.aspx. The IOM recommends that all healthcare providers use point-of-care reference tools (PDAs) to stay current on the latest drug information. Kent State University College of Nursing students are required to be familiar with all patient medications prior to their administration.

In addition to the strong recommendation of the IOM, results of research within the College of Nursing indicating that a majority of nursing students are multi-modal learners impacted our decision to require PDAs for student learning. As a result of our research findings, faculty have adapted the curriculum in many clinical and multipurpose lab courses to student centered learning to promote increased student success. Use of PDAs for reference in the classroom, multipurpose labs, and clinical areas facilitates immediate student learning when exploring patient case studies, writing nursing care plans, seeking information on disease pathophysiology, and reviewing standards of safe patient care.

Effect on current programs, offerings, students, and staff:

Faculty and students have purchased PDAs with required reference software for use in the classroom, multipurpose labs, and clinical areas. Fundamentals faculty dropped the requirement for a health assessment textbook, nursing skills textbook, lab reference text, medical terminology dictionary, drug handbook, and quick reference disease textbook in an effort to reduce student costs. In place of the above mentioned texts, students are now required to purchase a PDA and required PDA reference software. As mentioned above, requiring student use of a PDA has dramatically changed the format of many clinical and

multipurpose lab courses to more student centered learning. The implementation of this proposal will allow students to use financial aid to purchase the PDA and required textbook packages.

Scope of Action:

All students admitted to the BSN nursing program beginning in the fall of 2007 and continuing into the foreseeable future are affected by the requirement to purchase a PDA with required reference software to promote safe patient care and student learning.

Evidence of need and sustainability:

All nurses licensed to practice in the state of Ohio are required by law to be competent in the administration of medications and to protect the health of the public. In order for student nurses and their faculty to actively protect the public, point-of-care access to up-to-date medication information is essential. Requiring PDAs is a relatively low cost strategy using a teaching and reference tool that can be updated with current information on a daily basis. Students will be able to use their PDAs across the curriculum and throughout their future professional nursing careers.

Alternatives and consequences: If this proposal is not approved, students will not be able to use financial aid funds to purchase the PDA and related textbook packages. The use of PDAs by students will remain a strong recommendation.

Timetable and actions required: The proposed catalog revision would go into effect for the Fall 2008 catalog year.

Elective nursing courses: Special nursing courses will be offered periodically by nursing faculty and may be taken as electives by nursing students. These courses are listed in the Catalog.

Major clinical facilities utilized for students' learning experiences include Cleveland Clinic, University Hospitals, Jennings Hall, Health Hill, MetroHealth Medical Center and University Settlement in Cleveland; Akron General Medical Center, Summa Health System (Akron City and St. Thomas hospitals) and Children's Hospital Medical Center of Akron; Barberton Citizens Hospital; Manor Care of Barberton, Belcher Apartments, Robinson Memorial Hospital and the Kevin Coleman Mental Health Center in Ravenna; Aultman Hospital and Mercy Medical Center in Canton; Park Vista and St. Elizabeth Medical Center in Youngstown; Trumbull Memorial and St. Joseph's hospitals in Warren; Massillon Community Hospital; Hattie Larlham Foundation in Mantua; The Summit County Health Department; The Trumbull County Visiting Nurse Agency; Robinson Memorial Hospital Visiting Nurse and Hospice; Alliance Visiting Nurse Agency; and various other social and health agencies. These facilities are subject to change and availability.

Students are responsible for their own transportation to clinical facilities.

ADMISSION TO PRE-NURSING

New Freshmen

Admission will be considered for those students who have completed a strong academic pattern of courses in high school. In addition to meeting all general university requirements, it is essential that applicants present study in chemistry, biology and mathematics from high school. A minimum high school GPA of 2.70 (on a 4.0 scale) also is required.

An ACT composite score of 22 and 22 in scientific reasoning is the minimum expected to receive favorable consideration.

Transfer Students

In addition to meeting all general university requirements for admission, transfer students should contact the College of Nursing regarding special information and deadlines.

Transfer students will be admitted to the College of Nursing on an individual basis and as space permits in clinical sections.

Students wishing to transfer from another baccalaureate nursing program should consult directly with the College of Nursing at the time of application to the university.

Second-Degree Students

Persons with a non-nursing degree wishing to pursue the study of nursing should consult with the College of Nursing at the time of application to the university. An accelerated program is available for postbaccalaureate students.

Licensed Practical Nurses

L.P.N.s admitted to the nursing sequence enroll in a role transition course and may be eligible for credit-by-examination for selected sophomore-level nursing courses. An appointment should be made for advising through the College of Nursing, Student Services Office, at the time of application.

Sophomore Nursing Sequence

Limitations on available space for sophomore nursing majors necessitate a selective and competitive admission process. The sophomore nursing sequence usually begins in the fall semester of each year. Preference is given to applicants who:

1. Complete BSCI 20020, 20021 and CHEM 10050, 10052 or CHEM 10054, with a minimum of a 2.50 GPA in these sciences.
2. Complete a minimum of 30 semester hours with a 2.50 or higher GPA.
3. Please note that admission into the nursing sequence is competitive. Please consult with the Student Services Office in the College of Nursing for the average GPA of currently entering students.

In February of the freshman year, pre-nursing students apply directly to the College of Nursing for admission to the sophomore nursing sequence. Selection for the sophomore nursing sequence is made by a faculty committee of the College of Nursing beginning in June of each year. Space is limited.

Registered Nurses

Transition nursing courses are available for registered nurses. Many of the required nursing courses are available via distance-learning technology. In addition, credit may be established in selected arts and sciences courses through examination. Non-nursing courses are available throughout the eight-campus network.

Kent's Eight-Campus Network

Check with the individual Regional Campuses for nursing course offerings.

Once accepted into the Sophomore Sequence, all students are required to purchase a Personal Digital Assistant (PDA) and required reference textbooks in PDA format. Specific requirements are available in the College of Nursing Office of Student Services, Room 116, Henderson Hall.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 17-Dec-07 Curriculum Bulletin _____

Effective Date Spring 2008 Approved by EPC _____

Fall 2008 for catalog

Department *CT College of Technology*
 College *CT-Technology RC-Regional Campuses*
 Degree AAB - Associate of Applied Business
 Program Name **Business Management and Related Technologies** Program Code **BMRT**
 Concentration(s) Business Administration Concentration(s) Code(s) **BAD**
 Proposal *Revise Program*
Establish

Description of proposal:

Add new concentration entitled "Business Administration Concentration" to the Business Management and Related Technology program.

Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: *63-67* 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; teacher education licensure):

Will enhance student's transition from BMRT to BBA

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

Applied Business Technology Faculty

College of Technology

College of Business Administration

REQUIRED ENDORSEMENTS

[Signature]
 Department Chair / School Director / Campus Dean

[Signature]
 College Dean

[Signature]
 Executive Dean of Regional Campuses

 Senior Vice President for Academic Affairs and Provost

*2/9/2008**2/9/2008**2/12/08*

____/____/____

Proposal Summary

Title: AAB BMRT Business Administration Concentration

Subject Specification: Converts the current "BBA Option" from a "Specialized Advising Sheet" to a Concentration under AAB - BMRT.

Background Information: The tracking of students using the Specialized Advising Sheet for the "BBA Option" who are in the AAB BMRT program has been disabled in the conversion to the Banner system. This track was used in conjunction with the College of Business to ensure a smooth matriculation for students moving from an Associate's degree through the College of Technology and Regional Campuses to a BBA degree in the College of Business. This proposal makes no changes to the curriculum used in this Specialized Advising Sheet and simply adds this as a Concentration available through AAB BMRT

Alternatives and Consequences: The alternative is to make no changes and continue to advise students using the Specialized Advising Sheet. The consequence of this is that there will be no system data available to track candidates for the BBA program from the BMRT program.

Specific Recommendation and Justification: Add the Business Administration Concentration, 10 credit hours, as a concentration option to the current AAB BMRT program that will include the following courses: ACTT 11001 Managerial Accounting, BMRT 21004 Business Statistics and ECON 22061 Macroeconomics. Students who select this concentration will be advised to take: College of Business upper division electives in place of BMRT 21008 and 21009; ENG 30063 for Business Communication Module; MATH 11010 for Computation/Math Module; and MATH 11012 as General Studies Elective.

This concentration will ease the students' transition from the BMRT to the BBA.

Timetable and Actions Required: BMRT Faculty discussed and approved this recommendation; AAB Faculty supported this recommendation; CCC supported this recommendation; College of Business supported this recommendation and issued a non-encroachment letter; ECP approval required.



Regional Campuses

Interdepartmental Correspondence

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

FROM: Shirley J. Barton, Executive Dean, Regional Campuses *SJB*

DATE: February 12, 2008

SUBJECT: CURRICULAR PROPOSAL

The attached proposal to revise the Associate of Applied Business in Business Management Technology program has been reviewed and approved by the College of Technology and the College of Business.

-Add Concentration entitled Business Administration

Courses to include:

ACTT 11001 Managerial Accounting

BMRT 21004 Business Statistics

ECON 22061 Macroeconomics

Students selecting this concentration will be advised to take:

College of Business upper division electives in place of

BMRT 21008 and 21009

Computer Literacy Module: COMT 11000

Business Communications: ENG 30063

Computations/Math Module: MATH 11010

General Studies Elective: MATH 11012

The new concentration will allow a smooth transition for Business Management associate degree students to the College of Business BBA.

I now request the program revision be placed on the EPC Agenda for February, 2008. Please let me know if additional information is needed for consideration by EPC.

SJB/vmc

Enclosure



College of Technology

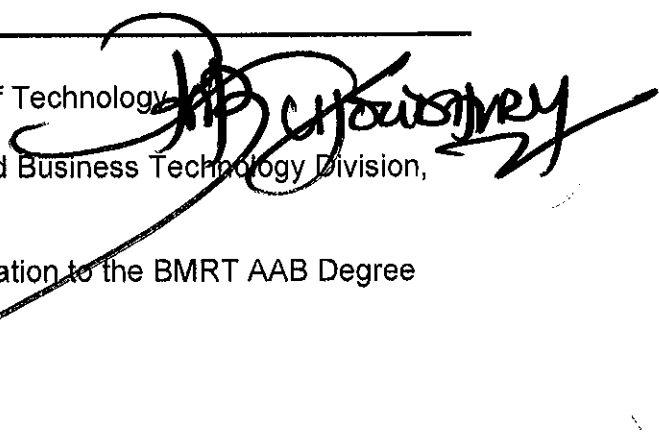
Transmittal Memo

To: Dr. A. (Raj) Chowdhury, Dean, College of Technology

From: Daryl Upole, BMRT Lead Faculty, Applied Business Technology Division,
College of Technology

Subject: Proposal for the Addition of BA Concentration to the BMRT AAB Degree

Date: February 8, 2008



This proposal is to add the BA Concentration to the BMRT AAB Degree.

This proposed addition makes no changes to the current Specialized Advising Sheet for the "BBA Option". This addition incorporates current practice into the BMRT Program Requirements Sheet.

The following bodies have approved this or will be reviewing it:

BMRT	has approved
ABT	has approved
College of Business	supports
CCC	has approved

Regional Campuses

The Associate of Arts and Associate of Science degrees include both required courses and electives. The required courses are to be selected from the university's LER list (see Pages 85-87 for these courses). Electives should be chosen in the students' area of interest. Students planning to pursue a bachelor's degree should select electives to meet the requirements of the degree they are pursuing.

These degrees are offered at each of the seven Regional Campuses.

Associate of Arts in Justice Studies

Specialized advising sheets are available at selected campuses for the Associate of Arts in Justice Studies.

Associate of Arts/Science Kent Stark/Stark State

Specialized advising sheets are available at the Stark Campus for Associate of Arts and Associate of Science degrees which combine certain courses from Stark State with Kent courses.

A.A.B in Accounting Technology

The Associate of Applied Business in Accounting Technology provides students with a broad range of practical accounting and communication skills and teamwork experience. These combined skills prepare students for immediate entry into the accounting technology field in numerous environments including manufacturing, retail, service and governmental organizations. Requirements articulate with the Accounting Technology 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, East Liverpool, Trumbull and Tuscarawas campuses. Most of the courses for this major are available at the Geauga and Salem campuses.

I. TECHNICAL COURSES	29-30
ACTT 11000 Accounting I—Financial	4
11001 Accounting II—Managerial	4
20012 Accounting Software Applications	3
21000 Accounting III—Financial	3
21003 Fundamentals of Tax Preparation	3
21063 Introduction to Cost Accounting	3
BMRT 11000 Introduction to Business	3
Technical electives*	6-7

II. RELATED COURSES	15
BMRT 21000 Business Law and Ethics I	3
COMT 11000 Introduction to Computer Systems	3
ECON 22060 Principles of Microeconomics	3
22061 Principles of Macroeconomics	3
Choose from the following:	3
ENG 20002 Introduction to Technical Writing (3)	
ITAP 26638 Business Communications (3)	
III. GENERAL STUDIES COURSES	17
COMM 15000 Introduction to Human Communication	3
ENG 11011 College Writing I	3
21011 College Writing II	3
MATH 11011 College Algebra	4
US 10097 First Year Colloquium	1
General studies electives	3
Choose from the LER list on Pages 85-87, in consultation with an academic advisor.	
TOTAL	61-62

*Students desiring to maximize credit application to a B.B.A. degree may substitute MATH 11012 or 10041 for their technical electives.

A.A.B. in Business Management Technology

The Associate of Applied Business in Business Management Technology provides students with a core consisting of written and oral communication skills, management skills, accounting, marketing, e-commerce, economics and liberal arts courses. In addition, the program offers technical options that allow students to specialize in marketing/sales, entrepreneurship/small business, manufacturing management and general business management. In some cases, students may have the opportunity to participate in internships, which help to link theory with hands-on practice. Requirements articulate fully or in part with the Business Management, Entrepreneurship and Manufacturing Management certificates; 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, East Liverpool, Salem, Trumbull and Tuscarawas campuses. Most of the courses in this major are available at the Geauga Campus and the Kent Campus through the College of Technology.

I. TECHNICAL COURSES	28
ACTT 11000 Accounting I: Financial	4
BMRT 11000 Introduction to Business	3
11009 Introduction to Management Technology	3

Regional Campuses

	21006 Human Resources Management	3
	21008 Case Studies in Management Technology	3
	21009 Seminar in Management Technology	3
	21011 Fundamentals of Financial Management	3
	21050 Fundamentals of Marketing Technology	3
	21052 Professional Selling Techniques	3
II.	RELATED COURSES	12
	BMRT 21000 Business Law and Ethics I	3
	ECON 22060 Principles of Microeconomics	3
	Computer Literacy Module	
	Choose from the following:	3
	COMT 11000 Introduction to Computer Systems (3)	
	21010 Workgroup Productivity Software (3)	
	ITAP 16620 Word Processing I (3)	
	16639 Database Applications (3)	
	Business Communications Module	
	Choose from the following:	3
	ENG 20002 Introduction to Technical Writing (3)	
	30063 Business and Professional Writing (3)	
	ITAP 26638 Business Communications (3)	
III.	GENERAL STUDIES COURSES	16-17
	COMM 15000 Introduction to Human Communication	3
	ENG 11011 College Writing I	3
	21011 College Writing II	3
	US 10097 First Year Colloquium	1
	LER course	3
	Computation/Mathematics Module	
	Choose from the following:	3-4
	BMRT* 11006 Business Computations (3)	
	MATH 11011 College Algebra (4)	
IV.	SELECT ONE TECHNICAL CONCENTRATION (see below):	7-11
	In consultation with advisor.	

Information Technology Concentration

ITAP 16620	Word Processing I	3
16625	Business Presentations	2
16639	Database Applications	3
26611	Spreadsheet Applications	3
		11

Marketing/Sales Concentration

BMRT 21051	Fundamentals of Retailing	3
21053	Advertising in Business	3
	Choose from the following:	1-3
BMRT 21055	Retail Merchandising (3)	
21056	Principles of Visual Display (3)	
21092	Internship in Management Technology (1-3)	

7-9

A.A.B. in Computer Technology

The Associate of Applied Business in Computer Technology provides students with a core consisting of programming, operating systems and networks, Web site development and workgroup productivity technologies. Students may choose from concentrations in specific areas including networking, applications development and Internet/multimedia technologies. These studies and begin to

general concentration that prepares students for positions in small- and medium-sized organizations that require computer

MATH 11010 Algebra for Calculus (3)

63-67

TOTAL 63-68

Course not applicable to the B.B.A.

Computer Applications Concentration

COMT 11006	Introduction to Web Site Technology	3
12000	Personal Productivity Software	3
21010	Workgroup Productivity Software	3
		9

◆Developmental Prescription Courses may NOT be used as General Studies Electives

General Business Management Concentration

Concentration includes Entrepreneurship and Manufacturing.

Before enrolling or applying credit, obtain approval of full-time business management faculty.

7-9

Business Administration Concentration

ACTT 11000	Managerial Accounting	4
BMRT 21004	Introduction to Business Statistics	3
ECON 22061	Macroeconomics	3

NOTES:

*Students selecting the Business Administration Concentration must: Take College of Business upper division electives in place of BMRT 21008 and 21009; take ENG 30063 for Business Communication Module; take MATH 11010 for Computation/Math Module; take MATH 11012 as the General Studies Elective; take COMT 11000 for the Computer Literacy Module.

Remove "*" Course not applicable to the B.B.A."

COMT 11002	Visual Basic Programming	3
11005	Introduction to Operating Systems and Networking Technology	3
11006	Introduction to Web Site Technology	3
11009	Computer Assembly and Configuration	4

Program Requirement Sheet
 Associate of Applied Business Degree
BUSINESS MANAGEMENT TECHNOLOGY
 2008-2009

Student Name: _____
 Campus: _____

DEVELOPMENTAL PRESCRIPTION COURSES

Determined by Basic Skills Assessment (Check Required Courses)

Course Number	Title	Sem./Yr. Complete	Credit Hours
ENG 11001	Intro. to College Writing S (3)	6	
ENG 11002	College Writing I - Stretch (3)	1	
MATH 10031	Fundamentals of Math I	1	
MATH 10032	Fundamentals of Math II	1	
MATH 10033	Fundamentals of Math III	1	
MATH 10034	Fundamentals of Math IV	1	
US 10003	Reading Strategies for College Success	3	
US 10006	Study Strategies for College Success	3	

TECHNICAL COURSES

Course Number	Title	Sem./Yr. Completed	Grd (0-4)	Qty. Point	Credit Hours
ACCT 11000	Accounting I - Financial				4
BMRT 11000	Introduction to Business				3
BMRT 11009	Introduction to Management Technology				3
BMRT 21006	Human Resources Management				3
BMRT 21008*	Case Studies in Management Tech.				3
BMRT 21009*	Seminar in Management Technology				3
BMRT 21011	Fundamentals of Financial Management				3
BMRT 21050	Fundamentals of Marketing Technology				3
BMRT 21052	Professional Selling Techniques				3

Technical Concentration (select one in consultation with advisor):

☐ **Computer Application Concentration**

COMT 11006	Introduction to Web Site Tech. (3)				
COMT 12000	Personal Productivity Software (3)				
COMT 21010	Workgroup Productivity SW (3)				

☐ **Information Technology Concentration**

ITAP 16620	Word Processing I (3)				
ITAP 16625	Business Presentations (2)				
ITAP 16639	Database Applications (3)				
ITAP 26611	Spreadsheet Applications (3)				

☐ **Marketing/Sales Concentration**

BMRT 21051	Fundamentals of Retailing (3)				
BMRT 21053	Advertising in Business (3)				

Select one

BMRT 21055	Retail Merchandising (3)				
BMRT 21056	Principles of Visual Display (3)				
BMRT 21092	Internship in Mgmt. Tech. (1-3)				

☐ **General Business Mgmt/Mfg Entrepreneurship Concentration (minimum 7 hours)**

Signature of full-time Bus. Mgmt. Faculty (prior to enrollment)

☐ **Business Administration Concentration***

ACCT 11001	Managerial Accounting (4)				
BMRT 21004	Business Statistics (3)				
ECON 22001	Macroeconomics (3)				

Total Technical Course Hours

35-39

Introduction to Accounting II: Managerial

RELATED COURSES

Dept.	Course Number	Title	Credit Hours	Sem./Yr. Completed
BMRT	21000	Business Law and Ethics I	3	
ECON	22060	Principles of Microeconomics	3	
		Computer Literacy Module - select one course	3	
	COMT 11000*	Introduction to Comp. Syst. (3)		
	COMT 12000	Personal Productivity SW (3)		
	COMT 21010	Workgroup Productivity SW (3)		
ITAP	16620	Word Processing I (3)		
ITAP	16639	Database Applications (3)		
		Business Communications Module - select one course	3	
	ENG 20002	Introduction to Tech Writing (3)		
	ENG 30063*	Business & Prof. Writing (3)		
ITAP	26638	Business Communications (3)		

Total Related Course Hours

12

GENERAL STUDIES COURSES

COMM 15000	Introduction to Human Communication	3	
ENG 11011	College Writing I	3	
ENG 21011	College Writing II	3	
US 10097	First Year Colloquium	1	
	Computations/Mathematics Module - select one course	3	
	MATH 11010*	Algebra for Calculus (3)	
BMRT	11006**	Business Computations (3)	

General Studies Elective**

Select three credit hours from the Liberal Education Requirements

Total General Studies Course Hours

16-17

TOTAL REQUIREMENTS

63-67

Student Signature

Date

Advisor Signature

Date


Notes

Core GPA = Technical Quality Points / Technical Credit Hours
 *Students selecting the Business Administration Concentration must:
 Take College of Business upper division electives in place of BMRT 21008 and 21009; take
 COMT 11000 for Computer Literacy Module; take ENG 30063 for Business Communication
 Module; take MATH 11010 for Computation/Math Module; take MATH 11012 as the
 General Studies Elective.

**BMRT 11006 will not transfer to BBA
 †Developmental Prescription Courses may NOT be used as General Studies Electives.
 Issued by the office of the Executive Dean for Regional Campus



Interdepartmental Correspondence
Department of Management & Information Systems

TO: Daryl Upole, *Instructor-BMRT*, KSU Ashtabula
FROM: O. Felix Offodile 
DATE: January 17, 2008
SUBJECT: BMRT Business Administration Concentration

This is to advise you that the M&IS Department has reviewed your proposed Business Administration Concentration that would convert the current "BBA Option" from "Specialized Advising Sheet" to a concentration under AAB-BMRT. It is our understanding that this proposal will enhance a student's transition from BMRT to BBA without changing the programs total credit hours. Further, the move to a concentration is inevitable since the existing tracking system has been disabled in the conversion to the Banner System.

In view of the reasons mentioned earlier, especially enhancement of student transition from BMRT to BBA, we support your proposal to create a concentration titled "BBA Management Option".

If we can be of further assistance please do not hesitate to let me know.

cc. Elizabeth Sinclair-Colando, *Assistant Dean*, College of Business Administration



OFFICE OF THE PROVOST

TO: Educational Policies Council

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

SUBJECT: Agenda for Monday, March 31, 2008
Kent Student Center, Ballroom Balcony, 3rd Floor
3:20 p.m.

DATE: March 24, 2008

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, March 28, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of February 25, 2008.
Attachment 1

University Requirements and Curriculum Committee

- ~~2. Establishment of Writing Intensive Course status for HORT 36025 Professional Practice in Horticulture.
Effective Fall 2009 *Dean Donald R. Williams*
Attachment 2~~
3. Revision and Liberal Education Requirements status confirmation of CS 10051 Introduction to Computer Science. New prerequisite: MATH 11009 or 11010; or ACT Math minimum 23 and COMPASS minimum 55; or SAT Math minimum 540 and COMPASS minimum 55.
Effective Fall 2008 *Dean Donald R. Williams*
Attachment 3
4. Inactivation of the following with Writing-Intensive Course status: HIST 43697 Colloquium in Tudor and Stuart England and HIST 48997 Colloquium on the Immigrant in American History.
Effective Fall 2009 *Dean Donald R. Williams*
Attachment 4
5. Inactivation of the following with Liberal Education Requirements status: MATH 11011 College Algebra and MATH 12001 Algebra and Trigonometry.
Effective Fall 2009 *Dean Donald R. Williams*
Attachment 5 | Additional Materials

ACTION ITEMS *continued***College of Arts and Sciences**

6. Revision of the Foreign Language Requirement in response to increased credit changes to Japanese and Russian courses. The requirement for the Bachelor of Arts [BA] degree programs changes from 14 to 14-15 credit hours. The requirement for the Bachelor of Science [BS] degree programs changes from 8 to 8-10 credit hours.

Effective Fall 2009**Dean Jerry D. Feezel**

Attachment 6

Department of Mathematical Sciences

7. Establishment of an Actuarial Mathematics [AMAT] concentration in the Mathematics [MATH] major within the Bachelor of Science [BS] degree program. Total credit hours to program completion are 121.

Effective Fall 2009**Dean Jerry D. Feezel**

Attachment 7: Proposal | Catalog Copy and Requirement Sheet | Feasibility Study | Correspondence

College and Graduate School of Education, Health and Human Services

8. Establishment of a requirement for undergraduate student teaching and any culminating internship that require students to be placed within a school or agency setting. Students must complete Bureau of Criminal Investigation and Identification (BCII) and FBI background checks and submit the results to authorized personnel at their assigned school/agency before the first day of the semester. [Proposal for same requirement for graduate student teaching courses will be presented at next meeting.]

Effective Fall 2008**Dean Donald L. Bubenzer**

Attachment 8

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

1. Revision of the Russian [RUSS] major within the Bachelor of Arts [BA] degree program, Russian Translation [RUTR] major within the Bachelor of Science [BS] degree program, Russian [RUSS] minor and Russian Studies [RUST] minor. Revision is adding to the prerequisites new courses RUSS 12211, 12212, 22211 and/or 22212. Total credit hours to program completion are unchanged for all.

Effective Fall 2009

COURSE CHANGES*Key for course changes:*

a Title Abbreviation	d Diversity	H Credit Hours	New New	s Schedule (activity)
C Cross-List/Slash	E Credit-by-Exam	Inact Inactivate	P Prerequisite	T Title
c Course Content	Fee Fee	L LER	R Repeatable	W Writing Intensive
D Description	G Grade Rule	N Number	S Subject	

Special Course Fee Changes Effective Fall 2008

PEP 25026 Overview of Outdoor Pursuits and Adventure Education . \$75.00/semester Fee

Course Changes Effective Fall 2008

CS 10051 Introduction to Computer Science (4) P
 ECON 22060 Principles of Microeconomics (3) P
 ENG 20002 Introduction to Technical Writing (3) P
 PEP 25026 Overview of Outdoor Pursuits and Adventure Education (3) PD

Course Changes Effective Spring 2009

CS 10061 Introduction to Computer Programming (3) P
 CS 23022 Discrete Structures for Computer Science (3) P

Course Changes Effective Fall 2009

~~BSCI 26002 Ecological Principles of Pest Management (3) P~~
 HIST 41028 Hanoverian England (3) Inact
 HIST 41031 Modern British Intellectual History (3) Inact
 HIST 41072 American Military History, 1775-1900 (3) Inact
 HIST 41073 American Military History, 1900-Present (3) Inact
 HIST 41114 Economic History of East Asia in Modern Times (3) Inact
 HIST 42567 Race Relations (3) Inact
 HIST 48997 Colloquium on the Immigrant in American History (3) Inact
 HIST 43697 Colloquium in Tudor and Stuart England (3) Inact
 HIST 51028 Hanoverian England (3) Inact
 HIST 51031 Modern British Intellectual History (3) Inact
 HIST 51072 American Military History, 1775-1900 (3) Inact
 HIST 51073 American Military History, 1900-Present (3) Inact
 HIST 51114 Economic History of East Asia in Modern Times (3) Inact
 HIST 52567 Race Relations (3) Inact
 HIST 58997 Colloquium on the Immigrant in American History (3) Inact
 HIST 53697 Colloquium in Tudor and Stuart England (3) Inact
 HIST 71028 Hanoverian England (3) Inact
 HIST 71031 Modern British Intellectual History (3) Inact

Course Changes Effective Fall 2009 *continued*

HIST	71072	American Military History, 1775-1900 (3).....	Inact
HIST	71073	American Military History, 1900-Present (3)	Inact
HIST	71114	Economic History of East Asia in Modern Times (3)	Inact
HIST	72567	Race Relations (3)	Inact
HIST	78997	Colloquium on the Immigrant in American History (3)	Inact
HIST	73697	Colloquium in Tudor and Stuart England (3)	Inact
HORT	26001	Occupational Regulations and Safety (2)	PD
HORT	26010	Arboriculture (3)	PD
HORT	26030	Turf Grass Management (3)	PD
JAPN	15101	Elementary Japanese I (4) to: (5)	HE
JAPN	15102	Elementary Japanese II (4) to: (5)	HE
JAPN	25201	Intermediate Japanese I (3) to: (5).....	HE
JAPN	25202	Intermediate Japanese II (3) to: (5).....	HE
JAPN	35101	Advanced Intermediate Japanese I (4) to: (5)	HE
JAPN	35102	Advanced Intermediate Japanese II (4) to: (5)	H
JAPN	45201	Advanced Japanese I (5)	New
JAPN	45202	Advanced Japanese II (5)	New
JAPN	45301	Business Japanese (3)	New
JAPN	45421	Japanese Culture (3).....	New
JAPN	45591	Variable Topic Seminar in Japanese (3).....	New
JAPN	55301	Business Japanese (3)	New
MATH	10004	Developmental Mathematics (4)	Inact
MATH	10005	Introduction to College Mathematics (3)	Inact
MATH	11011	College Algebra (4)	Inact
MATH	12001	Algebra and Trigonometry (4)	Inact
RUSS	12201	Elementary Russian I (4)	P
RUSS	12202	Elementary Russian II (4)	P
RUSS	12211	Elementary Russian I Recitation (1)	New
RUSS	12212	Elementary Russian II Recitation (1)	New
RUSS	22201	Intermediate Russian I (3) to: (4)	HP
RUSS	22202	Intermediate Russian II (3) to: (4)	HP
RUSS	22211	Intermediate Russian I Recitation (1).....	New
RUSS	22212	Intermediate Russian II Recitation (1).....	New



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 31, 2008
Kent Student Center, Ballroom Balcony, 3rd Floor
3:20 p.m.

DATE: March 27, 2008

The following is an addendum to the original March 24, 2008, agenda:

INFORMATION ITEM

1. Proposal to reinstitute a Graduate Council to serve as a university-wide advisory committee charged with addressing curriculum, program policy and graduate planning, development and approval.
Attachment 9



EDUCATIONAL POLICIES COUNCIL
Minutes of the Meeting
Monday, February 25, 2008

Ex-Officio Members present: Executive Dean Shirley J. Barton; Deans Donald L. Bubenzer, Timothy J. Chandler, Aminur R. (Raj) Chowdhury, Laura Cox Dzurec, Gary M. Padak, Denise A. Seachrist, George E. Stevens, Mark W. Weber, Donald R. Williams; dean representatives Diedre L. Badejo for Jerry D. Feezel, LuEtt J. Hanson for James L. Gaudino

Ex-Officio Members not present: Senior Vice President and Provost Robert G. Frank; Vice President John L. West; Vice Provost Steve O. Michael; Deans James E. Dalton, Evelyn S. Goldsmith

Faculty Senate-Appointed Representatives present: Cheryl A. Casper, Donald (Mack) Hassler, Thomas Janson, Erica B. Lilly, John A. Marino, Mandy J. Munro-Stasiuk, James A. Tyner, Robin S. Vande Zande

Faculty Senate-Appointed Representatives not present: Barbara J. Hipsman-Springer, Sanda S. Katila, Françoise Massardier-Kenney, Susan J. Roxburgh, Vilma Seeberg, Roberto Uribe-Rendon

College Curriculum Committee Representatives present: Margaret (Peggy) Doheny, David A. Dumpe, Bruce J. Gunning, Alexa L. Sandmann, Linda L. Williams, Stephen M. Zapytowski

College Curriculum Committee Representatives not present: Kathryn E. Strand

Observers present: Kali Price, Thomas P. Wakefield

Consultants and Guests present: Stephane E. Booth, Lisa N.H. Delaney, Louise M. Ditchey, Nancy E. Mitchell, Gayle L. Ormiston, Carol A. Sedlak, Gregory M. Shreve, Therese E. Tillett

Associate Provost Gayle L. Ormiston called to order the Educational Policies Council at 3:20 p.m., on Monday, February 25, 2008, in Room 204 of the Kent Student Center.

Action Item 1: Approval of minutes of January 28, 2008.

Dean Donald R. Williams moved for approval, and Senator Erica B. Lilly seconded. There were no corrections or comments. The minutes were approved as submitted.

Action Item 2: Establishment of a dual degree MA/MBA program [DMAA]. Students will earn a Master of Arts [MA] in Translation [TRNS] and a Master of Business Administration [MBA]. Total credit hours to program completion are 70-73.

Associate Dean Diedre L. Badejo described the dual degree program as unique, not only to Ohio but to the country; a program that addresses the professional needs of the future. She moved for approval of the program, which was seconded by Dean Aminur R. (Raj) Chowdhury.

Gregory M. Shreve, chair of the Department of Modern and Classical Language Studies, explained that, 30 years ago, the language sector was a cottage industry. Since then, it has become a multi-million dollar business with a group of corporations providing management skills in addition to language.

One EPC member inquired about the program's total credits, believing 70 to be on the high side when most master's-level programs are 32 credits. Chair Shreve responded that the MA in Translation is 36 credits and the MBA is 50, so the two colleges found 70 as an acceptable number for the dual degree program. Another member praised the proposal, stating there is a strong demand for these students; with few institutions to offer such a program, the university should capitalize on it. He also urged the program directors to reach out to Regional Campuses. The item passed unanimously.

Action Item 3: Establishment of an Italian [ITAL] minor. Total credit hours to program completion are 18.

Associate Dean Badejo said the new minor addresses the needs of other colleges and programs, including Architecture and Fashion Design and Merchandising, and will help boost enrollment in the Florence, Italy, program. Her motion for approval was seconded by Professor Stephen M. Zapytowski. The item was brought to a vote and passed unanimously.

Action Item 4: Establishment of a policy to require sophomore students to purchase a Personal Digital Assistant (PDA) and required reference textbooks in the PDA format.

Dean Laura Cox Dzurec said, typically, text books are three years out of date when published. Nursing students need current information and need it in a format that can be carried easily. With the approval of the policy and its inclusion in the Undergraduate Catalog, the college is counting on financial aid to support the students' costs. She moved for the item's approval, seconded by Dean Chowdhury.

There followed a discussion on the use of the word "policy" to describe this proposal, instead of "requirement." Faculty Senate Chair Cheryl A. Casper requested an amendment to the proposal, changing its description to requirement. In addition, Senator Thomas Janson requested an amendment to the statement for the catalog to include the phrase "or similar appropriate device" so that when technology advances and PDAs are no longer the primary equipment used, the statement will not have to change. The motion and amendments went to a vote and passed unanimously.

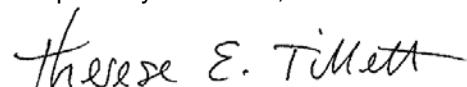
Action Item 5: Establishment of a Business Administration [BAD] concentration in the Business Management Technology [BMRT] major within the Associate of Applied Business [AAB] degree program. Total credit hours to program completion are 63-67.

Executive Dean Shirley J. Barton detailed the proposal as a formalized program that arose out of an articulation agreement with the College of Business Administration. She then moved the item for approval, and Dean George E. Stevens seconded.

Senator John A. Marino further explained that the articulation agreement has been in place for 10 years, with Business Administration accepting many BMRT courses. With an official concentration in place, the program now will be clearer on students' program requirement sheets. An EPC member asked which college curriculum committee approved the proposal; the answer was the College of Technology. There was a short discussion on the prefix BAD, with final clarification that the code was for the concentration attached to the BMRT major, and not for courses in the BMRT program. The item passed unanimously.

Hearing no requests for discussion or to elevate a lesser item, Associate Provost Ormiston adjourned the meeting at 3:40 p.m.


Respectfully submitted,



Therese E. Tillett
Director of Curriculum Services
Office of Academic Affairs

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost
From: Don Williams, Interim Dean; Co-chair, URCC 
Subject: Course Proposal for EPC Action
Date: March 20, 2008

The University Requirements Curriculum Committee has approved the following course for Writing-Intensive Course status, effective Fall 2009:

HORT 36025, Professional Practice in Horticulture, 3 cr. hrs.

This course will provide the WIC for students pursuing the Bachelor of Applied Horticulture degree.

Relevant cover memos, CCP, BDS, WIC information form, sample syllabus, and catalog changes are attached.

Cc: Therese Tillett, Curriculum Services
Kristen Figg, Salem Campus
URCC



MAR 18 2008

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Dr. Don Williams, Chair, URCC

From: Diedre Badejo, Associate Dean of Curriculum
 College of Arts and Sciences

Date: March 17, 2008

Subject: WIC/LER Status Requests for URCC Consideration

The following curricular changes were approved at the February 7 and March 13, 2008 meetings of the College of Arts and Sciences Curriculum Committee:

A. DEPARTMENT OF BIOLOGICAL SCIENCES

1. Establish Course – HORT 36025, Professional Practice in Horticulture [03-03] WIC RC

Abbreviation:	Prof Practice in Horticulture
Credit Hours:	03-03
Prerequisites:	HORT 26001, 26016 and 26018
Description:	Investigation into owning and operating a green industry company including customer relations, wholesale and retail marketing, project bidding, potential profit and loss margins, communication requirements, and overall services to public and private clientele.
Schedule Type:	Lec-Lecture
Grade Rule:	B-Letter
Credit by Exam:	N-Not approved
Writing-Intensive:	Status

B. DEPARTMENT OF COMPUTER SCIENCE

1. Revise Course – CS 10051, Intro to Computer Science [04-04] LER

Prerequisites:	MATH 11009 or 11010 or ACT Math Minimum 23 and COMPASS Minimum 55 or SAT Math Minimum 540 and COMPASS Minimum 55
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C. DEPARTMENT OF HISTORY

1. Inactivate Course – HIST 43697, Coll in Tudor and Stuart England [03-03] WIC RAGS
2. Inactivate Course – HIST 48997, Coll on the Immigrant in American History [03-03] WIC RAGS

D. DEPARTMENT OF MATHEMATICAL SCIENCES

1. Inactivate MATH 11011, College Algebra [04] LER
2. Inactivate MATH 12001, Algebra and Trigonometry [04] LER

TO: Diedre Badejo
Associate Dean for Curriculum
College of Arts and Sciences

FROM: Bob Carlson
Undergraduate Coordinator
Biological Sciences

SUBJECT: Revisions to the Horticulture Technology Program

DATE: March 5, 2008

The purpose of this memo is to request approval for a new Bachelor of Applied Horticulture degree. This degree will be housed at the Salem Campus and administered by Regional Campuses, with its academic home in the Department of Biological Sciences and the College of Arts and Sciences. This 2+2 degree will allow students who have completed the Associate of Applied Science in Horticulture Technology to complete a program of study that will prepare them for owning and/or managing a private or public green industry business. The curriculum builds directly upon the two-year degree, offering advanced study that will strengthen each of the three existing concentrations (urban forestry, turfgrass management, and landscape design), as well as developing professional skills and creating a broader scientific and cultural context for understanding the field of horticulture.

Specific requests include:

Request for a new Degree program, Bachelor of Applied Horticulture

Course Revisions:

HORT 26047 Landscape Design II
HORT 26014 Plant Propagation and Greenhouse Management

Establish New Courses:

HORT 36018 Landscape Construction II
/// HORT 36025 Professional Practice in Horticulture
HORT 36034 Sports Turf Management
HORT 36092 Internship-Field Study
HORT 46014 Garden Center and Nursery Production Management
HORT 46092 Practicum in Horticulture
HORT 40196 Individual Investigation

/// Writing Intensive Designation:

/// Approve HORT 36025, Professional Practice in Horticulture, as a Writing Intensive course.

BSC1 (HORT) 11

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **27-Dec-07**

Curriculum Bulletin _____

Effective Date **Fall 2009**

Approved by EPC _____

Department **Biological Sciences**
 College **RC - Regional Campuses**
 Proposal **Establish Course**
 Course Subject **HORT** Course Number **36025**
 Course Title **Professional Practice in Horticulture**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input checked="" type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input checked="" type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

None

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

HORT & BSCI

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

1 / 11 / 08

College Dean

3 / 17 / 08

Executive Dean of Regional Campuses

1 / 1 /

Senior Vice President for Academic Affairs and Provost

1 / 1 /

BSCI (Hort) 53

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **27-Dec-07** Requested Effective Term **Fall 2009**
 Course Subject **HORT** Course Number **36025**
 Course Title **Professional Practice in Horticulture**
 Title Abbreviation **Prof Practice In Horticulture**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours _____ to ☐ or Maximum Hours _____
☐ Other Minimum Hours _____ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none WIC - Writing-Intensive Course**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **HORT 26001, 26016 and 26018**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) _____

Corequisite(s) _____

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description **Investigation into owning and operating a green industry company including customer relations, wholesale and retail marketing, project bidding, potential profit and loss margins, communication requirements, and overall services to public and private clientele.**

Complete the following only if applicable:

Previous Title _____

Previous Subject _____

Previous Number _____

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact
Hours

Outline

Subject Areas:

5.00

Professional Practice in Horticulture and the client

- a.) Review of assorted green industry activities
- b.) History of the early industry and what growth areas have shaped today's markets
- c.) Research into the occupational diversity of the green industry

5.00

Today's landscape industry

- a.) Location of business
- b.) Traditional niches
- c.) General advertising
- d.) Personnel management
- e.) Client management

5.00

Working in the public or private sector

- a.) Scope of work
- b.) Degree of technical expertise

10.00

Marketing your expertise

- a.) Niche areas of interest
- b.) Special attributes your firm has to offer
- c.) Providing a full complement of services effectively

10.00

The professional practice and facilities

- a.) Base of operations
- b.) Equipment requirements
- c.) Staffing and personnel needs
- d.) Geographic connections to markets

10.00

Landscape estimating

- a.) Estimating methods of various goods and services
- b.) Writing an estimate summary
- c.) Proposal bid submissions
- d.) Instruction to bidders and bid notice documents

45

Total Contact Hours

Textbook(s) Used in this Course

Landscape Estimating Methods

By: Sylvia H. Fee ISBN # 978-0-87629-013-2

B21 (Hort) 55

Writing Expectations

Research report, persuasive argument, professional documents

Instructor(s) Expected To Teach

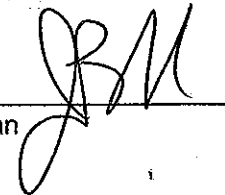
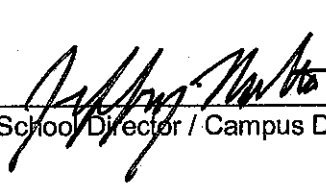
Stan Jones/Mary Jo Kidd (team taught)

Instructor(s) Contributing to Content

Stan Jones/Mary Jo Kidd

REQUIRED ENDORSEMENT

Department Chair / School Director / Campus Dean



1 / 11 / 08

BSCI (Hort) 56

Transmittal Memo

This memo requests the approval of the proposed course HORT 36025 Professional Practice in Horticulture as the Writing Intensive Course for the new Bachelor of Applied Horticulture degree, which, if approved, will be housed at the Salem Campus. This 2+2 degree is currently under consideration in the Department of Biological Sciences, and will need to be approved by both the Executive Dean of Regional Campuses and the Dean of the College of Arts and Sciences.

Proposal Summary

Title: Establish HORT 36025, Professional Practice in Horticulture, as the Writing Intensive Course for the Bachelor of Applied Horticulture (HORT) degree.

Background Information:

Since 1990, the Salem Campus has offered the Associate of Applied Science in Horticulture Technology, a two-year program that has its academic home in Biological Sciences and is conferred by the Regional Campus system. In response to changes in the employment market and requests from students, the Salem Campus began in Spring 2007 to develop a 2+2 degree that would allow students completing the associate degree to continue for a bachelor's degree with a strong professional emphasis. The Program Development Plan (PDP) was approved by the Ohio Board of Regents in Summer 2007, and the curriculum was subsequently developed in consultation with members of the Advisory Board, the Horticulture faculty, and the Department of Biological Sciences. The course entitled Professional Practice in Horticulture was chosen to fulfill the WIC requirement since it brings together both the research writing involve in establishing a new business and the kinds of ongoing writing tasks that are typical of professionals working in the green industry.

We anticipate that this course will be taught only by a full-time instructor who has had experience running a horticulture business, ideally in a team-teaching arrangement with the writing instructor currently offering the Introduction to Technical Writing required for the associate degree. This combination, we believe, will offer a strong combination of well-integrated content and communication skills.

Timetable and Actions Required

Approval by the FAC of the Department of Biological Sciences
 Approval by the Undergraduate Council of the College of Arts and Sciences
 Approval by the University Requirements Curricular Committee (URCC)
 Approval by the University's Educational Policies Committee
 Implementation for Fall 2009

BSCI (HORT) 57

WRITING-INTENSIVE COURSE (WIC) INFORMATION FORM

Revised 2007

Please consult the WIC Guidelines as you respond to each item on this form.

Course Subject and Number: HORT 36025 **Credit Hours:** 3 **Effective Term:** 2009

Course Title: Professional Practice in Horticulture

☒ **New Proposal** ☐ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and 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)

Students will write letters and other professional documents as typically required in running a private practice office within the green industry. They will also do documented research on a potential business venture and write a persuasive essay arguing for its viability.

Portfolio of Letters (3-4 types)

Contract (including bidding document and work orders)

Persuasive Argument (about 4 pages)

Research Project (drafts and 5-7 page finished paper with documentation)

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)

Writing will make extensive use of terminology and formats typical within the green industry, from first point of contact with customers to the completion of the job. These include analysis of existing businesses and potential opportunities, solicitation of new customers, presentation of proposals and bids, formulation of contracts, and communication of work orders. Writing assignments will constitute applications of the ideas and knowledge being covered in readings, discussions, and classroom exercises as listed in syllabus.

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)

Instruction will include discussion of textbook examples and instructor presentations on the principles of communication for each type of writing. Students will examine multiple examples, and will receive feedback on drafts from peers and instructor.

4. Which writing assignment(s) provide an opportunity for *revision prior to grading*? (Guidelines: Item 4)

Students will be offered constructive critiques for all four major projects prior to final submissions of work. In addition to being able to respond to written comments, students will have an opportunity to meet individually with the instructor to discuss the contract and the research project prior to receiving a grade for the work.

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)

- a.) Classroom critiques with other students during class.
- b.) Comparison with additional written examples of related work with similar outcomes by students and others.
- c.) Instructor checklist showing completed stages of each assignment.
- d.) Individualized instructor critiques (written and conferencing) including suggestions for possible other options and ideas.

6. What *elements of writing* are included in the *assessment* of the student's writing performance? (Guidelines: Item 5)

- a.) Direct and proper usage of landscape-related terminology.
- b.) Clear logic identifying relationships between steps of project and intended outcomes
- c.) Accurate and thorough presentation of factual written data, including straightforward and meaningful information about responsibilities of participants and how projects will be managed.
- d.) Use of standardized formats for letters and other written documents, including Contracts, Estimate Summaries, General Landscape Bids, and an Instruction to Bidders Notice.

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? *hy* should an exception be approved for this course? (Guidelines: Item 5)

Each major writing assignment will constitute 25% of the computed grade for the course, with a possibility of a 10% adjustment for class participation. Within this 90% of the final grade that is based on writing assignments, at least 65% will be focused directly on the elements of writing identified above, with the rest constituting a direct evaluation of course content.

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)

Class size, 8-12 maximum students.

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?

Future instructors will be provided with copies of this document and will meet with the program director to discuss writing expectations. Communication with faculty about expectations and standards will be maintained through unit curriculum meetings.

URCC Use Only

Date Received by URCC _____

Date Approved by EPC _____

Date Approved by URCC _____

Date Removed as WIC _____

Professional Practice in Horticulture HORT 36025

Instructor: Stan Jones

Office: 330-337-4290

This course is for students registered in the Applied Horticulture program, as well as for Green Industry professionals wishing to master the fundamentals of professional practice concepts in today's green industry.

This course is Writing Intensive.

Class Syllabus

Textbooks:

Landscape Estimating Methods (Required Text)

By: Sylvia H. Fee ISBN # 978-0-87629-013-2

Landscape Architecture, A Manual Of Environmental Planning And Design

(On Reserve in Library) By: John Simonds ISBN # 0-07-146120-5

Office Hours: Instructor will provide additional student assistance/support for this class typically Monday through Friday from 7:30am 8:30am in office number 87, Salem campus. Please call my office and /or e-mail me at sjones34@kent.edu as needed.

Objectives: Students will investigate the concepts and issues involved in owning and/or operating a green industry company, including customer relations, company image, wholesale and retail marketing, potential profit and loss margins, and overall services as they apply to both public and private clientele. Students will also study the specific organizational and communication skills required for supervision of employees, bidding and contracting, and cultural management of plants, as well as for acquiring and maintaining the equipment and facilities required for performing these tasks.

Course Requirements: Students will explore a variety of green industry issues typical within the profession and become familiar with important aspects of managing an office given the intended services to be provided. Students will formulate an interest in a particular type of green industry business and will outline what services should be provided, how that service will be distributed and what price structures would be appropriate based on market conditions and product research. Students will be required to compile a portfolio of form letters and documents that effectively communicate procedural and contractual information. Students will also write a persuasive argument and complete a research project in which they evaluate existing documents and their application to specific industry needs.

CSJ (Hort) 60

HORT 36025, p. 2**Writing Assignments and Grading Policy:**

The course grade will be based on the following written assignments:

Portfolio of Letters (3-4 types)	25%
Contract (including bidding document and work orders)	25%
Persuasive Argument (about 4 pages)	25%
Research Project (drafts and 5-7 page finished paper)	25%

In each case, approximately half the grade will reflect the accuracy of the statistics and data, knowledge of subject, and the appropriateness of assumptions having to do with the green industry. The rest of the grade will evaluate the finished quality of the written work, including logic, format, terminology, clarity, and editing.

Grade can be raised or lowered by up to 10% based on the quality of class participation.

In regards to the timelines involved for subject matter within the Class Syllabus. (Standard 15 week class)

"Students will have the opportunity to review and adjust past written assignments using peer and instructor critiques of work prior to final grading."

- Professional Practice & the client – one week **Research Project**
- Today's Landscape Industry – one week
- The Client, Public or Private – two week **Portfolio of Letters** (3-4 types throughout the class segments)
- Marketing your expertise – two weeks **Persuasive Argument**
- The professional practice and base of operations – two weeks
- Professional practice green industry firms & companies – two weeks
- Landscape estimating – four weeks **Contract Documents**
- Review of class subject matter and discussion – one week

Students with Disabilities: Kent State University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University Policy, if you have a documented disability, you may request accommodations to obtain equal access, and to promote learning in this class. Please contact the disability coordinator on campus, Becky Rigney, to schedule an appointment. Her office is in the Academic Center and the phone number is (330) 337-4214. After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help us know best how to assist you.

Emergency Closings And Class Updates: Emergency closings of the University and/or Campus will be posted on the Campus web page at www.salem.kent.edu. Also, under Quick Links, you can get information about individual classes by clicking on "class cancellation." In case of a campus closing or faculty absence, students are expected to be familiar with and able to use the "My Classes" function of Flashline, where instructors

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HORT 36025, p. 3

may post updates to the syllabus, class assignments, copies of handouts, or other materials that will allow students to stay current with the work of the course. Please remember that as a student you are responsible for checking e-mail on a regular basis, as well as confirming registration, grades, and attempted withdrawals on Web for Students.

Plagiarism: To "plagiarize" means to take and present as one's own a material portion of the ideas or words of another, or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. This definition includes using another student's work as your own as well as inadequately referencing other sources in your work. Plagiarism carries a variety of sanctions, ranging from lowering of a grade to dismissal from the University. The University Policy on Plagiarism is provided with this syllabus and is published in the University Rules and Regulations available on line. Please read it.

Course Topic Outline:

Week One

- ***Professional Practice & the client***

Lecture:

Short introduction and review of syllabus, including expected student participation in the class. Also, an introduction to professional practice and its history, including a discussion about past practice, current trends, and possible future developments in specific green industry services.

Assignment:

Read text, Simonds, Chapter 18, "Growth Management"

Begin research into an area of interest within the green industry that you think would constitute a good business. (Examples: Greenhouse production, Landscape design/build company) See research report guidelines.

Week 2

- ***Today's Landscape Industry***

Lecture:

A discussion concerning the business aspects of landscape projects, including personnel management, your company image, general advertising, and traditional niches. Includes an emphasis on looking for and keeping clients.

Assignment:

Read text, Fee, Chapter 1, "Today's Landscape Industry"

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HORT 36025, p. 4

Weeks 3-4

- ***The Client, Public or Private?***

Lecture/Discussion:

How public and private clients relate and differ, and how their needs are met. Student will discuss what makes certain activities for the two types of clients harder or easier to manage and how certain shortcuts can save time.

Assignment:

Read text, Simonds, Chapters 1 & 3

Pay special attention to land rights and the human impact. Although much of the reading is environmental, think about what considerations need to be made in how you relate your ideas to the client.

Weeks 5-6

- ***Marketing your expertise***

Lecture:

What your company is all about and how it offers something others do not. Getting that point across and knowing who your client base is. What constitutes a well rounded choice of goods and/or services that will meet the green industry's needs for the geographic area.

Assignment:

Students will provide information about their chosen services or goods with no less than ten separate examples of similar product lines or services that are being provided locally or as near as possible in the area. Students will provide a 4-page, double-spaced persuasive argument (along with any documentation) on why they feel this area is underserved and why it would be viable to start up another service or product. Students will be required to present findings to the class.

Weeks 7-8

- ***The professional practice and base of operations***

Lecture:

Students will discuss what aspects are important when looking at the facilities and equipment needed to supply the goods and services intended. They will consider the careful balance between client base, product storage, personnel needs, and other variables that help the business run efficiently.

Assignment:

Read text, Fess, Chapter 10, "Estimating Maintenance Costs"

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HORT 36025, p. 5

Weeks 9-10

- ***Professional practice green industry firms & companies***

Visiting Speakers:

An over view of related green industry companies. A consideration of different professionals with an assortment of business philosophies on how and what makes different companies successful.

Weeks 11-14

- ***Landscape estimating***

Lecture/Discussion:

The fundamentals of doing a take-off bid, adding costs and planning for the installation of a landscape project. Associated strategies and job scheduling will also be included. Estimating maintenance costs, equipment, and specific jobs or activities required to make the project viable.

Assignment: Part I

Read text, Fee, Chapters 4, 5, 6 and re-review Chapter 10 "Landscape Estimating Methods"

Student will provide a sample bid for the proposed plans as submitted by the instructor. Bid shall include an "estimate summary" along with a written contract for services. Student may use the sample "Proposal/Bid Form" on page 195 from text.

Assignment : Part II

Student will write a standard "Bid Notice" and "Instruction to Bidders Notice" as per instructors data and subject matter.

Week 15

- ***Review of Class subject matter and discussion***

Lecture/Discussion:

Students will have the opportunity to review and adjust past written assignments using peer and instructor critiques of work prior to final grading. Students are encouraged to pick subjects that interest them when possible in order to strengthen their end product of knowledge.

BEL (HORT) 64

Writing-Intensive Course Requirement


Insert: Horticulture (Hort)
 36025, Professional Practice in Horticulture .. 3

43697 Colloquium in Tudor and Stuart England	3
43797 Colloquium on Victorian England	3
45597 Colloquium in Russian History	3
45697 Colloquium: Social History of Latin America	3
45797 Colloquium: Comparative Latin American Revolutions ..	3
46597 Colloquium: 20th-Century European Diplomacy	3
47697 Colloquium: Post-1945 Europe	3
48097 Colloquium: 20th Century U.S. Foreign Relations	3
48697 Colloquium: U.S. Middle Period, 1820-1900	3
48997 Colloquium: The Immigrant in American History	3
Hospitality Food Service Management (HM)	
43027 Hospitality Human Resource Management	3
Integrated Health Studies (IHS)	
44091 Professional Seminar in Integrated Health Studies	3
Interior Design (ID)	
44534 History of Interiors to 1600s	4
Italian (ITAL)	
35331 Early Italian Literature	3
35332 Recent Italian Literature	3
Journalism and Mass Communication (JMC)	
40010 Ethics and Issues in Mass Communication	3
Justice Studies (JUS)	
32400 Research Methods in Justice Studies	3
36703 Juvenile Delinquency	3
38006 Applied Legal Research and Litigation	3
Management and Information Systems (M&IS)	
44048 Software Integration	3
44065 Strategies in Production and Operations Management ..	3
44150 Total Quality Management	3
Marketing (MKTG)	
35011 Marketing Tools	3
45084 Marketing Policies and Strategies	3
Mathematics (MATH)	
41001 Introduction to Modern Algebra I	3
41002 Introduction to Modern Algebra II	3
42001 Introduction to Analysis I	3
42002 Introduction to Analysis II	3
42091 Seminar: Modeling Projects	3
Middle Childhood Education (MCED)	
40006 Reading and Writing in Middle Childhood	6
Music (MUS)	
32212 Music History, 1750-1900	3
Nursing (NURS)	
30000 Professional Nursing Concepts	2
40000 Professional Nursing Development	2
40085 Introduction to Nursing Inquiry and Research	3
Nutrition and Dietetics (NUTR)	
43013 Experimental Methods in Nutrition	3

Pan-African Studies (PAS)	
32010 The Pan-African Essay	3
37000 Oral and Written Discourses in Pan-African Studies ..	3
43320 Politics of Culture	3
47091 Senior Seminar in Pan-African Studies	3
Philosophy (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
Physical Education Professional (PEP)	
35010 Psychological Dimensions of Motor Behavior	3
35065 History and Philosophy of Sport and Physical Activity ..	3
Physics (PHY)	
30020 Intermediate Physics Laboratory	2
40020 Advanced Physics Laboratory	2
Political Science (POL)	
40191 Seminar in American Politics	3
40391 Seminar in Public Policy	3
40591 Seminar in International Relations-Comparative Politics ..	3
Portuguese (PORT)	
37330 Early Brazilian Literature	3
37331 Recent Brazilian Literature	3
Psychology (PSYC)	
41573 Laboratory Experience in Psychological Research:	
Social/Clinical	3
41574 Laboratory Experience in Psychological Research:	
Cognitive/Learning	3
41990 Writing in Psychology	1
Recreation, Park and Tourism Management (RPTM)	
46030 Dynamics of Leisure Behavior	3
Russian (RUSS)	
32303 Modern Writers	3
32325 Russian Poetry and Folklore	3
32350 Russian Prose	3
32354 Russian Drama	3
32421 Russian Civilization	3
42230 Advanced Translation Practice: Russian	3
Secondary Education (SEED)	
32147 Language, Literacy and Learning	3
Sociology (SOC)	
42126 Sociological Theories	3

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost
From: Don Williams, Interim Dean; Co-chair, URCC 
Subject: Course Proposal for EPC Action
Date: March 20, 2008

The University Requirements Curriculum Committee has approved the following course proposal (change in prerequisite) for an LER course, effective Spring 2009:

CS 10051, Intro to Computer Science, 4 cr. hrs.

Prerequisites: MATH 11009 or 11010 or
ACT Math Minimum 23 and COMPASS Minimum 55 or
SAT Math Minimum 540 and COMPASS Minimum 55

Relevant cover memos and CCP are attached.

Cc: Therese Tillett, Curriculum Services
Diedre Badejo, Arts and Sciences
URCC



MAR 18 2008

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Dr. Don Williams, Chair, URCC

From: Diedre Badejo, Associate Dean of Curriculum
 College of Arts and Sciences

Date: March 17, 2008

Subject: WIC/LER Status Requests for URCC Consideration

The following curricular changes were approved at the February 7 and March 13, 2008 meetings of the College of Arts and Sciences Curriculum Committee:

A. DEPARTMENT OF BIOLOGICAL SCIENCES

1. Establish Course – HORT 36025, Professional Practice in Horticulture [03-03] WIC RC

Abbreviation:	Prof Practice in Horticulture
Credit Hours:	03-03
Prerequisites:	HORT 26001, 26016 and 26018
Description:	Investigation into owning and operating a green industry company including customer relations, wholesale and retail marketing, project bidding, potential profit and loss margins, communication requirements, and overall services to public and private clientele.
Schedule Type:	Lec-Lecture
Grade Rule:	B-Letter
Credit by Exam:	N-Not approved
Writing-Intensive:	Status

B. DEPARTMENT OF COMPUTER SCIENCE

1. Revise Course – CS 10051, Intro to Computer Science [04-04] LER

Prerequisites:	MATH 11009 or 11010 or ACT Math Minimum 23 and COMPASS Minimum 55 or SAT Math Minimum 540 and COMPASS Minimum 55
----------------	--

C. DEPARTMENT OF HISTORY

1. Inactivate Course – HIST 43697, Coll in Tudor and Stuart England [03-03] WIC RAGS
2. Inactivate Course – HIST 48997, Coll on the Immigrant in American History[03-03]WIC RAGS

D. DEPARTMENT OF MATHEMATICAL SCIENCES

1. Inactivate MATH 11011, College Algebra [04] LER
2. Inactivate MATH 12001, Algebra and Trigonometry [04] LER



INTERDEPARTMENTAL CORRESPONDENCE
Department of Computer Science

To: Dr. Diedre L. Badejo, Associate Dean of Curriculum, College of Arts and Sciences

From: L. Gwenn Volkert, Curriculum Coordinator, Department of Computer Science

Re: Revision of prerequisites for CS 10051, CS 10061, and CS23022

Date: March 5, 2008

The documentation to establish meaningful BANNER friendly prerequisites for three CS courses is attached. Two of these courses, CS10051 - Introduction to Computer Science and CS10061 - Introduction to Programming, currently have prerequisites that do not contain provisions to allow students to register for these courses who have already established in high school the mathematical maturity (two years of high school algebra) to take these courses. The other course, CS23022 - Discrete Structures for Computer Science, currently contains a lengthy list of courses and test scores that is clearly difficult to understand and can easily be simplified as outlined below.

- ||| With regards to CS10051 and CS1061, the proposed changes establish minimum ACT or SAT together with COMPASS algebra scores that indicate the required mathematical maturity to enroll in CS10051 or CS10061. These test scores are to be used as an alternative to the present MATH prerequisite options that would be the option for less prepared students when beginning their studies at Kent State (i.e., the courses currently listed as prerequisites: MATH 11009 - MODELING ALGEBRA or 11010 - ALGEBRA FOR CALCULUS or MATH 12001 - ALGEBRA AND TRIGONOMETRY or MATH 12002 - ANALYTIC GEOMETRY AND CALCULUS I). We also note that the later two current MATH prerequisite options, MATH 12001 and MATH 12002, are only taught at the regional campuses and will be inactivated soon, thus we are requesting that the only MATH prerequisite options listed for CS10051 and 10061 be MATH 11009 and MATH 11010.

Since CS10051 is already a prerequisite for CS23022 and upon approval of this proposal will include appropriate MATH prerequisite options we are requesting that the current lengthy and confusing list of MATH course prerequisite options or test scores (see list below) be eliminated and that a minimum grade requirement of a "C" for the CS10051 prerequisite be established instead.

Current prerequisites for CS23022:

CS 10051; and a grade of C (2.0) or better in MATH 12001; or in MATH 11022 and either of MATH 11010 or MATH 11011; or Compass algebra score of 55 or better and either an SAT math score of 540 or better or an ACT math score of 23.

Requested revision for prerequisites for CS23022:

A grade of C (2.0) or better in CS10051

The test score minimums provided on these forms for CS10051 and 10061 were established in consultation with the Curriculum Committee in the Department of Computer Science and the Math Curriculum Committee.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Attachment 3-Page 4

Preparation Date 25-Feb-08 Curriculum Bulletin _____
Effective Date Fall 2008 Approved by EPC _____
Spring 2009

Department **Computer Science**
College **AS - Arts and Sciences**
Proposal **Revise Course**
Course Subject **CS** Course Number **10051**
Course Title **Introduction to Computer Science**
Minimum Credits **04** Maximum Credits **04**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

Revised prerequisites will ensure that students have the appropriate mathematical background for this course

Units consulted (other departments, programs or campuses affected by this proposal):
Chair of Department of Mathematics, Prof. Andrew Tonge, Dr. Morley Davidson, Chair of Math Department Undergraduate Studies Committee
Associate Dean Ormiston, Associate Dean Badjeo, Teresa Tillet

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Executive Dean of Regional Campuses

Senior Vice President for Academic Affairs and Provost

3/6/08

3/17/08

 / /

 / /

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BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	25-Feb-08	Requested Effective Term	Spring 2009
Course Subject	CS	Course Number	10051
Course Title	Introduction to Computer Science		
Title Abbreviation	Intro To Computer Science		
	NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)		
Slash Course	/ /	Cross-listed with	Cross-list Banner code _____
	4/5, 4/5/7 or 6/8		NOTE: To be completed by Curriculum Services.
Minimum Credit	4 <input checked="" type="checkbox"/> to <input type="checkbox"/> or	Maximum Credit	4 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours	<input checked="" type="checkbox"/> Lecture	Minimum Hours	3.00 <input checked="" type="checkbox"/> to <input checked="" type="checkbox"/> or Maximum Hours 3
Per Week	<input checked="" type="checkbox"/> Laboratory	Minimum Hours	1.00 <input checked="" type="checkbox"/> to <input type="checkbox"/> or Maximum Hours 1.00
	<input type="checkbox"/> Other	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
	NOTE: Contact hours should be per week.		
Repeat Status	NR - Course may not be repeated		
	If repeats, course limit OR maximum hours		
Course Level	UG - Undergraduate		
Grade Rule	B - Letter		
Schedule Type(s)	LEC - Lecture LAB - Laboratory <u>LLB - combined LEC/LAB</u>		
Course Attribute(s)	LMCR - LER/Mathematics and Critical Reasoning		
Credit By Exam	N - Credit by Exam Not Approved		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) MATH 11009 or 11010 or
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) (ACT Math ^{min} 23 and COMPASS ^{min} 55) or
(SAT Math ^{min} 540 and COMPASS ^{min} 55)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

CADELL: MATH 11009 or 11010 or appropriate test score.

Catalog Description ^{READ} An introductory, and hands-on coverage of aspects of computer science including: algorithms, problem solving, operating systems, computer architecture and programming languages. ^{Computers} ~~Special course fee applies.~~ Three-credit lecture with one-credit lab.

COMPLETED BY CURRICULUM SERVICES

OBR Program Code 28
OBR Subsidy Code 02
OBR Course Level 1
CIP Code 110201

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

CS 87

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

CS 88


Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	Introduction: lecture 2, Lab 1
	Algorithmic Foundations:
12.00	Discovery and Design- lecture 10, lab 2
7.00	Efficiency and Analysis - lecture 4, lab 3
	Hardware:
4.00	Data representation and binary numbers - lecture 3, lab 1
5.00	Boolean logic and gates - lecture 3, lab 2
4.00	Basic Circuits - lecture 3, lab 1
4.00	Computer systems organizations - lecture 2, lab 2
4.00	The virtual machine - lecture 2, lab 2
5.00	Operating systems
	Software
8.00	High-level language programming - lecture 4, lab 2
4.00	Compilers and language translation
4.00	Networking - lecture 2, lab 2
4.00	Internet - lecture 2, lab2
5.00	Fundamental applications - lecture 2, lab 3
2.00	Social issues - lecture 2
15.00	<i>OUT OF CLASS</i>

90.00 Total Contact Hours

Textbook(s) Used in this Course	G. Michael Schneider and Judith L. Gersting, Invitation to Computer Science, 4 th Edition, Thomsen/Course Technology, 2006, ISBN: 978-1423901419
Writing Expectations	Exams, programming assignments and homework
Instructor(s) Expected To Teach	W. Pechenuk, D. Haverstock, G. Samba
Instructor(s) Contributing to Content	W. Pechenuk, D. Haverstock, G. Volkert, G. Samba

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean


3,608

CS 89

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost

From: Don Williams, Interim Dean; Co-chair, URCC 

Subject: Course Proposals for EPC Action

Date: March 21, 2008

The University Requirements Curriculum Committee has approved the following course proposals (inactivation), effective Fall 2009:

→ **HIST 43697, Colloquium in Tudor and Stuart England, 3 cr. Hrs. (WIC)**

HIST 48997, Colloquium on the Immigrant in American History, 3 cr. (WIC)

MATH 11011, College Algebra, 4 cr. (LER)

MATH 12001, Algebra and Trigonometry, 4 cr. (LER)

Relevant cover memos, CCP, and catalog revisions are attached.

Cc: Therese Tillett, Curriculum Services
Diedre Badejo, Arts and Sciences
URCC

MAR 18 2008

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Dr. Don Williams, Chair, URCC

From: Diedre Badejo, Associate Dean of Curriculum
College of Arts and Sciences

Date: March 17, 2008

Subject: WIC/LER Status Requests for URCC Consideration

The following curricular changes were approved at the February 7 and March 13, 2008 meetings of the College of Arts and Sciences Curriculum Committee:

A. DEPARTMENT OF BIOLOGICAL SCIENCES

1. Establish Course – HORT 36025, Professional Practice in Horticulture [03-03] **WIC RC**

Abbreviation:	Prof Practice in Horticulture
Credit Hours:	03-03
Prerequisites:	HORT 26001, 26016 and 26018
Description:	Investigation into owning and operating a green industry company including customer relations, wholesale and retail marketing, project bidding, potential profit and loss margins, communication requirements, and overall services to public and private clientele.
Schedule Type:	Lec-Lecture
Grade Rule:	B-Letter
Credit by Exam:	N-Not approved
Writing-Intensive:	Status

B. DEPARTMENT OF COMPUTER SCIENCE

1. Revise Course – CS 10051, Intro to Computer Science [04-04] **LER**

Prerequisites:	MATH 11009 or 11010 or ACT Math Minimum 23 and COMPASS Minimum 55 or SAT Math Minimum 540 and COMPASS Minimum 55
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C. DEPARTMENT OF HISTORY

-
1. Inactivate Course – HIST 43697, Coll in Tudor and Stuart England [03-03] **WIC RAGS**
 2. Inactivate Course – HIST 48997, Coll on the Immigrant in American History[03-03] **WIC RAGS**

D. DEPARTMENT OF MATHEMATICAL SCIENCES

1. Inactivate MATH 11011, College Algebra [04] **LER**
2. Inactivate MATH 12001, Algebra and Trigonometry [04] **LER**

Transmittal Memo

Date: March 4, 2008

From: Kevin Adams, Chair, Curriculum Committee, Department of History

To: Diedre Badejo, Associate Dean for Curriculum, College of Arts and Sciences

Subject: Course Inactivations for the Department of History

As part of an ongoing curriculum review within the Department of History, the Curriculum Committee met on February 13, 2008, and unanimously recommended the inactivation of the following courses, a move that the Undergraduate Program Committee concurred with after being notified in an email sent by the Chair of the Curriculum Committee on February 18. The courses in question are:

HIST 4/5/71028: Hanoverian England

HIST 4/5/71031: Modern British Intellectual History

HIST 4/5/71072: American Military History, 1775-1900

HIST 4/5/71073: American Military History, 1900-Present

HIST 4/5/71114: Economic History of East Asia in Modern Times

HIST 4/5/72567: Race Relations

||| HIST 4/5/73697: Colloquium in Tudor and Stuart England

||| HIST 4/5/78997: Colloquium on the Immigrant in American History

Rationale for Inactivation: While the above courses are similar in that they are all offered for three credit hours, the rationale for inactivation varies. HIST 4/5/71028: Hanoverian England, HIST 4/5/71031: Modern British Intellectual History, and HIST 4/5/73697: Colloquium in Tudor and Stuart England are being offered for inactivation because our department faculty does not at present include a specialist in British history, and any future lines in British history will not touch upon these eras and subjects. Race Relations, HIST 4/5/72567, was the unique creation of a faculty member who retired over 15 years ago; the rationale for such a course has vanished in the face of the variety of courses in African-American history taught by Professor Elizabeth Smith-Pryor. Similarly, HIST 4/5/71072: American Military History, 1775-1900 and HIST 4/5/71073: American Military History, 1900-Present are being proposed for inactivation because they have been superseded by Professor Kevin Adams' two semester sequence in War & Society in the United States (approved by the CCC in academic year 2006-2007). The department has decided to inactivate HIST 4/5/78997: Colloquium on the Immigrant in American History because its needs in immigration history are being met through HIST 4/5/72079: History of the Immigrant in America. HIST 4/5/71114: Economic History of East Asia in

HIST 117

Modern Times appears on this list because the faculty member who has taught it in recent years, Professor Hongshan Li of the Tuscarawas Campus, reports that he cannot maintain sufficient enrollment to justify its continued existence in our course inventory, while the Kent Campus specialist in Asian history, Professor Patti Kameya, unequivocally states that she has no plans to offer it in the future.

These proposed inactivations will have no impact upon students—both major and non-major—enrolled in our classes. Most of the above courses have not been offered for many years (in some cases over a decade), and none of them is required for the BA in History at Kent State University. With current staffing levels expected for the foreseeable future, this state of affairs is not likely to change anytime soon. One course in this proposal, 4/5/71114: Economic History of East Asia in Modern Times, is potentially an elective for two programs within the College of Arts and Sciences: two memos of support from affected programs are attached to this proposal. All of the courses in British History are potential electives for the British Studies minor; with the departure of our specialist in British history, that minor program is essentially moribund. While the Department of History would very much like to regain that line, in the meantime the Department has decided to inactivate courses on the History of Britain that do not fit our vision for the department's future. On this point, please see the attached note of support from Professor Mary Ann Heiss, chair of the History Department. HIST 4/5/72567: Race Relations is cross-listed with a course in Sociology; the Department of Sociology concurs with our recommendation to inactivate this course (a memo of support is attached on this point as well). Although the colloquia being inactivated are WIC courses, the department now requires students to meet the WIC requirement through HIST 32050: The Historians' Craft.

ADAMS, KEVIN

From: HEISS, ANN
Sent: Wednesday, March 05, 2008 11:08 AM
To: ADAMS, KEVIN
Subject: course inactivations in British history

Dear Kevin,

In as much as supervision of the British Studies Minor remains vested in the Department of History despite our lack at this time of a British history specialist, I'm writing to endorse the inactivation of the following three courses, which are presently listed as electives for that program:

- History 41028, Hanoverian England
- History 41031, Modern British Intellectual History
- History 43697, Colloquium in Tudor and Stuart England

I hope that this endorsement is sufficient for submission to the College Curriculum Committee. Please don't hesitate to let me now if I can be of further assistance.

Best, Ann

Mary Ann Heiss
Assoc Prof and Interim Chair
Department of History
Kent State University
(330) 672-2882 (phone)
(330) 672-2943 (fax)

HIST 120

KENT STATE UNIVERSITY Attachment 4 Page 6

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Mar-08**

Curriculum Bulletin _____

Effective Date **Fall 2009**

Approved by EPC _____

Department **History**
 College **AS - Arts and Sciences**
 Proposal **Inactivate Course**
 Course Subject **HIST** Course Number **43697**
 Course Title **Colloquium in Tudor and Stuart England**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

None. Our 40000 level colloquia are not required for the B.A. degree. Moreover, the department has not had a specialist in Tudor-Stuart England in some years, and does not anticipate hiring one in the near future.

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

British Studies Minor

Xlist: HFP

REQUIRED ENDORSEMENTS

Mary Ann Weiss
 Department Chair / School Director / Campus Dean

3 / 3 / 08

Charles C. Pinsky
 College Dean

3 / 12 / 08

 Executive Dean of Regional Campuses

 / /

 Senior Vice President for Academic Affairs and Provost

 / /

HIST 143

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Attachment 4 Page 7

Preparation Date **17-Feb-08**

Curriculum Bulletin _____

Effective Date **Fall 2009**

Approved by EPC _____

Department **History**
 College **AS - Arts and Sciences**
 Proposal **Inactivate Course**
 Course Subject **HIST** Course Number **48997**
 Course Title **Colloquium on the Immigrant in American History**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

None; 40000-level colloquia are rarely offered in the History Department and student interest in the history of American Immigration is met more than adequately through HIST 41079: The Immigrant in America.

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

None

REQUIRED ENDORSEMENTS

Mary Ann Weiss
 Department Chair / School Director / Campus Dean

3 / 4 / 08

Chedre L. Parker
 College Dean

3 / 17 / 08

 Executive Dean of Regional Campuses

 / /

 Senior Vice President for Academic Affairs and Provost

 / /

HIST 146

Writing-Intensive Course Requirement


43697 Colloquium in Tudor and Stuart England	0
43797 Colloquium on Victorian England	3
46597 Colloquium in Russian History	3
46697 Colloquium: Social History of Latin America	3
45797 Colloquium: Comparative Latin American Revolutions	3
46597 Colloquium: 20th-Century European Diplomacy	3
47697 Colloquium: Post-1945 Europe	3
48097 Colloquium: 20th Century U.S. Foreign Relations	3
48697 Colloquium: U.S. Middle Period, 1820-1900	3
48997 Colloquium: The Immigrant in American History	3
Hospitality Food Service Management (HM)	
43027 Hospitality Human Resource Management	3
Integrated Health Studies (IHS)	
44091 Professional Seminar in Integrated Health Studies	3
Interior Design (ID)	
44534 History of Interiors to 1600s	4
Italian (ITAL)	
35331 Early Italian Literature	3
35332 Recent Italian Literature	3
Journalism and Mass Communication (JMC)	
40010 Ethics and Issues in Mass Communication	3
Justice Studies (JUS)	
32400 Research Methods in Justice Studies	3
36703 Juvenile Delinquency	3
38006 Applied Legal Research and Litigation	3
Management and Information Systems (M&IS)	
44048 Software Integration	3
44065 Strategies in Production and Operations Management	3
44150 Total Quality Management	3
Marketing (MKTG)	
35011 Marketing Tools	3
45084 Marketing Policies and Strategies	3
Mathematics (MATH)	
41001 Introduction to Modern Algebra I	3
41002 Introduction to Modern Algebra II	3
42001 Introduction to Analysis I	3
42002 Introduction to Analysis II	3
42091 Seminar: Modeling Projects	3
Middle Childhood Education (MCED)	
40006 Reading and Writing in Middle Childhood	6
Music (MUS)	
32212 Music History, 1750-1900	3
Nursing (NURS)	
30000 Professional Nursing Concepts	2
40000 Professional Nursing Development	2
40085 Introduction to Nursing Inquiry and Research	3
Nutrition and Dietetics (NUTR)	
43013 Experimental Methods in Nutrition	3

Pan-African Studies (PAS)	
32010 The Pan-African Essay	3
37000 Oral and Written Discourses in Pan-African Studies	3
43320 Politics of Culture	3
47091 Senior Seminar in Pan-African Studies	3
Philosophy (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
Physical Education Professional (PEP)	
35010 Psychological Dimensions of Motor Behavior	3
35065 History and Philosophy of Sport and Physical Activity	3
Physics (PHY)	
30020 Intermediate Physics Laboratory	2
40020 Advanced Physics Laboratory	2
Political Science (POL)	
40191 Seminar in American Politics	3
40391 Seminar in Public Policy	3
40591 Seminar in International Relations-Comparative Politics	3
Portuguese (PORT)	
37330 Early Brazilian Literature	3
37331 Recent Brazilian Literature	3
Psychology (PSYC)	
41573 Laboratory Experience in Psychological Research: Social/Clinical	3
41574 Laboratory Experience in Psychological Research: Cognitive/Learning	3
41990 Writing in Psychology	1
Recreation, Park and Tourism Management (RPTM)	
46030 Dynamics of Leisure Behavior	3
Russian (RUSS)	
32303 Modern Writers	3
32325 Russian Poetry and Folklore	3
32350 Russian Prose	3
32354 Russian Drama	3
32421 Russian Civilization	3
42230 Advanced Translation Practice: Russian	3
Secondary Education (SEED)	
32147 Language, Literacy and Learning	3
Sociology (SOC)	
42126 Sociological Theories	3

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost

From: Don Williams, Interim Dean; Co-chair, URCC 

Subject: Course Proposals for EPC Action

Date: March 21, 2008

The University Requirements Curriculum Committee has approved the following course proposals (inactivation), effective Fall 2009:

HIST 43697, Colloquium in Tudor and Stuart England, 3 cr. Hrs. (WIC)

HIST 48997, Colloquium on the Immigrant in American History, 3 cr. (WIC)

➔ **MATH 11011, College Algebra, 4 cr. (LER)**

MATH 12001, Algebra and Trigonometry, 4 cr. (LER)

Relevant cover memos, CCP, and catalog revisions are attached.

Cc: Therese Tillett, Curriculum Services
Diedre Badejo, Arts and Sciences
URCC



MAR 18 2008

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Dr. Don Williams, Chair, URCC

From: Diedre Badejo, Associate Dean of Curriculum
 College of Arts and Sciences

Date: March 17, 2008

Subject: WIC/LER Status Requests for URCC Consideration

The following curricular changes were approved at the February 7 and March 13, 2008 meetings of the College of Arts and Sciences Curriculum Committee:

A. DEPARTMENT OF BIOLOGICAL SCIENCES

1. Establish Course – HORT 36025, Professional Practice in Horticulture [03-03] WIC RC

Abbreviation:	Prof Practice in Horticulture
Credit Hours:	03-03
Prerequisites:	HORT 26001, 26016 and 26018
Description:	Investigation into owning and operating a green industry company including customer relations, wholesale and retail marketing, project bidding, potential profit and loss margins, communication requirements, and overall services to public and private clientele.
Schedule Type:	Lec-Lecture
Grade Rule:	B-Letter
Credit by Exam:	N-Not approved
Writing-Intensive:	Status

B. DEPARTMENT OF COMPUTER SCIENCE

1. Revise Course – CS 10051, Intro to Computer Science [04-04] LER

Prerequisites:	MATH 11009 or 11010 or ACT Math Minimum 23 and COMPASS Minimum 55 or SAT Math Minimum 540 and COMPASS Minimum 55
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C. DEPARTMENT OF HISTORY

1. Inactivate Course – HIST 43697, Coll in Tudor and Stuart England [03-03] WIC RAGS
2. Inactivate Course – HIST 48997, Coll on the Immigrant in American History[03-03] WIC RAGS

D. DEPARTMENT OF MATHEMATICAL SCIENCES

1. Inactivate MATH 11011, College Algebra [04] LER
2. Inactivate MATH 12001, Algebra and Trigonometry [04] LER

DEPARTMENT OF MATHEMATICAL SCIENCES
KENT STATE UNIVERSITY
KENT, OHIO 44242

INTERDEPARTMENTAL CORRESPONDENCE

DATE: February 28, 2008

TO: Diedre Badejo, Associate Dean, College of Arts and Sciences;

FROM: Morley Davidson, Chair, MATH Curriculum Committee

SUBJECT: Proposed Inactivation of MATH 10004, 10005, 11011, and 12001

The Department of Mathematical Sciences proposes inactivating the following four courses:

MATH 10004 *Developmental Mathematics* (4 cr)
MATH 10005 *Introduction to College Mathematics* (3 cr)
MATH 11011 *College Algebra* (4 cr)
MATH 12001 *Algebra and Trigonometry* (4 cr)

This proposal has been prepared pursuant to p. 64 of the (revised) Curriculum Guidelines 2007-2008 handbook. In particular, neither a proposal summary *per se* nor catalog copy is required; rather, attached to this memo please find the following supporting documentation, as stipulated:

- Rationale for inactivation
- Impact on students in this and other units
- Impact on staffing
- Curricular bodies that have reviewed and approve this action

Separately, please find a CCP form for each of the above courses, and memos from other affected units. I have also included the old BDS forms for each course, per your request at our meeting earlier this term.

We are requesting that this item be added to the agenda for the March 13, 2008 meeting of our CCC, in time for EPC approval this term, in order to become effective spring 2009.

Please do not hesitate to contact me should you have any questions or concerns.

Best regards,

Morley Davidson

Morley Davidson

Cc: Andrew Tonge, Chair, Dept. of Math. Sci.

MATH 215

Transmittal Memo attachment: supporting documentation for the proposed inactivation of

MATH 10004 *Developmental Mathematics* (4 cr)
 MATH 10005 *Introduction to College Mathematics* (3 cr)
 MATH 11011 *College Algebra* (4 cr)
 MATH 12001 *Algebra and Trigonometry* (4 cr)

Rationale for inactivation:

In the period 2004-6, the Department of Mathematical Sciences received approval for the creation of eight new pre-calculus courses:

MATH 10031-6 *Fundamental Mathematics I-VI*, (1 cr "math modules")
 MATH 11009 *Modeling Algebra* (4 cr)
 MATH 11010 *Algebra for Calculus* (3 cr)

The attached tables, excerpted from the approved curricular proposals to create these courses, give suggested course equivalences and placements.

Impact on students in this and other units: Currently, these courses are only offered at a few of the regional campuses, where it has been agreed that they will be phased out by fall 2008 (see supporting memo). MATH 11011 and 12001 are listed as prerequisites in many other units (see memo from Therese Tillett), and therefore these units will need to take responsive action, particularly in situations where removal of these two courses will reduce course prerequisites to "none." These units have been notified, at the college level, of this pending action, and they have been given the attached tables of suggested course equivalences and placements. Although other units will need to review their math prerequisites, in the long run, inactivating these courses will put an end to current administrative problems associated with their being in the catalog but not being offered at most campuses, including the main campus.

Impact on staffing: The replacement courses already in place on the main campus and several regional campuses were created such that staffing will not be impacted. Since staffing problems have not arisen in the meantime, it is anticipated that the inactivation of these courses should not be problematic on campuses still making the transition to the replacement courses.

Curricular bodies that have reviewed and approve this action: The Undergraduate Studies Committee of the Department of Mathematical Sciences last reviewed and unanimously approved this action on February 22, 2008. Curricular bodies from several other units weighed in on the creation of the replacement courses, which included the decision not to further offer MATH 10004, 10005, 11011, and 12001 on the main campus; these units are being reminded (at the college level) of the proposed inactivation of these courses.

MATH 216

KENT STATE UNIVERSITY MATH 11011

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **27-Feb-08** Curriculum Bulletin _____Effective Date ~~Spring~~ ^{Fall} **2009** Approved by EPC _____

Department **Mathematical Sciences**
 College **AS - Arts and Sciences**
 Proposal **Inactivate Course**
 Course Subject **MATH** Course Number **11011**
 Course Title **College Algebra**
 Minimum Credits **04** Maximum Credits **04**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

For calculus-track students, the content of this course is now taught in MATH 10036 (Fundamental Math VI, 1cr) and MATH 11010 (Algebra for Calculus, 3cr). For units currently requiring MATH 11011 but no further math, MATH 11009 (Modeling Algebra) was created and recommended as a replacement. MATH 11011 is no longer offered on the Kent campus, and will not be offered as of Fall 2008 on Regional campuses. Policy impact issues were dealt with and affected units were informed when the replacement courses were introduced.

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

Regional Campuses offering this course as of Spring 2008 (AC, GC, SA, TR, TU)

REQUIRED ENDORSEMENTS

Audrey M. Tringe 3/1/08
 Department Chair / School Director / Campus Dean

Andrew L. Budge 3/17/08
 College Dean

 Executive Dean of Regional Campuses

 Senior Vice President for Academic Affairs and Provost

KENT STATE UNIVERSITY MATH 12001

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **27-Feb-08** Curriculum Bulletin _____Effective Date **Fall 2009** Approved by EPC _____

Department **Mathematical Sciences**
 College **AS - Arts and Sciences**
 Proposal **Inactivate Course**
 Course Subject **MATH** Course Number **12001**
 Course Title **Algebra and Trigonometry**
 Minimum Credits **04** Maximum Credits **04**

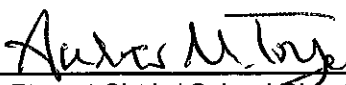
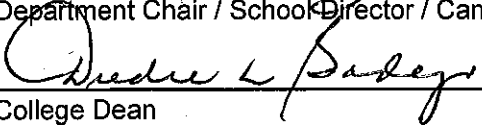
Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

This content of this course is now taught in MATH 11010 (Algebra for Calculus, 3cr) and MATH 11022 (Trigonometry, 2cr). MATH 12001 is no longer offered on the Kent campus, and will not be offered as of Fall 2008 on Regional campuses. Policy impact issues were dealt with and affected units were informed when the replacement courses were introduced.

Units consulted (other departments, programs or campuses affected by this proposal):
Regional Campuses offering this course as of Spring 2008 (GC, TR had tentative offerings, but they were crossed out in the Schedule of Classes)

REQUIRED ENDORSEMENTS

	3 / 1 / 08
Department Chair / School Director / Campus Dean	
	3 / 12 / 08
College Dean	
_____ Executive Dean of Regional Campuses	_ / _ / _
_____ Senior Vice President for Academic Affairs and Provost	_ / _ / _

MATH 220

Subject: New math curriculum and retreat
From: Andrew Tonge <tonge@math.kent.edu>
Date: Fri, 07 Mar 2008 17:43:27 -0500
To: "SEACHRIST, DENISE" <dseachri@kent.edu>
CC: davidson@math.kent.edu

Denise,

I'm sorry the weather forced the delay of the retreat.

I would like to be clear that one of the purposes of this retreat was to help the remaining regional campuses implement their transition to the new first year math curriculum in Fall 08.

Morley Davidson, our undergraduate coordinator, is currently presenting the proposal to inactivate the old courses, MATH 10004, 10005, 11011, and 12001, to the college curriculum committee. This should be considered by EPC at their last meeting of the 2007-2008 academic year.

Andrew

MATH 221

Subject: Re: Math Modules at Kent - Trumbull
From: Andrew Tonge <tonge@math.kent.edu>
Date: Tue, 30 Oct 2007 09:44:16 -0400
To: "PERERA, VICUMPRIYA" <vperera@kent.edu>

Yes, the agreement with regional campuses deans was that all would change over to the new curriculum in Fall 08.

We will be removing the old courses at the earliest opportunity.

PERERA, VICUMPRIYA wrote:

Dear Andrew,

I have been told by our Associate Dean that we ARE required to change to Math Modules by Fall 08. I thought we were encouraged but not required to switch over anytime in the future.

Please confirm if we ARE required to change and if so by when?

thanks and regards

vic

MATH 222

From: "SEACHRIST, DENISE" <dseachri@kent.edu>
Subject: RE: Math Modules
Date: Fri, October 19, 2007 8:48 am
To: "TONGE, ANDREW" <atonge@kent.edu>
Cc: "RC Deans" <RCDeans@kent.edu>, "RC Academic Operations Council" <RCAcademicOperationsCouncil@kent.edu>, "Ormiston, Gayle" <gormisto@kent.edu>, "TILLET, THERESE" <tillet1@kent.edu>, "BARTON, SHIRLEY" <sbarton@kent.edu>, davidson@math.kent.edu, "REED, BEVERLY" <breed1@kent.edu>, mkellerm@kent.edu

Andrew,

Thank you for your prompt response. You have addressed the issue in your second sentence . . . you were "told of rumors". Some RC Math faculty have been reporting back to their respective assistant/associate dean that you have wavered on this decision. I have been fielding numerous telephone calls, which prompted my e-mail to you yesterday. I am extremely pleased to learn that your position and that of the department's remains what was discussed with the RC Assistant/Associate deans nearly a year ago.

As for guidance about logistics; the administrations at the Regional Campuses need something in writing from you stating more strongly what you have written in paragraph five below. Rather than "as soon as is reasonable" we need you to state that the change must occur Fall 2008. This is what we understood and agreed to. The faculty are running back and forth between "mother and father" to solicit the best deal. To ensure a unified message, it is best for you to work through me. I can then convey this to the assistant/associate deans, who in turn can inform their faculty.

Planning for a faculty retreat in January is a splendid idea. You and I have discussed this in the past, and there has not been a retreat for math faculty in a number of years. It is most appropriate to plan on this. We can determine two or three faculty to take the lead in planning. I will be happy to work with you on an agenda. We need to discuss if this will be a day-long event or if you wish to take the group off-campus overnight. Regional Campuses can assist with funding, along with securing funding from the College of Arts and Sciences.

Another issue of great importance is the inactivation of College Algebra and the use of Modeling Algebra or Algebra for Calculus. Again, the Regional Campuses moved ahead in having program faculty put through the necessary paperwork to move through the curricular approval process to accommodate these changes. Most programs have complied effective Fall 2008. I have learned that the Math department has not initiated the inactivation of 11011. This could be quite problematic. It is my understanding that because this is an unusual year with the ERP implementation, there is still time for you to submit the paperwork to bring this forward at the November EPC meeting. You will need to speak with Therese Tillett about firm deadlines, but if you can move on this, it will be beneficial.

Thanks for the update on the proposed mathematics specialized advising sheet for the Associate of Science degree. I was concerned because I had nothing back from the department, and one of the Math faculty informed his campus community that this had successfully taken place.

MATH 223

I appreciate your getting something in writing about the math modules for fall 2008 as soon as you can.

Regards,
Denise

Denise A. Seachrist, Ph.D.
Interim Dean, Academic and Student Services
Regional Campuses
Kent State University
330-672-2286

-----Original Message-----

From: TONGE, ANDREW

Sent: Thursday, October 18, 2007 7:38 PM

To: SEACHRIST, DENISE

Cc: RC Deans; RC Academic Operations Council; Ormiston, Gayle; TILLET, THERESE; BARTON, SHIRLEY; davidson@math.kent.edu; REED, BEVERLY;

mkelterm@kent.edu

Subject: RE: Math Modules

Denise,

I was informed by RC faculty earlier this week that there were rumors that some regional campuses had decided not to implement the new curriculum. In particular, I was told of rumors that the administration at Ashtabula, Trumbull, and Tusc were having second thoughts, and that in fact Trumbull administration had firmly decided they would not convert to the new curriculum (which includes the modules and some first year algebra courses.) This was troubling news.

To clarify what was going on, I called all three campuses, speaking to faculty at Tusc and Trumbull and to Mel May at Ashtabula. I explained that from the departmental perspective implementation of the new curriculum is not an option and that we must have a common curriculum across all campuses in the near future. A mixed curriculum just does not make sense in the long term.

I heard that there was indeed some concern about implementing the new curriculum at these campuses in Fall 08, but that no firm decisions had been made. I heard doubts expressed about implementing the new curriculum at the same time as the conversion to BANNER, a conversion that has been causing all sorts of headaches at Kent. In addition, I heard that Trumbull is considering a switch to 8 week courses across the board, and it is not clear how the 5 week courses would fit into this framework.

I suggested that delay to Fall 09 might be a reasonable option if there are still kinks to be ironed out in the scheduling process, since the last thing we want is a chaotic changeover. The whole purpose of the new curriculum is to promote student success, and we do not want to compromise that. By the way, the latest reports from Stark suggest that as students progress through the new curriculum, their success increases. If this is confirmed over time, it would be a reversal of past trends.

MATH 224

I certainly prefer to change over as soon as is reasonable. My position and the departmental position have always been that we should transition to the new curriculum on the RCs as soon as is reasonable, taking care to respect the unique features of each campus. These positions have not changed.

Implementation has been successful at Stark and at EL. (Salem is just starting this semester.) Stark and EL are in some ways extreme cases, so I see no real concern for implementation at other regionals provided that the BANNER transition is under control.

I would appreciate your guidance about the logistics. I reaffirm that our intent is to transition to the new curriculum as soon as is practicable. If Fall 08 still appears to be reasonable logistically, that is the best option. I stress that it is essential for advisors to understand the new system well in advance of implementation.

There have been requests for a RC Math retreat. Perhaps it would be good to arrange one in January, bringing together the RC faculty and the Kent NTTs, the faculty responsible for the bulk of the first year teaching. It might not be a bad idea to involve advisors also. Would funding be available for this?

Andrew

PS. I'm not sure whether I responded to your question about progress on the proposed Associate's degree advising sheet in Math. This was discussed by our Undergraduate Studies Committee last week. The only concern I heard, apart from the question of viability of course offerings at the higher levels, was about the Statistics course, since that involved a hidden prerequisite. The proposal was to substitute another of our Statistics courses to avoid the prerequisite issue. I expect a final decision at the next meeting.

-----Original Message-----

From: SEACHRIST, DENISE
Sent: Thu 10/18/2007 1:51 PM
To: TONGE, ANDREW
Cc: RC Deans; RC Academic Operations Council; Ormiston, Gayle; TILLET, THERESE; BARTON, SHIRLEY
Subject: Math Modules

Dear Andrew,

The Regional Campuses Assistant/Associate Deans have worked very diligently to transition from the old developmental math courses to the math modules. After you met with us last year, you will recall that it was agreed upon that all campuses would convert to the math modules by fall 2008. I have recently heard that some math faculty are reporting to their respective assistant/associate dean that you have stated the transition does not need to be implemented until fall 2009, or perhaps not at all. Andrew, I cannot believe that you have changed your view on this issue so drastically.

To not have all campuses utilizing the math modules by fall 2008 will

MATH 225

have a negative impact on the regional campus programs/students. We need to be consistent, and the RC assistant/associate deans need a directive from you in order to implement this with the faculty.

I need clarification from you on this issue immediately.

Denise

Denise A. Seachrist, Ph.D.

Interim Dean, Academic and Student Services

Regional Campuses

Kent State University

330-672-2286

MATH 226

From: "TILLET, THERESE" <tillet1@kent.edu>
 Subject: RE: Creation of Math/Actuarial Math concentrations in MATH B.S. program
 Date: Wed, February 20, 2008 12:37 pm
 To: davidson@math.kent.edu

Morley,

The prerequisite for CS 10051, as of spring 2008, is
 MATH 11009 or MATH 11010 or MATH 11011 or MATH 12001.

The prerequisite for CS 10061, as of spring 2008, is
 MATH 11011 or MATH 12001.

The "2 years of high school algebra" was removed because it could not
 be
 entered in Banner (long, long discussions with all academic units about
 not being able to enter intangible prerequisites - both Math and CIS
 are
 aware).

I don't mean to suggest you should remove CS 10061 from your
 requirements; just for you to be aware that students can not register
 for CS 10061 (and 10051 for that matter) unless they have taken those
 MATH course prerequisites; they must seek a prereq override from the
 department to get into the course.

→ I'm glad to hear that 11011 and 12001 are being inactivated for fall
 2009. Their existence has caused nothing but problems since they were
 discontinued on the Kent Campus since fall 2006 but were still listed
 in
 many program requirements and course prerequisites. With an approved
 formal inactivation, they will be removed from all course prerequisites
 and program requirements.

-----Original Message-----

From: davidson@math.kent.edu [mailto:davidson@math.kent.edu]
 Sent: Wednesday, February 20, 2008 12:13 PM
 To: TILLET, THERESE
 Subject: RE: Creation of Math/Actuarial Math concentrations in MATH
 B.S.
 program

Hi Therese, and thank you again!

You mentioned a possible concern with the CS 10061 requirement for the
 actuarial concentration. Currently, the MATH B.S. requires CS 10051,
 with
 prerequisites listed in the catalog as 2 years of high school algebra
 or
 MATH 10009 or 10010 or 11001 or 12001, differing from those for CS
 10061

MATH 227

From: "TILLET, THERESE" <tillet1@kent.edu>
Subject: RE: MATH 10004, 10005, 11011, 12001
Date: Tue, February 26, 2008 3:30 pm
To: davidson@math.kent.edu

Hello, Morley,

I asked Lisa, my office's coordinator of the catalog, to go through the in-progress 08-09 UG Catalog and pull all programs and courses with those MATH courses listed. Below are her findings. Unfortunately, I don't have an e-mail list for academic units.

If the Math Department inactivates the five courses, my office would then automatically remove them from any program or course where they appear (e.g., EERT 12000 has MATH 11011 as its only prerequisite. If 11011 is inactivated, then the prerequisite for EERT 12000 would become "none").

If an academic unit decides that another course should replace the inactivated MATH course(s) in its program or course, then the academic unit does need to submit a proposal to do so.

I hope this helps,
Therese

From: DELANEY, LISA
Sent: Tuesday, February 26, 2008 12:17 PM
To: TILLET, THERESE
Subject: RE: MATH 10004, 10005, 11011, 12001

The following are the programs which require some of the math courses:

AED: none

CA: none

AS:

BA in CHEM uses MATH 12001

BA in ESCI uses MATH 12001

BA in ECON uses MATH 11011 with 11012 or 12001 with 12002

BA in GEOL uses MATH 12001

BS in MEDT uses MATH 12001

Pre-dentistry uses MATH 12001

AMTH minor uses MATH 12001

BSCI minor uses MATH 12001

CART minor uses MATH 12001

CS minor uses MATH 12001

MATH minor uses MATH 12001

Web Design minor uses MATH 11011 and 12001

BU: none

CCI:

Web Design minor uses MATH 11011 and 12001

EHHS: none

MATH 228

NU: none

TECH:

BS in TECH General Option uses MATH 12001 or 11010
 BS in TECH Computer Technology Option uses MATH 12001 or 11010
 BS in TECH Electrical/Electronics Option uses MATH 12001
 BS in TECH Manufacturing/Mechanical/Systems Option uses MATH 12001
 BS in TECH Plastics Manufacturing Option uses MATH 12001
 BS in TECH 2+2 uses MATH 12001
 BS in TECH Management Technology Option uses: MATH 11011 or 12001
 Electronic Technology Minor uses MATH 12001
 TECH minor uses MATH 12001

REG:

AAS in CDAT uses MATH 11011
 AAS in EEET uses MATH 11011
 AAS in EIRT uses MATH 11011
 AAS in ENVT uses MATH 11011
 AAS in MERT uses MATH 11011
 AAS in Systems/Industrial Engineering Technology uses MATH 11011
 ATS in EMT uses MATH 11011
 ATS in Industrial Trades Technology uses MATH 11011
 AAS in HTMT uses MATH 12001
 AAS in Manufacturing Engineering Tech uses MATH 12001
 AAS in PLCT uses MATH 12001
 ATS in RADT choice of one of the following pairs:
 BSCI 10001 and 10002
 ECON 22060 and 22061
 MATH 11010 and 12001
 PSYC 11762 and 21211

The courses which have these courses as a prereq with no other options are:

BSCI 30360	BSCI 11011 and 10120 and MATH 11011
BMRT 21004	MATH 11011
CADT 10061	MATH 11011 or 12001
EERT 12000	MATH 11011
TECH 35001	TECH 15000 and MATH 12001 and PHY 13001
35020	TECH 15000 and MATH 12001; and PHY 13001
and 13002 or PHY 23101 and 23102	
35040	TECH 15000 and MATH 12001; and PHY 13001
and 13002 or PHY 23101 and 23102	
35150	TECH 15000 and MATH 12001 and PHY 13001
and 13002	
36401	BMRT 11000 and COMT 12000 and MATH 11011
46330	TECH 10001 and MATH 11011 and PHY 13001

-----Original Message-----

From: davidson@math.kent.edu [mailto:davidson@math.kent.edu]
 Sent: Tuesday, February 26, 2008 9:28 AM
 To: TILLET, THERESE
 Cc: tonge@math.kent.edu
 Subject: RE: temporary removal of prereqs for CS 10051 & 10061

Dear Therese,

Could you help me in putting together a list of affected departments and colleges, and a corresponding email list, regarding the Math Department's

MATH 229

proposed inactivation of MATH 10004, 10005, 11011, and 12001? Looking through the catalog, it would seem that a good number of units have courses that will be affected. Will they all have to individually seek approval for their courses' prerequisite changes, or is there some way to do this in a unified manner, to avert catalog inconsistencies in the next few years?

Thanks!
Morley

MATH 230



Kent State University - SPRING 2008

FlashLine: <http://flashline.kent.edu>Registrar's: <http://www.registrars.kent.edu>

-- To View A Course Description, Click On The Course ID For Each Course --

Last Updated: 01/24/2008 19:30 PM

Open Key

Course	Title	Cr-Hr	Next Term Offered
CRN	Sec Act Days Times	Campus/Bldg/Room	Instructor
Section Notes			

Mathematics

(MATH)

[Click Here For Phone Directory Information](#)

UNDERGRADUATE COURSES

MATH-11011 College Algebra

4

TBD

17242	200	LEC	MW	5:15pm-6:55pm	AC	RAM	0C205	Poluga, C
14577	400	LEC	MW	10:50-12:00	GC	RGM	167	Jahangiri, J
14578	401	LEC	TR	7:10pm-8:50pm	GC	RGM	115	Jahangiri, J
16601	480	LEC	MWF	9:00-10:10	GC	TBD	TBD	Ahuja, O

Class held in Twinsburg.

16602	481	LEC	TR	5:45pm-7:25pm	GC	TBD	TBD	Hughes, R
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Class held in Twinsburg.

18301	500	ZLE	MWF	9:05-10:45	SA	RSM	103	Carew, E
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Permission required from instructor. Meets last 10 weeks 2/18 thru 5/4/08.

17029	700	LEC	MW	7:55-9:35	TR	RTM	105	Dinh, H
17030	701	LEC	MW	9:40-11:20	TR	RTM	213	Perera, V
17031	702	LEC	MW	11:30-1:10pm	TR	RTM	211	Dinh, H
17032	703	LEC	TR	2:15pm-3:55pm	TR	RTM	212	He, M
17034	705	LEC	TR	7:00pm-8:40pm	TR	RTM	211	Taha, N
20650	706	LEC	MW	4:30pm-6:10pm	TR	RTM	201	He, M
18856	800	LEC	TR	1:50pm-3:30pm	TU	RNM	0C110	Das, L
18857	801	LEC	MW	8:55-10:35	TU	RNM	0A114	Toile, W
18858	802	LEC	TR	10:45-12:25	TU	RNM	0C110	Das, L
18867	803	LEC	TR	5:00pm-6:40pm	TU	RNM	0C108	Feng, B

MATH 235



Kent State University - SPRING 2008

FlashLine: <http://flashline.kent.edu>Registrar's: <http://www.registrars.kent.edu>

-- To View A Course Description, Click On The Course ID For Each Course --

Last Updated: 01/24/2008 19:30 PM

Course	Title	Cr-Hr	Next Term Offered
CRN	Sec Act Days Times	Campus/Bldg/Room	Instructor
Section Notes			

Mathematics

(MATH)

[Click Here For Phone Directory Information](#)

UNDERGRADUATE COURSES

MATH-12001 Algebra and Trigonometry		4	TBD
20006 400	TBD	GC TBD TBD	STAFF
17038 700	TBD	TR TBD TBD	STAFF

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[<< Back to Search](#)
[FlashLine](#)
[Office of the University Registrar](#)

MATH 236

Basic Data Sheet

Preparation Date	09/07/2004	Requested Effective Year	2005F
Course Title	COLLEGE ALGEBRA		
Department	MATH		
Course Number	11011		
Slash Course	The only applicable combinations are 4 5 4 5 7 6 7		
Cross listed with			
Course Title Abbreviation	COLLEGE ALGEBRA		
KSU Type	L		
Minimum Credit	4	Maximum Credit	4
Credit Connector	F		
Grade Rule	UG/5		
Credit By Exam	CBE A		
Activity Type	LEC		
Course Fee	0	Per Credit Hour	
OBR Program Code	28		
OBR Course Level	1		
CIP Code			
Prerequisite	A GRADE OF C (2.0) OR BETTER IN EITHER OF MATH 10005 OR MATH 10034 OR APPROPRIATE PLACEMENT TEST SCORE AND NO CREDIT FOR MATH 12001		
Catalog Description	LEVEL OF DIFFICULTY BETWEEN THAT OF MATH 10005 AND 12001 INCLUDES FACTORING EQUATIONS INEQUALITIES FUNCTIONS GRAPHS EXPONENTIAL AND LOGARITHMIC FUNCTIONS		

For course revision, enter previous course title, department & number, and credit hour information

Previous Course Title	COLLEGE ALGEBRA		
Previous Department & Course Number	MAT 11011	Prev Min Hrs	4
		Prev Max Hrs	4
Chair Director, School Dean, or Campus Dean	<i>Hubert M. G.</i>		
Writing Expectations	HOMEWORK QUIZZES AND EXAMS		
Instructor(s) expected to teach this course	ALL MATHEMATICS FACULTY		
Instructor(s) Contributing to Content	BEV REED DONALD WHITE		
Content Outline	Hrs		

MATH 242

Basic Data Sheet

Preparation Date	09/17/2005	Requested Effective Year	2006F
Course Title	ALGEBRA & TRIGONOMETRY		
Department	MATH <i>and</i>		
Course Number	12001		
Slash Course	The only applicable combinations are 4-5, 4 5-7, 6-7		
Cross listed with	# #		
Course Title Abbreviation	ALGEBRA & TRIGONOMETRY		
KSU Type	L		
Minimum Credit	4	Maximum Credit	4
Credit Connector	F		
Grade Rule	U 5		
Credit By Exam	CBE A		
Activity Type	LEC		
Course Fee	0	Per Credit Hour	
OBR Program Code	28		
OBR Course Level	1		
CIP Code	270101		
Prerequisite	APPROPRIATE PLACEMENT TEST SCORE AND NO CREDIT FOR MATH 11010 11011 OR 11022		
Catalog Description	INCLUDES TOPICS COVERED IN MATH 11011 AND 11022		

For course revision, enter previous course title, department & number, and credit hour information

Previous Course Title	ALGEBRA & TRIGONOMETRY		
Previous Department & Course Number	12001	Prev Min Hrs	2
		Prev Max Hrs	2
<i>Andrew M. Tye</i>			
Chair, Director, School Dean, or Campus Dean			

Writing Expectations	HOMWORK QUIZZES AND EXAMS
Instructor(s) expected to teach this course	ALL MATH FACULTY
Instructor(s) Contributing to Content	T POLANSKI D WHITE

Content Outline

Hrs

MATH 243

ALGEBRA FUNDAMENTALS	10
INTRO TO FUNCTIONS GRAPHS MODELING	11
POLYNOMIAL & RATIONAL FUNCTIONS	5
EXPONENTIAL & LOGARITHMIC FUNCTIONS	8
TRIGONOMETRIC FUNCTIONS OF ANGLES	5
TRIGONOMETRIC FUNCTIONS OF REAL NUMBERS	5
ANALYTIC TRIGONOMETRY	8
EXAMS & REVIEWS	8

Total 60

Textbook(s) used in this course

PRECALCULUS 4TH EDITION BY STEWART REDLIN AND WATSON

[Back Main Menu](#)

MATH 244

SYLLABUS
MATH 12001 – Algebra and Trigonometry
 (4 Credit Hours)

Catalog Information

Includes topics covered in MATH 11011 and 11022

Prerequisite Appropriate placement test score and no credit for MATH 11010, 11011, or 11022

Text *Precalculus*, 4th edition, by Stewart, Redlin, and Watson

Fundamentals of Algebra (10 days)

- Exponents and radicals
- Algebraic expressions
- Binomial Theorem
- Equations and inequalities
- Linear equations and systems of equations

EXAM 1

Functions (13 days)

- Functions and graphs
- Variation
- Rate of change, increasing/decreasing, extreme values
- Transformations of functions
- Combinations of functions
- One-to-one functions, inverses

EXAM 2

Polynomial and Rational Functions (5 days)

- Graphs of polynomial functions
- Dividing polynomials, Factor Theorem, Remainder Theorem
- Real and rational zeros of polynomials
- Rational functions

Exponential and Logarithmic Functions (9 days)

- Exponential functions
- Logarithmic functions
- Laws of logarithms
- Exponential and logarithmic equations
- Modeling with exponential and logarithmic functions

EXAM 3

(MATH 12001 Syllabus, continued)

Trigonometric Functions (10 days)

- Trigonometric functions of real numbers
- Graphs of trigonometric functions
- Right triangle trigonometry
- Trigonometric functions of angles

EXAM 4

Analytic Trigonometry (11 days)

- Trigonometric identities
- Addition and subtraction formulas
- Double angle half angle, product/sum formulas
- Trigonometric equations
- Law of Sines Law of Cosines

EXAM 5

Course Review (2 days)

INTER-DEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
DEPARTMENT OF MATHEMATICAL SCIENCES

To: Linda Williams, Associate Dean of Curriculum
College of Arts and Sciences

From: Donald L. White, Coordinator of Undergraduate Studies
Department of Mathematical Sciences

Date: September 14, 2004

Subject: Creation of Fundamental Mathematics I-IV, Prerequisite Changes

The enclosed documentation is in support of a proposal to create four new courses, MATH 10031 - 10034, Fundamental Mathematics I - IV, and to revise prerequisites for MATH 10041, 11011, and 14001 to include this sequence and to require a grade of C (2.0) or better in the prerequisite courses.

The documentation includes:

- Proposal Summary (including background and rationale),
- Feedback and Support Memos,
- CCP and BDS for each new course,
- catalog copy for the new courses,
- CCP and BDS for each of MATH 10041, 11011, and 14001 prerequisite revisions, and
- edited catalog copy for prerequisite revisions.

The Department of Mathematical Sciences would like to have these changes take effect Fall 2005. Please let me know if any other information is required.

MATH 247

PROPOSAL SUMMARY

Background: At the request of the Provost, the Department of Mathematical Sciences is conducting a thorough review and revision of its precalculus courses. The intent of this review and revision is to find ways to teach precalculus mathematics more effectively and at the same time to reduce costs. This proposal represents the first phase of the revision and concerns courses at the level below College Algebra.

Proposed Action and Rationale:

1. Create four courses: MATH 10031 - 10034, Fundamental Mathematics I, II, III, IV

This sequence covers the material currently in Math 10004-10005. Each of the four courses is a one credit hour course that runs five weeks, with a lecture component and a computer lab component. Students will be carefully placed in one of the four courses by placement testing. They are flexibly scheduled so that a student may take up to three courses in the sequence in one semester. A grade of C (2.0) in one course is required in order to proceed to the next course.

As is the case with MATH 10004, credit hours for the first course in the sequence, MATH 10031, will not apply toward graduation. Credit for MATH 10032 - 10034 will apply toward graduation as does credit for MATH 10005.

Experimental sections of these courses ran last year and this year. We believe that the elimination of the repetition of topics between MATH 10004 and 10005, the addition of computer lab work, and the requirement of mastery of a small selection of topics before proceeding to the next topics will allow us to teach this material more effectively and efficiently. In particular, the sequence MATH 10031 - MATH 10034 requires four credit hours instead of the seven credit hours required for MATH 10004 and MATH 10005.

If successful, this sequence of courses would eventually replace MATH 10004 and MATH 10005. However, MATH 10004 and MATH 10005 will continue to be taught until we feel the new sequence is a success.

2. Revise prerequisites for MATH 10041, 11011, and 14001

The current prerequisite for each of these courses is:

MATH 10005 or appropriate placement test score.

We propose to change the prerequisite for each course to:

A grade of C (2.0) or better in either of MATH 10005 or MATH 10034, or appropriate placement test score.

This proposal has two effects. First, it permits the alternate path through MATH 10031 - 10034 into these courses. Second, it strengthens the prerequisite by requiring a C (2.0) or better in the prerequisite course. Our experience shows that students who pass MATH 10005 with a D or borderline C/D do not generally succeed in subsequent mathematics courses.

Course Fee: Each of MATH 10031 – MATH 10034 will carry a special course fee of \$15. The fee is for access to an online text currently being developed by members of the faculty specifically for these courses.

The current cost of textbooks for MATH 10004 and MATH 10005 is \$165 (\$63 for the MATH 10004 text and \$102 for the MATH 10005 text). No textbook other than the online text will be required for MATH 10031 – 10034. The text cost for three of these courses (one semester) will therefore be \$45, and the total for a student who must take the entire sequence is \$60.

A final decision on computer software for the courses has not yet been made. It is possible that students may be required to purchase the software for personal use. Even in this situation, however, the total text and software cost to the student will be less than is currently the case.

Resource and Staffing Implications: The new sequence of courses can be taught with the current staff because fewer sections of MATH 10004 and MATH 10005 will be taught. It is anticipated that in the long run, these proposals will result in a decrease in the staff required to teach this material. If MATH 10004 and MATH 10005 are eventually eliminated as anticipated, seven credit hours will be replaced by four credit hours.

The Office of the Provost is providing funds to the Department of Mathematical Sciences for development of the courses and online text. These funds must be repaid to the Provost. Continuing development, revision, and support of the text will require continued funding. The Department expects to cover these costs via the assessment of the text access course fees.

Impact on Other Units: The direct impact of these proposals on other units will be minimal. Two units (Department of Economics, School of Technology Division of Applied Business) have courses with MATH 10005 as a prerequisite. These units will be asked to accept MATH 10034 as an alternative prerequisite. Numerous other units require MATH 10041, 11011, or 14001 in their programs. The new courses and strengthened prerequisites should result in students who are better prepared for these courses and should have no negative impact on these units.

We have asked for feedback and support from all of these units. Feedback and support memos from those units that have chosen to respond are included in the proposal.

FEEDBACK AND SUPPORT MEMOS

The following pages contain the memos of support and other feedback from the units consulted about these proposals. They are in response to e-mail containing the following information about the proposals.

1. Create 4 courses: MATH 10031 - 10034, Fundamental Mathematics I, II, III, IV

This sequence covers the material currently in Math 10004-10005. Each of the 4 courses is a 1 credit hour course that runs 5 weeks, with a lecture component and a computer lab component. Students will be carefully placed in one of the 4 courses by placement testing. They are flexibly scheduled so that a student may take up to 3 courses in the sequence in one semester. A grade of C in one course is required in order to proceed to the next course.

Experimental sections of these courses ran last year and this year. We believe that the elimination of the repetition of topics between MATH 10004 and 10005, more refined placement of students in courses, the addition of computer lab work, and the requirement of mastery of a small selection of topics before proceeding to the next topics will allow us to teach this material more effectively and efficiently.

If successful, this sequence of courses will eventually replace MATH 10004 and MATH 10005. However, MATH 10004 and MATH 10005 will continue to be taught until and unless we feel the new sequence is a success.

2. Revise prerequisites for MATH 10041, 11011, and 14001

The current prerequisite for each of these courses is:

MATH 10005 or appropriate placement test score.

We propose to change the prerequisite for each course to:

A grade of C or better in either of MATH 10005 or MATH 10034, or appropriate placement test score.

This proposal has two effects. First, it permits the alternate path through MATH 10031 - 10034 into these courses. Second, it strengthens the prerequisite by requiring a C or better in the prerequisite course. Our experience shows that students who pass MATH 10005 with a D do not generally succeed in subsequent mathematics courses.

MATH 250

From "RAJ CHOWDHURY" <achowdhu@kent.edu>
Subject Re: reminder on math proposals
Date Sat, September 11, 2004 2:31 pm
To "Donald White" <white@math.kent.edu>
CC vfitzsim@kent.edu

Dr. Don White
Department of Mathematical Sciences
Coordinator of Undergraduate Studies
College of Arts and Science, Kent State University

Subject :New MATH-Course Proposals

Sorry for the delay in responding your request. I have received feed back from the Chairs/Coordinators of the "Academic Division" in the School of Technology.

Via this e-mail, I am confirming my support and the School of Technology's endorsement of the Fundamental Mathematics I - IV as a prerequisite to MATH 10041, 11011 and 14001. Thank You. Please confirm receiving this e-mail. Thanks.

Raj

Dr. A.R. (Raj) Chowdhury
Dean and Professor
School of Technology
Kent State University
Kent, Ohio

MATH 251

From "MICHAEL DRAGOMIER" <mdragomi@kent.edu>
Subject Re: reminder on math proposals
Date Mon, September 13, 2004 2:08 pm
To "Donald White" <white@math.kent.edu>
CC

l@kent.edu,rajl@kent.edu,rkent@bsa3.kent.edu,wardw@trumbull.kent.edu,"Donald White" <white@math.kent.edu>

Dr. White:

I have reviewed your proposal. My only concern is has to do with scheduling. I understand that a student could register for Math 1 thru 3 in one semester. The possibility exists that a student could take the fourth course in the spring semester (five weeks) and not have another math class until the following fall. Is this the most effective scheduling?

Regards,

Mike

Michael L. Dragomier
Coordinator, Division of Applied Science and Technology
School of Technology
Kent State University
330-672-9851

MATH 252

From "Mary Dellman" <mdellman@kent.edu>
Subject Re: reminder on math proposals
Date Mon, September 13, 2004 2:54 pm
To "Donald White" <white@math.kent.edu>

Dr. White,
Please consider this brief email documentation that the School of Family
and Consumer Studies endorses the proposed curriculum change: Fundamental
Mathematics I-IV and related prerequisite changes.
Mary Dellmann-Jenkins
School Director
Family and Consumer Studies

MATH 253

From "Richard Kent" <rkent@bsa3.kent.edu>
Subject Re: Request for Support of Math Proposals
Date Tue, September 14, 2004 4:38 am
To "Donald White" <white@math.kent.edu>

Dear Professor White,

based on your description below of the proposed new sequence of math courses, Fundamental Mathematics I - IV, the Economics Department does not have concerns with the proposal.

As you note below, Math 10005 is a prerequisite for ECON 22060, Principles of Microeconomics. Since the proposed new courses, Fundamental Mathematics I - IV, are equivalent to MATH 10005, the Economics Department will have to change its listed prerequisite when the proposed new courses are approved.

Richard Kent
Chair, Economics

MATH 254

From "Michael Mikusa" <mmikusa@kent.edu>
Subject Re: math proposals again
Date Wed, September 15, 2004 9:25 am
To "Donald White" <white@math.kent.edu>

Don,
I've checked with the math education faculty and we support your changes to the 10004 & 10005 courses as well as the increase in prerequisite for 14001 (to a C or better in 10005 or 10034).

Mike

* Michael Mikusa
* Associate Professor Mathematics Education
* 401 White Hall Kent State University
* Kent, OH 44242-0001 (330) 672-0647

MATH 235

From "Jonathan I. Maletic, Ph.D." <jmaletic@cs.kent.edu>
Subject Re: Request for support of Math proposals
Date Thu, September 2, 2004 5:29 pm
To "Donald White" <white@math.kent.edu>

Don,

Proposal 2 below should have a positive impact on any student coming into Computer Science via any of those said courses. No CS course directly requires said MATH courses however we do require higher level MATH courses which may require a student to take said course(s). Strengthening prerequisites for any of our required courses is well within the current goals and mission of our Department.

As such Computer Science fully supports proposal 2 below.

With regards to proposal 1 below, it seems to have no direct impact on Computer Science.

Best regards,
Jonathan I. Maletic, Ph.D.

Associate Professor	office: (330)-672-9039
Department of Computer Science	fax: (330)-672-7824
Kent State University	jmaletic@cs.kent.edu
Kent Ohio 44242-0001	www.cs.kent.edu/~jmaletic/

MATH 256

From "Elizabeth Rhodes" <erhodes1@kent.edu>
Subject Re: Request for support of Math proposals
Date Tue, September 7, 2004 11:56 am
To "Donald White" <white@math.kent.edu>

Don, The Fashion School FAC is fully supportive of the changes you propose. Best of luck! Elizabeth Rhodes

Elizabeth A. Rhodes, PH.D.
Director and Professor
The Fashion School
Kent State University PO Box 5190
Kent, OH 44242-0001 Phone: 330-672-5975 FAX: 330-672-3772
<http://www.kent.edu/fashion>

Mission of the Fashion School: ...linking academic and workplace environments for the professional advancement of individuals who impact the fashion industry.

From "Janice Gibson" <Gibson@saalem.kent.edu>
Subject Re: Request for support of Math proposals
Date Thu, September 9, 2004 12:00 pm
To "Donald White" <white@math.kent.edu>

Dear Mr. White,

I contacted one of the primary instructors for MATH 11011 on the Salem Campus concerning these changes. She stated that the math faculty on our campus has worked very hard revamping MATH 10004 and 10005 to be more thorough preps for MATH 11011. As a result, they have seen more student success with all three courses. Her concern is that the changes may interfere with the progress already made with students at our campus.

A concern I have is with transfer students. We are very close to YSU and many students transfer to our campus. How will these changes affect the transfer of math from other institutions?

If all eight campuses agree with these changes, then I feel we need consistency and would give my endorsement. The tiered approach may prove to be very successful and may be worth a try.

Thank you,
Jan Gibson

Jan Gibson, M.Ed., R.T. (R)
Director, Radiologic and Imaging Sciences
Kent State University-Salem Campus
2491 State Route 45 South
Salem, Ohio 44460
Voice mail: (330) 337-4223
Fax number: (330) 332-9256
email: gibson@saalem.kent.edu

Sent via the WebMail system at mail.salem.kent.edu

MATH 258

09/13/2004 04:44 PM

From "Greg Blase" <gblase@kent.edu>
Subject Re: Request for support of Math proposals
Date Thu, September 9, 2004 4:08 pm
To "Donald White" <white@math.kent.edu>

Don:

Journalism and Mass Communications supports this proposal. Our understanding is the three one-hour courses - Fundamentals of Math II, III, IV - will replace Math 10005 and will count toward a degree.

Greg Blase
Assistant Professor and Undergraduate Coordinator
Journalism and Mass Communication

MATH 259

From mhaley@kent.edu
Subject Re: reminder on math proposals
Date Fri, September 10, 2004 5:04 pm
To "Donald White" <white@math.kent.edu>

Don:

The Geography Department fully supports the Mathematics Department's proposals on the Fundamental Mathematics series and the prerequisite changes for for MATH 10041, 11011, and 14001. If you need anything in addition to this note, please don't hesitate to ask.

Mary Ann

Mary Ann Haley, Ph.D.
Assistant Professor
Undergraduate Coordinator
Geography Department
Kent State University

MATH 2100

09/13/2004 02:50 PM

From Wward2@neo.rr.com
Subject Re: reminder on math proposals
Date Fri, September 10, 2004 5:29 pm
To "Donald White" <white@math.kent.edu>
CC "Donald White" <white@math.kent.edu>, "rAJ CHOWDHURY" <achowdhu@kent.edu>

Hi Professor White

I talked with several Regional Campus math Faculty and got some feedback on your proposed changes. I think it is a great idea and would support it.

Will Ward
Associate Professor, Computer Technology
Trumbull Campus

MATH 261

From "Nancy Mitchell" <nmitchel@kent.edu>
Subject Re: Request for Support of Math Proposals
Date Mon, September 13, 2004 7:01 pm
To "Donald White" <white@math.kent.edu>

Dear Dr. White,

We have reviewed your request relative to the impact of Proposal 2 (below) on the Integrated Health Studies major. We do not foresee any problem with the requirement for a grade of "C" in the prerequisite course.

Some questions were raised about Proposal 1--the new MATH 10101 - 10104 sequence of courses. Although we assume that such issues are already being considered, I was asked to mention the following potential problems: (1) the availability of sufficient sections and the potential delay in student progress if each level is not available at the "right point" in the semester when needed by the student; (2) the possibility of completing three of the courses in one semester and then completing only the fourth course at the beginning of the next semester--thus delaying until the following semester (and with a considerable "gap") enrollment in a subsequent course such as MATH 11011; (3) delays that might occur if a student did not do well in one of the courses and needed to repeat that course before enrolling in the next level course (i.e., would it be immediately available at the next five-week interval within that same term?); and (4) the need for final grades to be available immediately if a student started the next course literally on the "following Monday" and a grade of "C" is required for that advancement.

Thank you for the opportunity to respond to these proposals.

Nancy Mitchell
Associate Dean
College of Fine and Professional Arts

MATH 262

From "Liz Sinclair" <lsinclair@bsa3.kent.edu>
Subject Re: reminder on math proposals
Date Thu, September 16, 2004 12:46 am
To "Donald White" <white@math.kent.edu>
CC LSINCLAI@bsa3.kent.edu

Donald,

The College of Business Curriculum Committee met yesterday to discuss (among other topics) the Mathematic Department's proposals. I also ran the proposals by the College's advising staff for their input.

The College supports both proposals but does have some additional comments related to both parts of the proposal.

For proposal number one: a concern expressed by the College's advising staff has to do with placement. It is not a perfect system under which we work in placing students currently - and it is for just 2 courses. This proposal suggests placement now for 4 courses. Will students be moving backward and forward among the 4 with regularity because of inadequate initial placement? I am aware there is movement currently between 10004 and 10005 with some regularity (drop back sections). Adding to this point, if COMPASS will be the measurement tool to determine placement, there is a feeling that students can "guess" enough to significantly throw off placement. Some believe that there should only be one developmental course - plain and simple - covering the prerequisite material that should otherwise have been mastered in high school. (I am certain all Mathematics faculty could not agree more.) In the same vain, what number of students who are properly placed into math 10004 graduate? Also, have you considered requiring that students who are math deficient make up for these deficiencies before coming to Kent - say over the summer month? The second proposal compliments and strengthens what we are doing with our program, i.e. minimum C (2.00) in Math 11011 (or 12001) required for admission to the Advanced Business Program. A related note: you need to keep in mind that plus minus grading begins Fall 2005 and thus you will need to indicate C (2.00) or C-(1.70). We presumed 2.0 and not 1.7, and, again support this. If you have any questions, please let me know.
Liz Sinclair-Colando

Elizabeth A. Sinclair-Colando
Assistant Dean
College of Business Administration
Kent State University
330-672-1286
fax: 330-672-4043
<http://business.kent.edu>

MATH 263

INTER-DEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
DEPARTMENT OF MATHEMATICAL SCIENCES

To: Linda Williams, Associate Dean of Curriculum
College of Arts and Sciences

From: Donald L. White, Undergraduate Coordinator
Department of Mathematical Sciences

Date: November 7, 2005

Subject: Creation of New Precalculus Courses

The enclosed documentation is in support of a proposal to create four new courses:

MATH 10035, Fundamental Mathematics V
MATH 10036, Fundamental Mathematics VI
MATH 11009, Modeling Algebra
MATH 11010, Algebra for Calculus

The documentation includes:

- Proposal Summary (including background and rationale)
- CCP and BDS for each new course
- Special Course Fee form for each of MATH 10035 and MATH 10036
- LER Questionnaire and syllabus for each of MATH 11009 and MATH 11010
- List of units consulted
- Feedback and Support Memos

The creation of these courses was proposed by the ad hoc Precalculus Committee, consisting of four regional campus tenure track faculty members and the Kent campus coordinators of precalculus courses. The creation of 10035, 10036, and 11010 were approved by the Undergraduate Studies Committee of the Department of Mathematical Sciences by a vote of 7-0 on September 30, 2005. The creation of 11009 was approved by a vote of 6-0 by the same committee on October 14, 2005.

The Department of Mathematical Sciences would like to have these changes take effect Fall 2006. Please let me know if any other information is required.

MATH 264

PROPOSAL SUMMARY

Fall 2005 Revisions

In Fall 2004, a proposal was submitted and approved, effective Fall 2005, to begin the revision of the precalculus offerings by the Department of Mathematical Sciences. This began with the revision of the developmental and prealgebra offerings via the creation of MATH 10031 – 10034, *Fundamental Mathematics I – IV*. These are one credit hour courses that are flexibly scheduled for five week terms, so that a student can complete three courses in one semester.

For most purposes, Fundamental Mathematics I – IV is a sufficient replacement for MATH 10004, *Developmental Mathematics*, and MATH 10005, *Introduction to College Mathematics*. In particular, MATH 10034, *Fundamental Mathematics IV*, will replace MATH 10005 as the prerequisite for MATH 10041 and MATH 14001, and we believe it should also replace MATH 10005 wherever it is used as a prerequisite outside of Mathematical Sciences.

Proposed Fall 2006 Revisions

The next step is to revise the offerings at the algebra and precalculus levels. The purpose of this proposal is the creation of the following courses.

- **MATH 11009, Modeling Algebra**
A 4 hour proposed LER course, to follow MATH 10034, *Modeling Algebra* should be taken by students not intending to take calculus. It will include a lab component, the exact nature of which will depend on available facilities and the instructor. No lab fee is proposed.
- **MATH 10035, Fundamental Mathematics V**
This is a 1 hour course to follow MATH 10034. It will have the same structure as the previous Fundamental Mathematics courses, including a lab component and a lab fee of \$15 to cover the expense of development and support of an online text.
- **MATH 10036, Fundamental Mathematics VI**
This is a 1 hour course to follow MATH 10035. It also will have the same structure as the previous Fundamental Mathematics courses, including the lab component, lab fee of \$15, and online text.
- **MATH 11010, Algebra for Calculus**
A 3 hour proposed LER course, to follow MATH 10036, *Algebra for Calculus* will be required for both MATH 11012, *Intuitive Calculus*, and MATH 12002, *Analytic Geometry and Calculus I*.

Moreover, MATH 11011, *College Algebra*, and MATH 12001, *Algebra and Trigonometry*, would no longer be offered at the Kent campus.

Rationale

The proposed new Fundamental Mathematics courses are each one credit hour and are designed to be taught during a five week period. If necessary, the course may be repeated in the next five week period. Students must demonstrate proficiency at a specified level before advancing to the next course. This should result in students who are better prepared for both algebra and calculus and improve student success and retention.

Completion of MATH 10031 - 10034, *Fundamental Mathematics I - IV*, is roughly equivalent to completion of MATH 10004 and MATH 10005. For purposes other than a precalculus algebra course, this is a sufficient replacement. A few intermediate algebra topics from MATH 10005 are not covered in this sequence, however. MATH 10035, *Fundamental Mathematics V*, is designed to cover these topics and further prepare students for calculus-track college algebra. Students who now place marginally into MATH 11011 will be placed in MATH 10035, increasing their chances for success.

MATH 10036, *Fundamental Mathematics VI*, is designed to cover essential topics currently covered in the first few weeks of MATH 11011 that are often not mastered by students in that course. Requiring proficiency in these topics will allow us to offer a stronger three hour college algebra course: MATH 11010, *Algebra for Calculus*. MATH 10036 and MATH 11010 together will replace MATH 11011.

The current precalculus course, MATH 12001, *Algebra and Trigonometry*, is a four hour course in which we attempt to cover the material from MATH 11011 (4 hours) and MATH 11022 (2 hours). Our success at reaching this goal is mixed, at best. The combination of MATH 11010 and the currently offered MATH 11022, a total of five hours, will provide a stronger background in algebra and trigonometry than MATH 12001. These courses can be taken concurrently so that precalculus can still be completed in one semester.

Approximately two-thirds of our current MATH 11011 students do not continue on to take calculus. Many of the technical skills needed for calculus and taught in MATH 11011 or the new MATH 10036 - MATH 11010 combination are not useful for these students. MATH 11009, *Modeling Algebra*, is a course designed for students who need some experience using algebra in a real-world context but who are not planning to take calculus. Necessary skills will be taught in the context of various applied problems, with the emphasis placed on concept building and mathematical modeling. We believe that units currently requiring MATH 11011 but no further mathematics would be better served by replacing MATH 11011 with MATH 11009 in their requirements.

Approximate Course Equivalences

The following table gives the approximate correspondence between current courses and the proposed new courses.

New Courses (hours)	Current Courses (hours)
10031 – 10034, Fundamental Math I – IV (4)	10004 (4) and (most of) 10005 (3)
10035, Fundamental Math V (1)	remainder of 10005 and stronger algebra preparation
10036, Fundamental Math VI (1) + 11010, Algebra for Calculus (3)	11011, College Algebra (4)
11010, Algebra for Calculus (3) + 11022, Trigonometry (2)	12001, Algebra and Trigonometry (4)

We expect to offer some sections of a flexibly scheduled 10036 – 11010 sequence so that these courses can be completed in one semester. Students who require trigonometry can take 11010 and 11022 at the same time, or 11022 can be taken after 11010.

Proposed Placements

We expect the new placements of students to compare to the old placements as follows.

Current Placement	New Placement/Available Courses
10004	10031 Fundamental Mathematics I
10005	10032 Fundamental Mathematics II
11011 or above (Non-Calculus Track)	10041 Elementary Probability and Statistics 11008 Explorations in Modern Mathematics 11009 Modeling Algebra 14001 Basic Mathematical Concepts I
11011 (Calculus Track)	10035 Fundamental Mathematics V or 10036 Fundamental Mathematics VI
12001 (Calculus Track)	11010 Algebra for Calculus and 11022 Trigonometry (concurrent with 11010)

Proposed Subsequent Courses

The following table lists courses available to students on completion of the proposed new courses.

After Completing ...	... Students Can Take
10031 Fundamental Math I	10032 Fundamental Math II
10032 Fundamental Math II	10033 Fundamental Math III
10033 Fundamental Math III	10034 Fundamental Math IV
10034 Fundamental Math IV (Non-Calculus Track)	10041 Elem. Prob. and Stats., or 11008 Explorations in Mod. Math, or 11009 Modeling Algebra, or 14001 Basic Mathematical Concepts I
10034 Fundamental Math IV (Calculus Track)	10035 Fundamental Math V
10035 Fundamental Math V	10036 Fundamental Math VI
10036 Fundamental Math VI	11010 Algebra for Calculus 11022 Trig. (concurrent with 11010)
11010 Algebra for Calculus	11012 Intuitive Calculus
11010 Algebra for Calculus and 11022 Trigonometry	12002 Analytic Geom. and Calculus I

UNITS CONSULTED

Although the new courses proposed are unlikely to have any staffing or resource implications for other units, students in most programs will be affected by the revisions in this proposal. In order to solicit feedback and to give other units an opportunity to comment, we sent a summary of this proposal to representatives of the following units/programs that have specific mathematics requirements:

- College of Architecture and Environmental Design
 - Architecture
 - Interior Design
- College of Arts and Sciences
 - Department of Anthropology
 - Department of Biological Sciences
 - Department of Chemistry
 - Department of Computer Science
 - Department of Geography
 - Department of Geology
 - Department of Physics
- College of Business Administration
 - Department of Accounting
 - Department of Economics
 - Department of Finance
 - Department of Management and Information Systems
 - Department of Marketing
- College of Communication and Information (Dean)
- College and Graduate School of Education, Health, and Human Services (Dean)
 - Department of Teaching, Leadership, and Curriculum Studies
 - Mathematics Education
 - Exercise, Leisure, and Sport
 - Family and Consumer Studies
- College of Fine and Professional Arts (Dean)
 - Fashion Design
- College of Nursing (Dean)
- School of Technology (Dean)
- Regional Campus Deans
 - Ashtabula Campus
 - East Liverpool and Salem Campuses
 - Geauga Campus
 - Stark Campus
 - Trumbull Campus
 - Tuscarawas Campus

The responses we received are on the following pages.

MATH 269

From "Mark Manley" <manley@marksun.physics.kent.edu>
 Subject Re: Precalculus Revisions from Mathematical Sciences
 Date Mon, October 31, 2005 11:53 am
 To white@math.kent.edu

Dear Don,

Thanks for informing the Physics Department about these proposed changes. We anticipate no problems for physics majors, and we are in support of the proposed curricular revisions.

Best regards,
 Mark Manley

Donald White wrote:

Mark,
 Yes, your assessment is correct. The 12001 doesn't really work well. For students who really need it, the course is much too fast as a 4 hour course. The ones who do well probably just needed a review and could have just started in calculus. So we're essentially extending it to a 5 hour course in a round-about way. For students placing in 11011 now, there is no essential change. I would assume there aren't many potential Physics majors that place below there (at least, not many successful ones).

Thanks,
 Don

Hi Don,

I want to make sure that I understand how the proposed changes might affect physics majors:

This proposal will apparently have no impact on physics majors who are able to begin MATH 12002 (Analytic Geometry and Calculus I) when they start at Kent State; however, for students who needs algebra or trigonometry, there will be an impact (see below).

My assessment:

Most physics majors who need the prerequisite for Calculus I probably now take the 4-hr course MATH 12001 (Algebra and Trigonometry). With the proposed changes, students will need to complete TWO math courses (MATH 11010 and MATH 11022), for a total of 5 hours. Thus, the proposed change represents an increase in 1 credit hour for these students. The two courses replacing MATH 12001 can be taken concurrently.

Physics majors can now satisfy the prerequisite for Calculus I by taking either MATH 12001 (4 hrs) OR MATH 11011 (College Algebra, 4 hrs) + MATH 12022 (Trigonometry, 2 hrs). It seems that students who now take the MATH 11011 (4 hrs) + 12022 (2 hrs) combination would need to take the new combination of MATH 10036 (1 hr) + MATH 11010 (3 hrs) + MATH 11022 (2 hrs). The total number of hours would still be 6, and students could still complete the sequence in two semesters.

Don, please let me know if my understanding as stated above is correct. If not, please let me know how I am mistaken. I will send you a memo of support in a few days as soon as I receive clarification of these points.

Thanks,
 Mark

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MATH 270

From "Michael Mikusa" <mmikusa@kent.edu>
Subject Re: Precalculus Revisions from Mathematical Sciences
Date Wed, October 19, 2005 11:42 am
To white@math.kent.edu
CC jarhar@kent.edu

Don, I have reviewed your proposed changes and agree with them.
Thanks for keeping us informed on your curriculum changes.

Mike
--

* Michael Mikusa *
* Associate Professor Mathematics Education *
* 401 White Hall Kent State University *
* Kent, OH 44242-0001 (330) 672-0647 *

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MATH 271

From "Mary Dellman" <mdellman@kent.edu>
 Subject RE: Precalculus Revisions from Mathematical Sciences
 Date Mon, October 31, 2005 9:41 am
 To white@math.kent.edu

Don,
 Thank you for sharing the proposal. FCS undergraduate programs will not be negatively impact by the changes, thus, faculty approve the proposal.

Take care,

Mary Dellmann Jenkins

At 04:24 PM 10/28/2005, you wrote:

>Dear Colleagues,

>I sent out a proposal summary for changes in our precalculus courses
 >last week, asking for feedback by November 1. There may be a couple
 >of revisions to the proposal that I'll send out by the middle of next
 >week, and my own deadline is a bit later than I expected. So if you are
 >planning to send a response, I ask that you wait until after I send the
 >revisions. I would like to have any feedback by November 8. Of course,
 >if you have any questions before then, please let me know.

>

>Thanks,

>Don

>

>

>*****

>Donald L. White

>Associate Professor and

white@math.kent.edu

>Coordinator of Undergraduate Studies

tel. (330) 672-9034

>Department of Mathematical Sciences

fax (330) 672-2209

>Kent State University

<http://www.math.kent.edu/~white>

>*****

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MATH 272

LIBERAL EDUCATION REQUIREMENTS

OBJECTIVES

The Liberal Education Requirements (LER) are at the core of the university's mission to prepare students to live in today's complex, global society. They broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers. Through this learning experience, students develop the intellectual flexibility they need to adapt to an ever-changing world. LER courses enable students to:

- Acquire critical thinking and problem solving skills
- Apply principles of effective written and oral communication,
- Broaden their imagination and develop their creativity
- Cultivate their natural curiosity and begin a lifelong pursuit of knowledge
- Develop competencies and values vital to responsible uses of information and technology
- Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens
- Improve their understanding of issues and behaviors concerning inclusion, community and tolerance
- Increase their awareness of ethical implications of their own and others' actions
- Integrate their major studies into the broader context of a liberal education
- Strengthen quantitative reasoning skills
- Understand basic concepts of the academic disciplines

Although not every LER course will address all these goals, learning within the LER as a whole enables students to acquire the tools for living rich and meaningful lives in our diverse society.

GUIDELINES

1. As part of the requirements for any baccalaureate degree, all students must complete at least 36-37 semester hours of Liberal Education Requirements distributed as indicated below.
2. Colleges or degree programs may augment the university's minimum Liberal Education Requirements, and they may specify for their students certain courses in fulfillment of the requirements. It is *essential*, therefore, that students consult the *Catalog* descriptions for their college and degree program.
3. Liberal Education Requirements should normally be completed within the 60 semester hours that immediately follow the first date of the enrollment in a baccalaureate degree program.
4. Courses in the students' major field will not count toward the completion of any Liberal Education Requirements.
5. Honors equivalents shall satisfy Liberal Education Requirements.
6. None of the courses on the Liberal Education Requirements list may be taken pass-fail.

Liberal Education Requirements Areas and Courses

I. COMPOSITION	8
<i>English (ENG)</i>	
11011 College Writing I (or 11002 College Writing I-S)	3
21011 College Writing II	3
<i>Honors (HONR)</i>	
10197 Freshman Honors Colloquium I	4
10297 Freshman Honors Colloquium II	4
II. MATHEMATICS AND CRITICAL REASONING	3
<i>Mathematics (MATH)</i>	
11008 Explorations in Modern Mathematics	3
11009 Modeling Algebra	4
11010 Algebra for Calculus	3
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
14001 Basic Mathematical Concepts I	4
14002 Basic Mathematical Concepts II	4
<i>Philosophy (PHIL)</i>	
21002 Introduction to Formal Logic	3
III. HUMANITIES AND FINE ARTS	9
<i>At least one course must be selected from the Humanities in Arts and Sciences section, and at least one course must be selected from the Fine Arts section. Diversity courses are marked "D." An asterisk (*) indicates primarily domestic (U.S.) content.</i>	
<i>Humanities in Arts and Sciences</i>	
<i>Classics (CLAS)</i>	
D 21404 The Greek Achievement	3
D 21405 The Roman Achievement	3
<i>English (ENG)</i>	
21054 Introduction to Shakespeare	3
22071 Great Books I	3
22072 Great Books II	3
22073 Major Modern Writers: British and United States	3

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Attachment 6--Page 1

Preparation Date 20-Mar-08 Curriculum Bulletin _____
Effective Date FALL 2009 Approved by EPC _____

Department

College AS - Arts and Sciences

Proposal Revise Policy

Proposal Name **Revise BA/BS Foreign Language Requirement in College of Arts and Sciences**

Description of proposal:

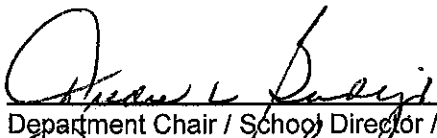
Revise foreign language requirement for BA from 14 hours to 14-15 hours; Revise foreign language requirement for BS from 8 hours to 8-10 hours.

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

This proposal relates directly to the newly created 5 hour courses in Japanese and Russian languages. It allows BA students to complete their requirements in 3 instead of 4 semesters.

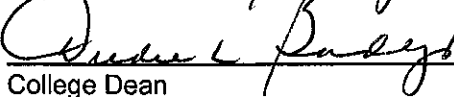
Units consulted (other departments, programs or campuses affected by this proposal):

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

3 / 40 / 2008



College Dean

3 / 20 / 2008

Executive Dean of Regional Campuses

 / /

Senior Vice President for Academic Affairs and Provost

 / /

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: College of Arts and Sciences Curriculum Committee
From: Diedre L. Badejo, Associate Dean *DLB*
Date: February 4, 2008
Subject: Revise BA/BS Foreign Language Requirement in the College of Arts and Sciences

The Department of Modern and Classical Language Studies has proposed credit hour changes to the newly proposed courses in Japanese and Russian from 4 to 5 credit hours to reflect the difficulty in learning these languages. Japanese and Russian majors will complete four semesters or 20 credit hours. Such a revision impacts the Language Requirement for all majors. The College of Arts and Sciences proposes to revise the BA/BS Foreign Language Requirement in order to avoid a 20 hour language requirement for non-Japanese and non-Russian majors.

Proposal Summary

Title: Revise BA/BS Foreign Language Requirement in the College of Arts and Sciences

Subject Specification: Revise BA requirement to 14-15 hours; BS requirement to 8-10 hours.

Background Information: This proposal directly relates to the accompanying newly created 5 hour Japanese and Russian Language courses. BA students could complete their requirement in 3 semesters instead of 4.

Alternatives and Consequences: The A&S College Curriculum Committee is clearly VERY supportive of the concept of language proficiency and our efforts to develop it in elementary/intermediate students (and levels beyond). Members are concerned, however, that our plans for raising hours for elementary and intermediate in Japanese and Russian (and possibly other languages as well), thus setting prerequisites for major and minor programs at 20 hours, may (with current catalog language specifying "through Intermediate II" as college requirement for the BA) chase students away from the COLLEGE.

Specific Recommendation and Justification: Consequently, they suggest something of a compromise: set catalog language for the BS as "8-10 hours"--essentially the current requirement of Elementary II--and the requirement for the BA as "14-15 hours", which parallels the present requirement but with the proposed 5 hours per course in Japanese and Russian would have students beginning Fall 2009 complete the BA requirement in 3 semesters rather than 4 (BS requirement effectively unchanged). The proficiency level of students completing the elementary sequence should be significantly improved with the new proposal; students completing the BA requirement (with 15 hours rather than 14 in 3 semesters--more attractive than 4) should also have a higher level of proficiency than under the current requirement of Intermediate II) and at the same time students completing the intermediate sequence will have a better preparation for the minor and/or the major than at present.

Timetable and Actions Required: Spring 2008 CCC and EPC approval; effective *FALL* 2009

ASR

The College of Arts and Sciences generally will approve double majors and dual degrees within the college as long as there are at least 21 hours of coursework exclusively applied to each major or field of concentration. Certain major and degree combinations are specifically prohibited based upon departmental recommendations.

The option to pursue double majors and dual degrees continues subsequent to earning a B.A. or B.S. degree in the College of Arts and Sciences. For example, students who have earned a B.A. degree with an English major at Kent State University can have the completion of a second major such as sociology added to their transcript at a later time.

Requests for dual degrees between arts and sciences programs and programs in other colleges are considered on a case-by-case basis by the college office in consultation with the departmental units involved. Combinations involving programs in arts and sciences with related programs in the College of Education, Health, and Human Services generally are restricted.

Elective Credits

For most programs in the College of Arts and Sciences, general requirements plus field of specialization requirements will not exhaust the 121 hours required for graduation. The remaining hours are elective credits and may be chosen at will, including courses in other colleges of the university, provided students possess the necessary prerequisites for the courses selected. Students may, of course, elect to take more than the minimum 121 hours required.

Electives should be carefully chosen to satisfy the students' intellectual interests or to complement and enhance the field or fields of specialization. Students are urged to seek faculty advice in selecting elective courses.

IP Grades

The grade of IP ("In Progress") indicates that work for the course will be completed after the end of the term, and that the final grade will be entered when the work is completed. This grade may be awarded only in specified courses (such as continuing research, honors or individual investigation projects or field placement/internships that do not correspond to the university calendar), which by their nature are such that students may not be expected to complete course requirements within the term of registration. The grade of IP is given at the discretion of the instructor; students desiring an IP grade should make arrangements with the instructor before the end of the term.

Study Abroad

Study in a foreign country can provide a breadth of experience and understanding that reflects the most central purpose of a liberal arts education. For this reason, the college encourages qualified students to incorporate foreign study in their undergraduate programs. Such study may be pursued through the university's own semester programs in England, Italy and Switzerland. Additionally, there are exchange programs available in France, Israel, Japan, Northern Ireland, Nova Scotia, Spain and Russia. Students may also study through similar programs offered by other institutions. Information about study abroad may be obtained from the Office of International Affairs.

Students may also study in Washington, D.C., and Columbus, Ohio, through the Department of Political Science. Field study at locations outside the university also is available through several other departments. Information about such programs is available in the offices of the departments concerned.

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. It is the responsibility of the individual students to make certain that they have met all prerequisites before entering any course. Students who enroll in courses without the specified prerequisites are subject to being deregistered.

On occasion, exceptionally well-prepared students may be given special permission to take a course without having met the prerequisites. In such a case, the students should be prepared to face possible difficulties in the course.

Sequential Coursework

In certain subject fields, such as mathematical sciences, foreign languages, English composition and some of the basic natural sciences, knowledge is sequential or cumulative at the lower levels of study, and courses are structured in clear sequences. Students who already have received credit for, or established proficiency at, one level in such a sequence of courses may not receive academic credit counting toward graduation for a prior course in the sequence or for a course in a lower sequence.

ENGLISH COMPOSITION, MATHEMATICS AND LOGIC, FOREIGN LANGUAGE*

The following sections contain specific information concerning the English composition, mathematics and logic, and foreign language requirements in the College of Arts and Sciences. Students who are

PROPOSED

uncertain as to the applicability of sequential coursework in these or other areas should consult the office of the College of Arts and Sciences, 105 Bowman Hall.

*Throughout this *Catalog*, the term *foreign language* includes American Sign Language.

English Composition

All programs in the College of Arts and Sciences require the successful completion of the basic College English sequence. The College English sequence consists of ENG 11001 Introduction to College Writing Stretch, followed by ENG 11011, College Writing I and ENG 21011 College Writing II. The initial placement in the college writing sequence is determined by proficiency as established by ACT English or SAT verbal scores. Students must begin the sequence with the course into which they are placed. Students may not receive credit for a course prior in the sequence to the one into which they are placed, nor may students receive credit for a course prior in the sequence to one that already has been completed satisfactorily.

Alternative Means of Fulfillment

Students admitted into the Honors College are required to take the 8-credit hour Freshman Honors Colloquium, regardless of ACT/SAT placement scores. Satisfactory completion of this 8-credit hour sequence also constitutes fulfillment of the College English requirement.

Students may earn College English credit through the subject examination in English Composition of the College Level Examination Program (CLEP); students who earn credit equivalent to ENG 11011 through this program are then placed into ENG 21011. Credit may also be earned through the university's Credit-By-Examination (CBE) program, described elsewhere in this *Catalog*.

International Students

Students for whom English is a second language are required to complete the special sequence ENG 10205 Advanced ESL Writing II, ENG 10101 College English I for Foreign Students and ENG 21011 College Writing II (the concluding course in the basic college writing sequence).

Entering international students must register for ENG 10205. During the first week of the semester, the Michigan Test of English Language Proficiency will be administered and the results compared to the students' scores on the Test of English as a Foreign Language (TOEFL). Based on these scores, the students will either remain in ENG 10205 or be immediately advanced to ENG 10101.

Students who are placed into ENG 10205 must receive passing grades both in the course and on a final test of language competency before being eligible to enroll in ENG 10101. Upon satisfactory completion of ENG 10101, the students will proceed to ENG 21011 in order to complete the college writing requirement.

Progress Toward Fulfillment

Because College English involves basic skills that are essential to academic progress and academic success, students must begin their College English coursework in the first year of full-time enrollment and continue taking College English until the full requirement is completed. Entering transfer students with junior standing must undertake outstanding portions of the requirement within two semesters.

Mathematics and Logic

Students pursuing the B.A. or B.S. in the College of Arts and Sciences must satisfactorily complete a minimum of 3 credit hours in mathematics or logic. Entering freshmen are placed in mathematics coursework based on a mathematics placement test, their ACT math scores and their mathematics coursework in high school. The courses that may be taken to fulfill this requirement are listed under the individual degree requirements. In addition, many programs require that students complete a sequence of courses in mathematics. Because the various introductory mathematics sequences overlap somewhat in content, and because specific programs require specific sequences, students should carefully examine their program requirements before enrolling in mathematics. Arts and sciences students are referred to the college General Requirements for each degree for restrictions on the applicability of MATH 14001 and 14002 toward LER credit.

Students with previous credit in mathematics earned at another institution, through CLEP or through the Advanced Placement Program, may enter the next higher mathematics course in the sequence required in their majors.

In some cases, students may be given a mathematics placement examination upon entering the university. Students may not receive credit for a prior course in any mathematics sequence to one which has already been completed satisfactorily.

Further information about appropriate entry courses may be obtained from the Department of Mathematical Sciences in Room 233 in the Mathematical Sciences Building, 330-672-2430.

Foreign Language

The College of Arts and Sciences' foreign language requirement is stated in terms of *proficiency*. Students seeking the B.A. degree must demonstrate proficiency equivalent to Intermediate^{II} (up to 14-15 hours of coursework) in one foreign language. Students seeking

STUDENTS MEETING THIS REQUIREMENT WITH INTERMEDIATE I OF THE LANGUAGE MAY CONSIDER USING INTERMEDIATE II UNDER CATEGORY VII OF THE COLLEGE GENERAL REQUIREMENTS FOR THE BA DEGREE.

14-15

A54

ANY PORTION OF THESE REQUIREMENTS MAY BE WAIVED ON THE BASIS OF DEMONSTRATED PROFICIENCY.

8-10

the B.S. degree must demonstrate proficiency equivalent to Elementary II (up to 8 hours of coursework) in one foreign language. Successful completion of a language-based course at a higher level than the minimum required also will satisfy the requirement.

In general, students may elect any foreign language taught through the Department of Modern and Classical Language Studies or the Department of Pan-African Studies. However, certain majors, fields of concentration and minors require specific languages or limit the languages from which students may choose. In addition, students who plan to pursue graduate study may need particular languages for that study. In such cases, the students should seek the advice of the appropriate department before selecting a language.

Placement and Credit

Students arrive at Kent State with varying types of foreign language experience: Some come from other countries and are fluent in their native language, others have grown up in America with a first language other than English, but most have learned a second language in a formal classroom setting.* All students should begin foreign language study at the appropriate level in their first semester and continue with the appropriate sequence of courses in consecutive semesters and/or summer sessions. Those who qualify to begin at an advanced level can complete the requirement in less time and apply the remaining hours to their major, a minor or one or more electives.

*For definition of the terms "native language" and "first language" above, see Page 32, under Foreign Languages.

Students may qualify for advanced placement with or without college credit in any of the following ways: CLEP examination, Credit-By-Examination, proficiency examination or a placement test. The CLEP and the university's Credit-By-Examination program, available in certain languages, do award credit that will count toward fulfillment of the language requirement and as hours toward graduation.

Students should contact the appropriate academic department for information regarding courses designated as eligible for CBE. Students who wish to pursue CBE must complete the CBE application (available at ATS) to gain appropriate department and college permission. Such permission will be granted only if the students present documented evidence of substantial prior preparation in the subject area.

For students who do not receive placement or credit through testing, proficiency level and placement can be established through appropriate documentation of school coursework in that language or in the home/foreign country. As a general rule, a year of high school study is roughly equivalent to a semester of college-level study of a foreign language. Whether through tests or other docu-

mentation, placement does *not* award academic credit; the credit hours which have been exempted by such placement are still required for graduation and may be applied to coursework in the student's major, minor or elective courses.

Additional information regarding foreign language placement and study can be obtained from the department offering that language.

Students With a Native or First Language Other Than English*

A student with a native language other than English may fulfill the language requirement by demonstrating the appropriate level of proficiency on a proficiency test in his or her own language; in the case of languages for which no examiner or examination is available, proficiency can be established through documentation of previous school work in the native land and language. The student must still meet the College English requirement.

A student with a native language other than English may not register for, or receive credit in, coursework on the elementary or intermediate level in that language or a closely related one as determined by the chairperson of the appropriate department.

Students with a first (not native) language other than English may be permitted to enroll in, and receive credit for, coursework on the elementary and/or intermediate level. Permission will be granted on a case-by-case basis by the chairperson of the appropriate department after evaluation of the student's skills in that language.

*For definition of the terms "native language" and "first language" above, see Page 32, under Foreign Languages.

Progress Toward Fulfillment

Arts and sciences students are required to begin meeting the foreign language requirement by their third semester of full-time enrollment (that is, no later than upon completing 30 semester hours) and are required to continue to enroll for foreign language courses until the requirement has been completed. Students who transfer to the College of Arts and Sciences from other universities or from other programs at Kent State University with sophomore status are required to begin meeting the foreign language requirement by their second semester of full-time enrollment in the college and must continue to enroll for foreign language courses until the requirement has been completed. Students who fail to meet these stipulations risk unnecessary delays in the completion of their degree programs. The stipulation that arts and sciences students begin meeting the foreign language requirement by their third semester of full-time study applies not only to students with declared majors but also to undeclared students. This includes

General Requirements for B.A. Degree

The following general requirements apply to all B.A. degree programs in the College of Arts and Sciences.

- I. General College or University Requirements 1
 - US 10097 First Year Colloquium 1
- II. Composition 6
 - ENG 11011 College Writing I (or 11002 College Writing I-S) . 3
 - 21011 College Writing II 3

Placement by ACT/SAT English composition scores; students may be required to take ENG 11001 Introduction to College Writing Stretch.

- III. Mathematics and Critical Reasoning 3-5

Students must pass one of the courses listed below or establish proficiency.

- CS 10051 Introduction to Computer Science (3)
- MATH 11008 Explorations in Modern Mathematics (3)
- 11009 Modeling Algebra (4)
- 11010 Algebra for Calculus (3)
- 11011 College Algebra (4)
- 11012 Intuitive Calculus (3)
- 12001 Algebra and Trigonometry (4)
- 12002 Analytic Geometry and Calculus I (5)
- PHIL 21002 Introduction to Formal Logic (3)

Restrictions:

Since MATH 12001 covers the same content as MATH 11011 and 11022, credit is not allowed for both MATH 12001 and 11011 or for both MATH 12001 and 11022.

Note: MATH 14001 and 14002 may be used to meet the requirement provided both courses were completed while students were enrolled in another college.

- IV. Humanities and Fine Arts 9

All 9 credit hours in the Humanities and Fine Arts must be selected from the courses listed below. At least one course must be selected from the humanities category and at least one course must be selected from the fine arts category.

Restrictions:

No coursework from the major department may be counted toward the humanities and fine arts category.

Note: Any course marked with a "D" that is taken to satisfy the humanities and fine arts will also satisfy the diversity requirement, provided that course is not in the major department.

Diversity courses marked additionally with an asterisk (*) have a domestic (U.S.) focus.

Humanities: Arts and Sciences

- CLASD 21404 The Greek Achievement (3)
- D 21405 The Roman Achievement (3)
- ENG 21054 Introduction to Shakespeare (3)

22071 Great Books I (3)

22072 Great Books II (3)

22073 Major Modern Writers (3)

HIST D 11050 History of Civilization I (3)

D 11051 History of Civilization II (3)

D 12070 History of the U.S.: The Formative Period (3)

D 12071 History of the U.S.: The Modern Period (3)

PAS D 23001 Black Experience I: Beginnings to 1865 (3)

D 23002 Black Experience II: 1865 to Present (3)

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: Communication and Information

COMM D 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)

THEAT 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 (3)

GERO D 14029 Introduction to Gerontology (3)

JMCD 20001 Media, Power and Culture (3)

JUS 26704 Issues in Law and Society (3)

POL D 10004 Comparative Politics (3)

College of Arts and Sciences

INTERMEDIATE II (2x202) OF ANY FOREIGN LANGUAGE NOT USED TO MEET THE COLLEGE D.A. LANGUAGE REQUIREMENT

- 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)
- SOCs 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:

- Both PHY 11660 and either the CHEM 10050, the CHEM 10060 or the PHY 13001 series.
- Both the CHEM 10050 and the CHEM 10060 series.
- More than one of the PHY 13001, PHY 13011 or PHY 23101 series.
- Combinations of the 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 21062 Physical Geography (3)
- 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, or from the following list:

- CLAS**21201 English Words from Classical Elements (3)
- COMM 15000 Introduction to Human Communication (3)
- PHIL 11009 Principles of Thinking (3)

VIII. Diversity 0-3

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 ("D" indicates global diversity, "D*" indicates domestic diversity) must be selected from category IV or V, above. This course may not be from the major department. The second diversity course ("D" indicates global diversity, "D*" indicates domestic diversity) may be selected from category IV or V, above, or from the complete list of diversity requirement courses on Pages 89-91. The second course may be from the major department; however, it might not apply toward the Humanities, Fine Arts or Social Sciences.

IX. Writing-Intensive 0-3

Students must complete a one-course writing-intensive requirement and earn minimum C (2.0) grade. A complete list of writing-intensive courses is on Pages 93-95.

X. Foreign Languages ** 14-15

Courses in one foreign language or American Sign Language or equivalent in proficiency is required. This requirement may be fulfilled by one of the following four conditions: (1) passing the first four semesters of any foreign language or American Sign Language. Students who receive advanced placement meet the requirement by passing the fourth semester of a language; (2) placement in courses beyond intermediate II level on the placement examination administered by Academic Testing Services. Consult with the language departments for further information; (3) passing a course beyond intermediate II level; or (4) receiving credit for intermediate II or beyond from CBE, CLEP or transfer. Note: The requirement may be met with fewer than 14 credit hours if students receive advanced placement. In this case, students are required to complete the remaining hours with "free" electives.

TOTAL ~~57-62~~ 57-63

D Course fulfills diversity requirement, global focus.

D* Course fulfills diversity requirement, domestic (U.S.) focus.

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College of Arts and Sciences

B.A. in Teaching English as a Second Language

Students interested in teacher licensure must contact the TESL coordinator within the English department for advising to complete the education minor listed under Minors in Other Colleges.

See Pages 166-169 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.A. program in the College of Arts and Sciences.

ENG 31001	Fundamentals of English Grammar	3
31002	History of the English Language	3
31003	Introduction to Linguistics	3
31004	Lexicography/Lexicology	3
31005	Child Second Language Acquisition	3
31007	TESL Pedagogy I	3
41002	Computers in Second Language Teaching	3
41092	ESL/EFL Practicum I	3
Choose from the following:		3
ENG 22071	Great Books I (3)	
22072	Great Books II (3)	
Choose from the following:		6
COMM 35852	Intercultural Communication (3)	
ENG 31006	World Englishes (3)	
41001	Sociolinguistics in Schooling (3)	
PSYC 22221	Multicultural Psychology (3)	
Choose from the following:		3
ENG 30062	Principles of Technical Writing (3)	
30063	Advanced Business and Professional Writing (3)	
30064	Argumentative Prose Writing (3)	
30065	Expository Prose Writing (3)	
TOTAL		36

BACHELOR OF SCIENCE

General Requirements

The university's Liberal Education Requirements and diversity course requirements (see Pages 85-91) are included in the College of Arts and Sciences' general requirements. Students should consult the college office if they have questions concerning the applicability of specific coursework to the general requirements. None of the courses listed as part of the college's general requirements may be taken pass/fail.

For the purposes of the general requirements, students' major departments are defined as the departments that house the major, field of concentration or interdisciplinary program. For students in double major and dual degree programs, the restrictions on the applicability of major coursework toward the general requirements are applied to only one of their majors (generally the primary major).

General Requirements for B.S. Degree

The following general requirements apply to all Bachelor of Science programs in the College of Arts and Sciences.

- I. **General College or University Requirements**1
 - US 10097 First Year Colloquium1
- II. **Composition**6
 - ENG 11011 College Writing I (or 11002 College Writing I-S) .3
 - 21011 College Writing II3

Placement by ACT/SAT English composition scores; students may be required to take ENG 11001 Introduction to College Writing S.
- III. **Mathematics or Critical Reasoning**3-5

Students must pass one of the courses listed below or establish proficiency.

 - CS 10051 Introduction to Computer Science (3)
 - MATH 11008 Explorations in Modern Mathematics (3)
 - 11009 Modeling Algebra (4)
 - 11010 Algebra for Calculus (3)
 - 11011 College Algebra (4)
 - 11012 Intuitive Calculus (3)
 - 12001 Algebra and Trigonometry (4)
 - 12002 Analytic Geometry and Calculus I (5)
 - PHIL 21002 Introduction to Formal Logic (3)

Restrictions:

Since MATH 12001 covers the same content as MATH 11011 and 11022, credit is not allowed for both MATH 12001 and 11011 or for both MATH 12001 and 11022.

Note: MATH 14001 and 14002 may be used to meet the requirement provided both courses were completed while students were enrolled in another college.
- IV. **Humanities and Fine Arts**9

All 9 credit hours in the Humanities and Fine Arts must be selected from the courses listed below. At least one course must be selected from the humanities category and at least one course must be selected from the fine arts category.

Restrictions:

No coursework from the major department may be counted toward the humanities and fine arts category.

Note: Any course marked with a "D" that is taken to satisfy the humanities and fine arts will also satisfy the diversity requirement provided that course is not in the major department. Diversity courses marked additionally with an asterisk (*) have a domestic (U.S.) focus.

Humanities: Arts and Sciences

 - CLASo 21404 The Greek Achievement (3)
 - o 21405 The Roman Achievement (3)
 - ENG 21054 Introduction to Shakespeare (3)

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College of Arts and Sciences

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- 22071 Great Books I (3)
 22072 Great Books II (3)
 22073 Major Modern Writers (3)
 HIST D 11050 History of Civilization I (3)
 D 11051 History of Civilization II (3)
 D 12070 History of the U.S.: The Formative Period (3)
 D 12071 History of the U.S.: The Modern Period (3)
 PAS D 23001 Black Experience I: Beginnings to 1865 (3)
 D 23002 Black Experience II: 1865 to Present (3)
 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: Communication and Information
 COMM D 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)
 THEAT 11000 The Art of the Theatre (3)
 V. **Social Sciences**6
Coursework must be selected from at least two curricular areas.
Restrictions:
No coursework from the major department may be counted toward the 6 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.*
 ANTHO 18210 Introduction to Cultural Anthropology (3)
 18420 Introduction to Archaeology (3)
 CACM 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)
 17064 Geography of U.S. and Canada (3)
 D 22061 Human Geography (3)
 GEROD 14029 Introduction to Gerontology (3)
 JMCU 20001 Media, Power and Culture (3)
 JUS 26704 Issues in 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**6-7
Must include at least one laboratory course.
Restrictions:
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:
 • Both PHY 11660 and either the CHEM 10050, the CHEM 10060 or the PHY 13001 series.
 • Both the CHEM 10050 and the CHEM 10060 series.
 • More than one of the PHY 13001, PHY 13011 or PHY 23101 series.
 • Combinations of the 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 21062 Physical Geography (3)
 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
 (or PHY 24002 Astronomy) (3)
 21041 Physics in Entertainment and the Arts Laboratory (1)
 21430 Frontiers in Astronomy (3)

PROPOSED

188

College of Arts and Sciences

INTERMEDIATE II (2x202) OF ANY FOREIGN LANGUAGE NOT USED TO MEET THE COLLEGE B.S. LANGUAGE REQUIREMENT.

VII. Additional 6

Must be selected from two curricular areas. Select from any course remaining in categories III-VI, above, or from the following list:

- COMM 15000 Introduction to Human Communication (3)
PHIL 11009 Principles of Thinking (3)

VIII. Diversity 0-3

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 ("D" indicates global diversity, "D*" indicates domestic diversity) must be selected from category IV or V, above. This course may not be from the major department. The second diversity course ("D" indicates global diversity, "D*" indicates domestic diversity) may be selected from category IV or V, above, or from the complete list of diversity requirement courses on Pages 89-91. The second course may be from the major department; however, it might not apply toward the Humanities, Fine Arts or Social Sciences.

IX. Writing-Intensive

Students must complete a one-course writing-intensive requirement and earn minimum C (2.0) grade. A complete list of writing-intensive courses is on Pages 93-95.

X. Foreign Languages 8-10

Courses in one foreign language or American Sign Language or equivalent in proficiency is required. This requirement may be fulfilled by one of the following four conditions: (1) passing the first two semesters of any foreign language or American Sign Language. Students who receive advanced placement meet the requirement by passing the second semester of a language; (2) placement in courses beyond elementary II level on the placement examination administered by Academic Testing Services. Consult with the Department of Modern and Classical Languages for further information; (3) passing a course beyond elementary II level; or (4) receiving credit for elementary II or beyond from CBE, CLEP or transfer.

Note: The requirement may be met with fewer than 8 credit hours if students receive advanced placement. In this case, students are required to complete the remaining hours with "free" electives.

TOTAL 45-51 45-52

D Course fulfills diversity requirement, global focus.

D* Course fulfills diversity requirement, domestic (U.S.) focus.

** Course does not fulfill Liberal Education Requirement (LER).

FIELDS OF CONCENTRATION

Students pursuing the Bachelor of Science are required to study a foreign language or American Sign Language on at least the elementary level (8 hours of coursework or the equivalent in proficiency). A particular field of concentration may require that students study one of the several modern languages that contain large sci-

entific literatures (usually French, German or Russian). Even when particular languages are not specified, students should consult the department responsible for the field of concentration before choosing a language to study. This consultation is especially important for students who plan to pursue graduate work or a professional career in the field or a related area.

Within the field of concentration, no more than 64 hours may be required in a single department, and students may take no more than 64 hours for credit in a single department. If 64 hours are taken in one department, no more than 16 hours may be taken in any one other department. A Bachelor of Science candidate must earn a cumulative GPA of at least 2.00 in all work taken in the field of concentration and a 2.00 cumulative average in work within that department in which the most hours are required.

B.S. in Anthropology

(See also B.A. program)

See Pages 186-188 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	56
ANTH 18210 Introduction to Cultural Anthropology	3
18420 Introduction to Archaeology	3
38630 Principles of Biological Anthropology	3
38480 Archaeological Analysis	3
38490 Quantitative Anthropology	3
Anthropology upper-division electives	15
CHEM 10060 General Chemistry I	4
10061 General Chemistry II	4
10062 General Chemistry Laboratory I	1
10063 General Chemistry Laboratory II	1
MATH*11022 Trigonometry	2
12002 Analytic Geometry and Calculus I	5
Choose from the following:	3
ANTH 48212 Kinship and Social Organization (3)	
48214 Politics of Culture (3)	
Choose from the following:	3
ANTH 48225 Archaeology of Death (3)	
48425 Ancient Mesoamerica (3)	
48440 Archaeology of Ancient Ohio (3)	
48450 States and Empires (3)	
Choose from the following:	3
ANTH 38680 Primate Societies (3)	
48820 Human Musculo-Skeletal System (3)	
48830 Human Behavioral Ecology and Evolution (3)	

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 29-Jan-08 Curriculum Bulletin _____

Effective Date Spring 2009 Approved by EPC _____Fall

Department Mathematical Sciences
 College AS - Arts and Sciences
 Degree BS - Bachelor of Science
 Program Name **Mathematics** Program Code **MATH**
 Concentration(s) Actuarial Concentration(s) Code(s) AMAT
 Proposal Establish Program

Description of proposal:

The concentration "Actuarial Mathematics" is proposed within the B.S. in Mathematics.

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

Current total credit hours: 67 major Proposed total credit hours 67 major
121 total 121 total

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

The proposed concentration uses existing courses and staff in the Department of Mathematical Sciences. A feasibility study carried out in consultation with the Department of Finance and outside business concerns has concluded that there is a real need for such a program to prepare actuaries for passing the industry's certification exams administered by the Society of Actuaries. No encroachment/duplication problems have been identified.

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

Dept. of Finance; Applied Mathematics major

REQUIRED ENDORSEMENTS

Andrew McIntosh

Department Chair / School Director / Campus Dean

1/30/08

Andrew L. Sanders

College Dean

3/17/08

Executive Dean of Regional Campuses

 / /

Senior Vice President for Academic Affairs and Provost

 / /

MATH 13

Proposal Summary

Title: Establish new concentration

Subject Specification: An "Actuarial Mathematics" concentration is proposed within the B.S. program in MATH.

Background Information: Within the last five years, a steering committee consisting of members of the Mathematics Department along with representation from the Finance Department and actuarial business concerns has developed a set of concentration requirements aimed at serving students wishing to go into the actuarial industry. The structure and curriculum of several regional and national actuarial programs within mathematics, statistics, and/or insurance departments were considered, including those at Akron, Ohio State, and the University of Pennsylvania's Wharton School of Business.

Several new MATH courses were successfully developed, proposed, and established within the KSU Department of Mathematical Sciences, with the specific intention of preparing prospective actuaries to pass the first three of the seven industry-standard Society of Actuary (SOA) certification exams. In the actuarial profession, unlike the situation in many other mathematics-related professions, this sequence of examinations is a crucial component of the promotion process. We emphasize that existing programs in Applied Math (AMTH) and Finance do not specifically target the pure mathematics curriculum necessary to successfully complete the first several SOA exams; the AMTH Probability and Statistics Concentration would suffice only for the first exam. To pass further exams, significant further study in actuarial-specific mathematics, as offered by the actuarial courses now in place at KSU, would be an absolute must. In fact the the "pure" mathematical difficulty level rises tremendously from the second to third exams. Supporting documents explain this point in detail.

These courses have good enrollment at present, and are attracting the attention of recruiters for regional actuarial businesses. The next logical step is to create a concentration in Actuarial Mathematics. Internal memos are attached which demonstrate the significant planning behind this proposal, and the rationale and internal support for placing it in the MATH rather than the AMTH program. In fact it is (perhaps ironically) less appropriate in AMTH due to the additional overhead in "pure" mathematics required for the first several SOA exams.

Alternatives and Consequences: No existing programs will be affected in the case that this new concentration is not formed.

Specific Recommendation and Justification: Create a concentration titled "Actuarial mathematics" within the B.S. program in MATH.

Timetable and Actions Required: Spring 2008 CCC and EPC approval; changes to become effective Spring 2009 with updated catalog in Fall 2009.

MATH 12

ASSESSMENT PLAN FOR ACTUARIAL MATHEMATICS CONCENTRATION IN B.S. MATH PROGRAM

We will use the department's Mandatory Outcomes Assessment plan currently in use for all MATH majors. The attached memo for Mathematics majors summarizes this plan, which includes a Senior Exit Survey, Portfolio Collection (wherein majors complete representative assignments in key courses on their path toward graduation), and our Senior Colloquium (with faculty assessments of written and oral presentations).

Ideally, for the Actuarial concentration, it would be helpful in assessing the program to have access to our students' performances on the Society of Actuaries (SOA) certification exams, since a key goal of the concentration is to prepare them to pass the first two or three exams. For legal reasons, however, this can only be accomplished partially and indirectly, when students voluntarily discuss their exam scores. Thus, although we will seek to maintain contacts with potential employers and past students, voluntary data resulting from such contacts has to be regarded as anecdotal, and will not be part of our official assessment plan.

For the Actuarial Mathematics concentration, a small revision to the department's Mandatory Outcomes Assessment, namely in regard to Portfolio Collection, should probably be considered by the USC prior to the effective date of the concentration. Currently, the Portfolio requirement would require MATH majors pursuing the Actuarial Mathematics concentration to submit USC-approved assignments from four 'required' upper-level courses, per the wording on the department's website, whereas those pursuing the Mathematics concentration would only have to submit USC-approved assignments from two required upper-level courses and only representative (not necessarily USC pre-approved) homework from an additional two ('elective') upper-level courses. This occurs due to the applied math coursework required in the Actuarial Math concentration; the 'required' portfolio courses in which portfolio assignments are currently required for MATH majors are:

All Math (MATH) and Applied Math (AMTH) majors:

- MATH 21001 – Linear Algebra with Applications (all MATH majors)

Applied Math majors:

- MATH 40011 – Introduction to Probability Theory and Applications
- MATH 40012 – Introduction to Statistical Concepts

Math majors:

- MATH 41001 – Introduction to Modern Algebra I
- MATH 42001 – Introduction to Analysis I

(Plus representative homework from two additional 40000-level courses.)

Actuarial Math students will not be required to take MATH 41001, but they will be required to take 40011 and 40012. In view of the unintended extra Portfolio Collection responsibility placed on majors in the Actuarial Mathematics concentration, one idea would be to stipulate that they submit portfolio assignments from MATH 40011 and MATH 42001, plus representative homework from any two additional 40000-level courses.

MATH 15/16

DEPARTMENT OF MATHEMATICAL SCIENCES

OUTCOMES ASSESSMENT

Information for Mathematics and Applied Mathematics Majors

One of the graduation requirements in the College of Arts and Sciences is participation in Outcomes Assessment conducted by the major program. This requirement can be found in the Arts and Sciences section of the Undergraduate Catalog, under General Graduation Requirements, and is listed on the Major Requirement Sheets. The purpose of this assessment is evaluation of the Department's major programs and it is *not* used in the evaluation of individual students or instructors.

In the Department of Mathematical Sciences, the Outcomes Assessment consists of collection of a Graduation Portfolio, participation in a Senior Colloquium, submission of a written version of the Senior Colloquium presentation, and completion of a Senior Exit Survey. Please go to the web page <http://www.kent.edu/math/undergraduate/> and click on the "Mandatory Outcomes Assessment" link for more details or contact Dr. Morley Davidson (Office 219 MSB, Phone 2-9040, or E-mail davidson@math.kent.edu).

Graduation Portfolio:

The Graduation Portfolio will consist of work collected from various designated courses, as well as from two 40000-level courses of your choice. A checklist for use in compiling the portfolio is attached and can also be downloaded at the web page above. The due date for the complete portfolio is the last day of classes of the semester of graduation. The contents of the portfolio will be reviewed by faculty *after* graduation.

Senior Colloquium:

The Senior Colloquium takes place approximately the last two weeks of April each year. Each graduating senior is required to participate in the colloquium in the spring of the *calendar* year of graduation. You will be asked to give a short presentation on a mathematical topic of your choice, subject to certain criteria, for an audience consisting of faculty members and other students. You should consult the Senior Colloquium link at the web page above in early February of the calendar year in which you anticipate graduating, for deadlines for submitting contact and scheduling forms and to obtain more information about the colloquium.

Senior Colloquium Write-up:

A complete and carefully written version of the Senior Colloquium presentation must be included in the Graduation Portfolio. This will likely be the final sample of your written work. As such, it should represent your *best* work and conform to high standards of grammar, spelling, punctuation, and neatness. It should be in a final polished form and not in draft form.

Senior Exit Survey:

Each graduating senior is asked to complete and submit a Senior Exit Survey as part of the Graduation Portfolio. The survey will give you the opportunity to comment on various aspects of the Department and its major programs. The specific questions on the survey may vary from year to year.

DEPARTMENT OF MATHEMATICAL SCIENCES
KENT STATE UNIVERSITY
KENT, OHIO 44242

INTERDEPARTMENTAL CORRESPONDENCE

DATE: March 3, 2008

TO: Diedre Badejo, Associate Dean, College of Arts and Sciences;

FROM: Morley Davidson, Chair, MATH Curriculum Committee

SUBJECT: Revised curriculum proposal from the Dept. of Mathematical Sciences

This memo regards the earlier proposal to create two concentrations in the B.S. program in MATH. After further consultation with Therese Tillett, it has been decided that the more appropriate course of action is the creation of just one concentration, titled "Actuarial Mathematics." Apparently, this is the preferred structure, despite language in the Curriculum Guidelines handbook which suggests that two concentrations should be created. Since the proposed concentration does not affect the existing B.S. MATH major, she emphasized that we should use only one CCP form, with the heading "Establish Program" (rather than "Revise Program"). This proposal is therefore in accordance with the 2007-8 revision of the Curriculum Guidelines after the ambiguity regarding two concentrations is taken into account.

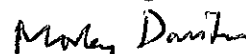
Since the original proposal was inadvertently missing the proposal summary page for the actuarial concentration (although it did have the appropriate CCP form), and since additional documentation has been added to further address questions at the last CCC meeting, I am simply resubmitting the revised proposal in its entirety. Please find attached the required Proposal Summary and CCP form, as well as the annotated catalog copy (revision drafted by Therese Tillett), graduation requirements sheets (KAPS form), assessment plan, internal and interdepartmental supporting documents, and the original feasibility study.

Mathematics chair Andrew Tonge has offered to address the CCC regarding the proposed placement of the actuarial concentration within the MATH rather than AMTH (Applied Math) program. Newer internal memos from Khazim Khan (on behalf of AMTH) and Richard Shoop (MATH actuarial adviser) also address this issue.

This *revised* proposal was approved unanimously at the Math USC meeting on Feb. 22, 2008, and by the department chair on Feb. 29, 2008.

Please do not hesitate to contact me should you have any questions or concerns.

Best regards,



Morley Davidson

Cc: Andrew Tonge

MATH //

CATALOG COPY - PROPOSED (1/2)

College of Arts and Sciences

Replace with attached text (one page)

I. Language Core Requirements21

GER 31201	Intensive German Grammar	3
31211	German Composition and Conversation	3
31215	German Phonetics and Diction	3
31303	Introduction to German Literature	3
31421	German Civilization	3
41211	Advanced German Composition and Conversation	3
41216	Contemporary German Culture	3

II. Translation/Business Language Requirements22

The following courses are on a two-year rotation. Business language courses are offered in one academic year and translation courses in the other. Students in the major should always enroll in the courses that are currently being offered. GER 31231 and MCLS 30230 are taken concurrently.

GER 31231	Translation Practice	1
31240	Conversation for Business and Special Purposes	3
41230	Advanced Translation Practice	3
41240	Business and Special Texts	3
MCLS 30230	Approaches to Translation	3
40420	Foreign Language and Culture Studies	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 24070	Principles of Systems Development (3)	
24053	Introduction to Computer Applications (3)	

III. Subject Area Specialty39

The Subject Area Specialty is a departmentally 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 a maximum 17 credit hours of a different language in the sequence through composition/conversation. It may also optionally include MCLS 21417 Multiculturalism in Today's Germany.

TOTAL 82

B.S. in Mathematics

(See also B.A. program)

See Pages 186-188 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 186-188 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 Requirements56

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

B.S. in Mathematics

(See also B.A. program)

See Pages 190-192 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.S. program in the College of Arts and Sciences.

Core Requirements.....30

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
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 Requirements37

Students declaring the Actuarial Mathematics concentration should instead take the requirements listed under that concentration.

CS 10051	Introduction to Computer Science.....	4
MATH 41001	Introduction to Modern Algebra I.....	3
41002	Introduction to Modern Algebra II.....	3
Additional approved MATH or CS courses at 40000-level.....		9
Additional courses**.....		18

TOTAL 67

Actuarial Mathematics Concentration

CS 10061	Introduction to Computer Programming.....	3
MATH 30055	Mathematical Theory of Interest.....	3
40011	Probability Theory.....	3
40012	Statistical Concepts.....	3
40055	Actuarial Mathematics I.....	4
40056	Actuarial Mathematics II.....	4
40091	Actuarial Seminar.....	2
Additional courses**.....		15
		37

* 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 MIS, BSCI, CHEM, CS, ECON, GEOL or PHY; or from PHIL 31045, 41035 or 41045. Students in the Actuarial Mathematics concentration should consider the professional achievement requirements (e.g., for fellow status) set by the Society of Actuaries and the Casualty Actuarial Society. ACCT, BUS, BMRT, ECON, FIN and MATH courses may satisfy some of these requirements as part of one's undergraduate curriculum.

MATH 27/28

COLLEGE OF ARTS AND SCIENCES
KENT STATE UNIVERSITY
BACHELOR OF SCIENCE DEGREE
MAJOR REQUIREMENT SHEET
2007-08 UNDERGRADUATE CATALOG

NAME: _____

ID NUMBER: _____

DATE: _____

SUMMARY OF B.S. 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

College General Requirements (includes University LER's)

- English Composition 6 hours
- Mathematics/Logic 3-5 hours
- Foreign or American Sign Language 8 hours
- Humanities/Fine Arts 9 hours
- Social Sciences 6 hours
- Basic Sciences 6-7 hours
- Additional 6 hours
- University Orientation 1 hour

NO COURSEWORK IN YOUR MAJOR MAY BE TAKEN PASS/FAIL

See the back of this page for a BS General Requirement Sheet

CS Introduction to Computer Science	10051	4
MATH Analytic Geometry & Calculus I	*12002	5
MATH Analytic Geometry & Calculus II	12003	5
MATH Linear Algebra with Applications	21001	3
MATH Analytic Geometry & Calculus III	22005	3
MATH Intro to Modern Algebra I	41001	3
MATH Intro to Modern Algebra II	41002	3
MATH Theory of Matrices	41021	3
MATH Introduction to Analysis I	42001	3
MATH Introduction to Analysis II	42002	3
PHY General University Physics I	23101	5
Plus 9 additional hours.....		9
of approved 40000-level Math or CS courses		

A

Plus 18 additional hours.....18
of approved coursework from upper-division MATH courses; or from upper-division courses for majors in M&IS, BSCI, CHEM, CS, ECON, GEOL or PHY; or from PHIL 31045, 41035, 41045.

TOTAL MAJOR HOURS.....67

*MATH 12001, a prerequisite for MATH 12002, should be bypassed by students with sufficient background.

Replace with attached text
(one page per box A + B).

B

KAPS - PROPOSED — insert in box (A) (2/3)

Core courses.....30

MATH Analytic Geometry & Calculus I	12002	5
MATH Analytic Geometry & Calculus II	12003	5
MATH Linear Algebra with Applications	21001	3
MATH Analytic Geometry & Calculus III	22005	3
MATH Theory of Matrices	41021	3
MATH Introduction to Analysis I	42001	3
MATH Introduction to Analysis II	42002	3
PHY General University Physics I	23101	5

Additional courses.....37

Students declaring the Actuarial Mathematics concentration should instead take the additional courses listed under that heading.

CS Intro to Computer Science	10051	4
MATH Intro to Modern Algebra I	41001	3
MATH Intro to Modern Algebra II	41002	3

Plus 9 additional hours.....9

of approved 40000-level MATH or CS courses

_____	_____	_____
_____	_____	_____
_____	_____	_____

Plus 18 additional hours.....18

of approved coursework from upper-division MATH courses;

or from upper-division courses for majors in

M&IS, BSCI, CHEM, CS, ECON, GEOL, or PHY;

or from PHIL 31045, 41035, or 41045.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

MATH 30

KAPS - PROPOSED — insert in box (B). (3/3)

ACTUARIAL MATHEMATICS CONCENTRATION (BS MATH BAA)

CS Intro to Computer Programming	10061	3
MATH Mathematical Theory of Interest	30055	3
MATH Probability Theory	40011	3
MATH Statistical Concepts	40012	3
MATH Actuarial Mathematics I	40055	4
MATH Actuarial Mathematics II	40056	4
MATH Actuarial Seminar	40091	2

*Plus 15 additional hours.....15

of approved coursework from upper-division MATH courses;

or from upper-division courses for majors in

M&IS, BSCI, CHEM, FIN, CS, ECON, GEOL, or PHY;

or from PHIL 31045, 41035, or 41045.

TOTAL MAJOR HOURS.....67

*Selected in consultation with one's major and concentration advisor(s).

Students in the Actuarial Mathematics concentration should consider the professional achievement requirements (e.g., for fellow status) set by the Society of Actuaries and the Casualty Actuarial Society. ACCT, BUS, BMRT, ECON, FIN and MATH courses may satisfy some of these requirements as part of one's undergraduate curriculum.

MATH 31

**An Actuarial Science Option for the Bachelor of Science Degree in
Mathematics: A Preliminary Feasibility Study**

March 9, 2004
Richard A. Shoop

MATH 31 A

1. What is an Actuary, and What is Actuarial Science?

An actuary is a person who assesses and manages risk associated with uncertain events. Actuarial science is thus the analysis of risk in the face of uncertainty, and the management of the negative impact, financial and otherwise, that uncertain events have on our future. Traditionally, actuaries have been employed by the insurance industry to establish premium rate schedules, determine minimum cash reserves that must be available to pay likely claims, provide advice on how insurance companies should invest their assets, and insure the profitability of the companies for which they work.

Increasingly, actuaries have found employment opportunities outside the insurance industry. Many work for commercial banks, investment banks and retirement funds. Corporations as well as the state and federal government employs others. Many work for consulting firms, some being self-employed. Some actuaries work as reliability engineers for manufacturing companies, analyzing product failure modes and the attendant financial liability caused by product failure. Still others work in corporate legal departments.

2. What are the Educational and Professional Requirements to Become an Actuary?¹

Since actuarial science deals with the assessment and management of risk, professionals in the field must have a strong working background in probability and statistics—both theoretical and applied. This in turn implies a strong background in mathematics typically taught at the undergraduate level. Thus calculus, numerical analysis, combinatorics, and differential equations are typically included in the actuarial science undergraduate curriculum. Since actuaries deal with economic risks, their curriculum must also include courses in economics, finance (including interest theory and the mathematics of finance), and accounting.

There are a number of actuarial professional organizations, among which the Society of Actuaries (SOA) and the Casualty Actuarial Society (CAS) are notable. These two organizations have established professional standards required of working actuaries, and have designated broadly accepted levels of professional achievement. Practitioners in the field must pass a series of examinations offered by one of these two societies to achieve professional status. There are a total of eight examinations, each offered twice a year. CAS and SOA examinations 1 - 4 are identical. While the SOA and CAS requirements are somewhat different, each organization offers *Actuarial Associate* (ASA) status to individuals who have completed examinations 1 – 6 and an Associate Professionalism course. To achieve *status Fellow of the Society of Actuaries* (FSA), an individual must successfully complete all eight of the examinations, and must also fulfill a professional development requirement that is specific to his particular specialty area. The five standard specialty areas are group and health benefits, individual life and annuity, pensions, investments, and finance. The professional development plan must be submitted to and approved by the SOA before a candidate undertakes it.

¹ See Appendix I, *Synopsis of SOA Examination Requirements*

The examinations need not be taken in a specified order. All but the first three examinations are rather specific to actuarial problems, and candidates usually don't attempt them until they have had some 'hands-on' professional experience. The criterion for successful completion of an exam is demonstration of proficiency in the subject matter covered by the exam. Successful completion is not based on numeric quotas, and is not competitive per se.

The SOA and the CAS regularly review examination content, and make changes where they are deemed appropriate. An important forthcoming change in Exam 2, which deals with business-related subject matter (economics, finance...) will result in many of these topics being removed from the examination subject matter altogether, the new requirement being demonstration of proficiency through completion of standard college-level coursework in these fields.

A survey of faculty at various universities offering degrees in actuarial science indicates that students typically complete Examination 1 upon graduation, with a few graduates completing Examination 2 and/or Examination 3. It is reasonable for a university to set completion of the first three examinations as a pre-graduation goal, but to achieve this goal it is necessary that preparatory courses be made available that address the specific content of the second and third examinations. Thus, a certain amount of 'training' needs to accompany the 'education' that is more typical of the university tradition.

3. Why Offer an Actuarial Science Option at Kent?

One of the university's primary objectives is to meet needs of local business and industry by providing graduates and professional expertise that fit the local economic environment. The decline of manufacturing jobs, and the attendant rise in service related industries in Northeast Ohio have witnessed the emergence and rapid growth of financial, health-care, and insurance companies. Progressive Insurance, for example, is a Cleveland based company that is the third largest automobile insurer in North America. With over \$11 billion in annual premiums, Progressive is a dominant force in the Northeast Ohio economy. Watson Wyatt, an international HR consulting firm, maintains an office in Cleveland that employs some 150 people, 80 of whom work directly in the retirement benefits field, and are accordingly involved with actuarial analysis and decision making. Conversations with the SOA's educational administrator have indicated that a growing number of graduates trained in actuarial science are finding employment in areas outside the insurance industry. Such graduates are perceived to be a cut above the typical business school graduate, and are finding attractive job opportunities in banking, finance, and investment firms.

The University's new Masters program in Financial Engineering paves the way, so to speak, for Kent State to assume a position of leadership in providing training and research that support the emerging financial services industry, both locally and globally. Conversations with Professor Khan indicate that there are likely many areas of synergy shared by the Financial Engineering Program and a program in Actuarial Science.

MATH 31C

4. An Analysis of Existing University Programs in North America²

Neither the SOA nor the CAS provides accreditation to educational institutions. The SOA does, however, list academic programs offered by North American colleges and universities in actuarial science. The listing is based on self-reported data, and a detailed compilation, by institution, is available at the SOA website (www.soa.org) These programs are organized into three categories:

- Undergraduate Intro (UI)
- Undergraduate Advanced (UA)
- Graduate/Research (GR)

Criteria for the UI program are that there is a designated faculty member who advises students and maintains a level of currency of knowledge regarding the actuarial profession. Some courses pertaining to the actuarial examination requirements must be available to students, though there need be no structured major or area of academic emphasis.

Criteria for the UA program include all UI requirements. Additionally, there must be a structured curriculum leading to a major or concentration at the bachelor's level in actuarial science. Specifically, this curriculum must cover all topics on the first two examinations, must include required courses in micro- and macro-economics and the mathematics of finance, and must provide for a minimum of 12 semester hours or equivalent of coursework that addresses topics on the third and fourth examinations. In particular, available coursework must include material on actuarial models.

The GR program provides resources leading to a master's degree with emphasis in actuarial science. Universities are listed according to faculty whose research interests lie in subject areas that are either directly or indirectly related to actuarial science. The criteria for listing in the GR category are less specific than those for the two undergraduate categories.

Of the 70 North American universities and colleges currently listed by the SOA in the UA category, five are in Ohio. They are The University of Akron, Bowling Green State University, The Ohio State University, Ohio University, and Otterbein College. Of the 77 North American universities and colleges listed in the UI category, four are in Ohio. They are Case/Western Reserve University, The University of Cincinnati, Miami University, and the University of Toledo.

Among Ohio's UA programs, Ohio State appears to be the most robust, turning out between 12 and 15 graduates per year. The OSU program is housed in the mathematics department. The author of this report has discussed the OSU program with its coordinator, Professor Bostwick Wyman, at some length. Professor Wyman has been extremely forthcoming, and his insights have been a valuable contribution to this study. According to Professor Wyman, virtually *all* of the OSU graduates pass the first SOA

² See Appendix II, *Sample Curricula for Selected Universities*.

examination prior to graduation, and virtually *none* complete any examinations beyond the first. It is no coincidence that the OSU program is housed in the mathematics department, and that the first examination deals with calculus and probability. It is obviously easier for mathematicians to prepare a student for mathematics examinations than for examinations that focus on economics and finance (the second examination). While it is a reasonable and achievable goal that students should complete the first two examinations and possibly examination 3 or examination 4 prior to graduation, a careful study of examination content discloses that this is possible only with careful articulation between that mathematics and business components of the curriculum.

Curricula at the various UA colleges have a common core, but often vary in terms of emphasis. Some programs are housed by the Mathematics Department (Ohio State, for example), others by the Statistics Department (The University of Akron), and still others by the Business College. As suggested in the preceding paragraph, the department under which a program is administered can bear considerable influence on expectation of student performance and on how students are prepared for the examinations. While it is certainly important that actuarial students be well grounded in calculus, probability, and statistics, it is equally important that they have a *canonical* understanding of economics, finance, and the theory of interest. The word “canonical” refers to the extent to which such courses address the specific requirements of the examinations. It is fair to say that the examination requirements in economics and finance, for example, implicitly define coursework in these areas that is substantially more quantitative than what is traditionally provided. Additionally, the “theory of interest” requirement implicitly mandates a rather low-level course in the mathematics of finance—compound interest, present and future value, amortization of debt, etc.

It is equally apparent from analysis of the examination content that some quantitative coursework that is specific to actuarial applications is necessary. This, in turn, implies that the university must have access to either a full-time faculty member, or a part-time professional who is qualified by experience to teach such material. Professor Wyman at Ohio State indicates that he utilizes a local actuary employed by Nationwide Insurance to teach a “Junior Practicum” that enables students to learn from a seasoned professional. The enthusiasm conveyed by Professor Wyman concerning the value of this course was unmistakable.

5. Unique Curricular Requirements

A bit of reflection on the nature of the actuarial professional requirements discloses a number of important considerations. These considerations, in turn, reflect challenges that must be addressed if a program is to be successful. While this list is likely not exhaustive, and no attempt is here made to resolve these challenges, they are listed for thought.

- If it is a stated objective that students shall be prepared to complete the first two examinations and either examination 3 or examination 4 prior to graduation, both education (by definition, not specific to the profession) and

training (the “canonical” knowledge that is implicitly defined by the examinations) are necessary. Traditionally, universities are both willing and able to provide education. Are we as willing to provide the *schmutzig* part of the package?

- It is clear that both theoretical and applied material are required in probability and statistics, and that the KSU Mathematics Department possesses the expertise to fulfill these requirements. Are we equally well prepared to staff comparatively low-level courses in the Mathematics of Finance which address specific examination requirements?
- Success of the program depends on careful articulation of mathematics courses and business courses. In the latter category, it may be necessary to design special courses in economics and finance that are more quantitative and perhaps more specific to actuarial professional requirements than those currently offered. How will the two departments be coordinated to maximize the likelihood of success? Where will the program coordinator be housed?
- From a purely administrative perspective, how can we take advantage of professional resources that may be available in the community to provide expertise that we may not currently possess? To what extent is it desirable to do this?
- Program success will be measured in part by job placement success following graduation. What curricular elements should be included to optimize the likelihood of strong job placement? Some ideas include summer co-op programs in affiliation with local businesses, a practicum conducted by professionals in the field, either on-site, or at the university, or some combination of both. If it is deemed that a co-op program is desirable, should the overall degree program be extended to five years?

6. Opportunities for Post-graduate Education and Training

In planning a curriculum for bachelor's level professional preparation, it makes sense to consider the continuing education needs of people who are currently employed as actuaries. Given the necessary resources, it may be attractive to the university to offer advanced courses aimed at helping working professionals to progress through the more advanced examinations. Conversely, the availability of a local education resource that is capable of providing such services would certainly be attractive to local businesses, and could well serve as a point of *entre* for tightening the bond between the university and its clients.

MATH 31F

7. Integration of The University and Its Clients

Success of a program that is specific to a particular economic sector depends on marshalling available resources both within and outside the university, and in developing a sense of ownership at the earliest stages of program planning. Clients need to perceive both professional capability of the providing institution, and overall program value. The providing institution, in turn, needs to recognize clients' legitimate rights to specify key program goals and objectives. In short, the university must guard against designing a program and then going out into the marketplace to sell it after the fact. A company may be able to provide the world's finest buggy whip, but if no one perceives a need for buggy whips, the company's success is unlikely. In business jargon, we must not create a situation that appeals to latent demand, but one that appeals to real demand. These observations suggest that the early planning for a program in actuarial science should be carried out by a joint planning committee consisting of both academic representatives and members of the client community. University representation should include faculty from the College of Business Administration and the Mathematics Department. It may be advisable to include representation from the central administration, especially to the extent that they can facilitate contact with high-ranking client personnel. The solicitation of representatives from prospective client companies is of paramount importance in assuring that these companies gain a degree of ownership in the program, and that the program is thereby designed to meet their current and future needs. It is also vital for posturing the program as a kind of joint venture, worthy of funding not only by the university, but also by the clients who will derive primary benefit. For a variety of reasons, it has been rare that universities are successful in tailoring new programs to the specific needs of their clients. Happily, the cost of additional resources to implement a program in actuarial science is relatively low. No equipment need be purchased, no additional building space is required, and relatively few books and journal subscriptions need to be purchased. It may be necessary to hire additional faculty to meet the increased demand for instructional services, both traditional, and specialized, but even these costs should not be inordinate.

8. Next Steps

The next step in the planning process is to organize a pre-planning committee whose primary responsibility will be to further assess the need for such a program, and the resources it is likely to require. This committee should articulate with standing departmental and university committees so as not to circumvent existing decision-making structures. It should not extend its activity to the point that the function and benefits of the joint steering committee described in paragraph 8 are abrogated.

Appendix I: Synopsis of SOA Examination Requirements

What follows is an outline summary of examination requirements. The SOA website (www.soa.org) enumerates requirements to the minute detail, and lists recommended references and study guides. Examinations need not be taken in any specific order, though nearly all candidates take Examination 1 first. There is an enrollment fee for each examination. For the first three examinations, and the eighth examination the following data are pertinent:

Examination #	Fee	# administered/year
1	\$95	11,200
2	\$140	6000
3	\$365	4000
8		250

Examination 1: *Mathematics and Probability*

- Calculus, including both single and multivariate
- Probability, theoretical and applied, including univariate and multivariate distributions, the Central Limit Theorem, Bayes' Theorem, moment generating functions, specific probability distributions, including binomial, negative binomial, Poisson, exponential, and normal; sampling distributions.

Examination 2: *Interest Theory, Economics, and Finance*³

- Micro- and Macroeconomics, of a more quantitative flavor than is typical of introductory courses in the field. Traditional quantitative concepts of marginal quantities, consumer and supplier surplus, etc.
- Finance, including interest theory, annuity functions (present value, future value, etc.) as well as traditional topics in finance, including evaluation of financial statements and standard financial ratios.

Examination 3: *Actuarial Models*

- Mathematical Modeling
- Survival models, stochastic processes, deterministic models
- Specific applications to insurance
- Risk (failure time) analysis, including classic risk
- Detailed knowledge of certain specific continuous probability distributions, including beta, gamma, normal, lognormal, inverse normal, exponential, Weibull

³ The character of this examination has changed, effective May, 2003. Its content is now exclusively the mathematics of finance. Elements pertaining to economics and finance may be satisfied by demonstration of successful completion of SOA approved university level micro- and macroeconomics and finance courses with a grade of B- or higher.

- Detailed knowledge of pertinent discrete probability distributions, and the processes to which they apply
- Time series, Markov Chains
- Combinatorics
- Algorithms for generating discrete and continuous random variables (simulation theory)
- Application of actuarial models—solving insurance-specific problems.

Examination 5: Application of Basic Actuarial Principles

- Principles of Product Design—in the categories of life insurance, health insurance, product and casualty insurance, and social insurance.
- Basic Principles of Risk Classification—each product category
- Basic Principles of Pricing/Ratemaking/Funding
- Basic Principles of Valuation

Examination 6: Finance and Investments

- Analysis of risk and return for various types of investments, including stock, bonds, real estate, etc.
- Portfolio theory
- Options pricing
- Cash flow with respect to options
- Rate risk management
- Asset liability management
- Applications

Examination 7: Applied Actuarial Modeling

- Case study format. A complete analysis from the underlying context; planning, model design and selection, determination of input data, analysis, and communication of results.
- There is a pre-test on specified documents required for admission to this examination. This examination has the character of a doctoral dissertation defense.

Examination 8: Advanced Specialized Actuarial Practice by Area of Expertise

- Finance
- Health, group life, managed care
- Individual insurance, including casualty, and liability
- Investments
- Retirement

Examination 4: *Actuarial Modeling*

- Requires a thorough knowledge of calculus, linear algebra, probability and mathematical statistics. There is some overlap with the content of Examination 3.
- Both parametric and nonparametric statistics, including specific nonparametric estimators for failure time and loss analysis
- Tests for goodness of fit. Likelihood ratio, chi-square, Kolomogorov-Smirnov.
- Detailed knowledge of regression
- Time series analysis. ARIMA models
- Decision Theory
- Simulation Theory
- Specific applications to actuarial problems

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Appendix II: Representative University Curricula

1. University of Pennsylvania—Wharton School

The Wharton School offers two programs. The first is a non-quantitative Actuarial Science Concentration, and the second is a University Minor in Actuarial Mathematics. Requirements are as follows:

Actuarial Science Concentration (All courses listed in the Insurance Department of the Wharton School)

Fundamentals of Actuarial Science (3 credits)
 Actuarial Science and Insurance Problems (3 credits)
 Applied Statistical Methods for Actuaries (3 credits)

Plus one of the following courses: (3 credits)

Financial Strategies and Analysis: Insurance
 Employee Benefit Plan Design and Financing
 Property and Liability Company Management and Policy
 Actuarial Statistics

University Minor in Actuarial Mathematics

Calculus (full sequence)
 Computer Methods or Mathematics of Finance
 Probability (1 course)
 Mathematics Statistics (1 course)
 Fundamentals of Actuarial Science
 Actuarial Science and Insurance Problems
 Applied Statistical Methods for Actuaries

Plus one of the following courses:

Actuarial Statistics
 Intermediate Statistics
 Life and Health Insurance Company Management Policy
 Employee Benefit Plan Design and Financing
 Property and Liability Insurance Company Management and Policy

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2. The University of Akron

The Akron program is housed in the Statistics Department. Requirements are typically prescriptive, and include a number of business courses as well as strong mathematics and statistical background courses.

Mathematics and Statistics Courses:

Calculus (full sequence)
 Linear Algebra
 Theoretical Statistics I, II (6 credits)
 Applied Statistics I, II (8 credits)
 Statistical Computer Applications (3 credits)
 Statistical Consulting (2 credits)
 Mathematics of Finance (1 credit)
 Advanced Calculus I, II
 Actuarial Science I, II (6 credits)

Plus two of the following:

Applied Numerical Methods I (3 credits)
 Mathematical Models (3 credits)
 Reliability Models (3 credits)
 Operations Research (3 credits)

Business Courses

Introduction to Economic Analysis 3 (credits)
 Accounting Concepts and Principles for Business (3 credits)
 Managerial Accounting (3 credits)
 Risk Management and Insurance (3 credits)
 Business Finance 3 credits

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3. The Ohio State University

The Ohio State program is housed in the Mathematics Department. It is similar to the Akron program, but includes a practicum that is conducted by a working professional in the insurance industry.

Mathematics and Statistics Courses

Calculus (full sequence)
 Linear Algebra
 Probability I
 Mathematical Statistics I, II
 Intro to Computer Science
 Foundations of Actuarial Mathematics (3 credits)
 Actuarial Mathematics I, II, III (3 credits each--senior level courses)
 Theory of Interest (3 credits)
 Actuarial Practicum (4 credits)

Business Courses

Micro-economics
 Macro-economics
 Accounting (2 courses)
 Investments
 Insurance and Risk

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Appendix III: A Brief List of Recommended References

It is recommended that we purchase these titles as soon as possible. This list is by no means exhaustive, but represents a core of “canonical” references that have been recommended by the SOA as study guides. A more complete list is available on the SOA website (www.soa.org). Note that all of these references have recent publication dates, that many have been published in several editions, and that even more are published by ACTEX Publications, a company that specializes in texts for the actuarial profession.

Bean, M. A., *Probability: The Science of Uncertainty with Application to Investments, Insurance, and Engineering* (2001), Brooks/Cole.

Bowerman, S.A., *Mathematics of Investment and Credit*, 2nd ed., (1996), ACTEX Publications. ISBN: 1566982189

Bowers, N.L., et. al., *Actuarial Mathematics*, 2nd ed., (1997), SOA.

Brown, R.L., *Introduction to the Mathematics of Demography*, 3rd ed., (1997) ACTEX Publications. ISBN: 1566982057

Hassett, M., and D. Stewart, *Probability for Risk Management*, (1999), ACTEX Publications. ISBN: 1566983479

Herzog, Thomas N., *Introduction to Credibility Theory*, 3rd ed., (1999), ACTEX Publications. ISBN: 1566983746

Jones, B.L., *Actuarial Models and Modeling: An Interactive Approach*, (2000), (Interactive CD ROM) ACTEX Publications.

Kellison, S.G., *Theory of Interest*, 2nd ed., (1991), McGraw-Hill. ISBN: 0256091501

Klugman, S.A., et. al., *Loss Models: From Data to Decisions*, (1998), John Wiley. ISBN: 0471238848

Mahler, H.C., and Dean C.G., *Foundations of Casualty Actuarial Science*, 4th ed., (2001), Casualty Actuarial Society.

London, D., *Survival Models and Their Estimation*, 3rd ed., (1997), ACTEX Publications. ISBN: 1566982685

Parmenter, Michael M., *Theory of Interest and Life Contingencies*, 3rd ed (1999) ACTEX Publications, ISBN: 1566983339

Zima, P., and R.L. Brown, *Mathematics of Finance*, 5th ed., (2001), McGraw Hill Ryerson, Ltd. ISBN: 0070871353

TO: Morley Davidson, Mathematics UG Coordinator **DATE:** Jan. 28, 2008
FROM: Richard Shoop

SUBJECT: Interdepartmental Impact of Actuarial Concentration

As you know, we have developed the Actuarial concentration in the Bachelor of Science degree in (Pure) Mathematics with the assistance of a steering committee consisting of members of the Mathematics Department, along with representation from the Finance Department and outside business concerns. Our logic has been to devise a curriculum that best utilizes existing university resources while meeting the needs and expectations of representative employers of program graduates. Professor Rick Schroath has represented the Finance Department on this committee for the past three years, and has served as liaison between our two departments.

As we began to enumerate course requirements, many of which have been dictated by professional organizations, we attempted to utilize courses in our respective departments that were already on the books. In particular, the program requirements in Economics, Accounting, and Finance—all courses that would be taken by a typical math major only to fulfill LER requirements—are standard courses that have been part of the business curriculum for years. Similarly, Math 40011 and Math 40012 (Probability Theory and Statistical Concepts, respectively) are suitable in their present form for the fulfillment of actuarial program requirements.

After reconciling existing university courses with program requirements, we identified four new courses that needed to be added to the curriculum. These were Math 30055 (The Mathematical Theory of Interest), Math 40055-6 (Actuarial Math I and II), and Math 40091 (Actuarial Seminar). Initially there was some concern that Math 30055 might duplicate courses that already existed in the Finance Department. Upon review of a detailed syllabus of this course, the Finance Department decided that Math 30055 was of a considerably more mathematical character than courses offered by their department, and confirmed that there was no encroachment. The other three courses are purely mathematical, and deal with content and method that are not addressed by any other courses at the university.

Finally, our steering committee examined actuarial curricula at a number of American universities, and found that, while actuarial degree programs are housed in a variety of departments at different institutions, the curricula are all essentially the same. This came as no surprise, given the very specific guidelines that are indicated by the two major actuarial professional organizations (the Society of Actuaries (SOA) and the Casualty Actuary Society CAS)).

Conclusions

1. The new courses in the actuarial curriculum do not encroach upon existing courses, either in the Mathematics Department or other University Departments.
2. The substantial cognate course requirement will result in an increase in the number of mathematics students enrolled in Economics, Accounting, and Finance courses at the university.
3. Adequate faculty resources currently exist within all affected departments to staff all existing and new courses in the specified curriculum.
4. Adequate library resources currently exist to support this curriculum.

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5. The curriculum fulfills needs and expectations of potential employers in the insurance, financial services, and actuarial consulting industries.
6. The curriculum provides very strong undergraduate preparation for students who might later decide to pursue the Master of Science in Financial Engineering degree.

Chuck,

In regards to our meeting this afternoon, I am attaching some of the key supporting documentation to the CCC proposal for the creation of two concentrations (Mathematics, Actuarial Mathematics) within the Mathematics B.S. program.

During the development of this initiative over the past several years, a key question has been whether the Actuarial Mathematics concentration would better fit within the Mathematics or the Applied Math program. It was resolved by USC steering committees over the past couple years, and finally approved by the department's USC in fall 2007 (with Applied Math representative Dr. Zheng present), that, due to a number of factors as outlined in the attached memo from Dr. Shoop, the Actuarial concentration should be created under the Mathematics B.S. program.

In order that the proposal might better answer questions raised by the CCC, would you be so kind as to give your written support for this decision, and confirm that this decision has been carefully examined from the Applied Math perspective?

Much appreciated!
Morley

Attachments:

Actuarial Math_feasibility study.doc 102 k [application/msword] Download
 ActuarialSummary_Shoop memo.doc 36 k [application/msword] Download
 proposal_summary_Actuarial Mathematics concentration.doc 42 k [application/msword] Download
 proposal_summary_Mathematics concentration.doc 42 k [application/msword] Download

Subject: Re: Math concentrations CCC proposal
 From: "Chuck Gartland" <gartland@math.kent.edu>
 Date: Thu, January 31, 2008 11:15 pm
 To: davidson@math.kent.edu
 Priority: Normal

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Thanks Morley,

for updating me on all this and for sending along
the info (below).

Over the past year or two, I've had a few informal conversations with Kazim Khan and Dick Shoop and Andrew Tonge about how/where to configure the new Actuarial Math concentration.

I'm aware of most of the relevant issues and believe that what you're proposing (an Actuarial Math concentration under the B.S. Math degree) makes the most sense at this time.

I'm also confident that your Undergrad Studies Committee and Xiaoyu Zheng looked things over carefully from the perspective of the applied-math program, as well as our other programs.

Good luck with your proposal.

Thanks again,

Chuck

--

Eugene C. Gartland, Jr. | email: gartland@math.kent.edu
Department of | URL: www.math.kent.edu/~gartland
Mathematical Sciences | ofc ph: 330-672-9112
Kent State University | FAX: 330-672-2209

On Thu, Jan 31, 2008 at 06:07:26PM -0500, davidson@math.kent.edu wrote:

> Date: Thu, 31 Jan 2008 18:07:26 -0500 (EST)
> Subject: Math concentrations CCC proposal
> From: davidson@math.kent.edu
> To: "Chuck Gartland" <gartland@math.kent.edu>
>
> Chuck,
>

- >
- > In regards to our meeting this afternoon, I am attaching some of the key
- > supporting documentation to the CCC proposal for the creation of two
- > concentrations (Mathematics, Actuarial Mathematics) within the
- > Mathematics B.S. program.
- >
- > During the development of this initiative over the past several years, a
- > key question has been whether the Actuarial Mathematics concentration
- > would better fit within the Mathematics or the Applied Math program. It
- > was resolved by USC steering committees over the past couple years, and
- > finally approved by the department's USC in fall 2007 (with Applied Math
- > representative Dr. Zheng present), that, due to a number of factors as
- > outlined in the attached memo from Dr. Shoop, the Actuarial
- > concentration should be created under the Mathematics B.S. program.
- >
- > In order that the proposal might better answer questions raised by the
- > CCC, would you be so kind as to give your written support for this
- > decision, and confirm that this decision has been carefully examined
- > from the Applied Math perspective?
- >
- > Much appreciated!
- > Morley

Subject: Request for brief memo

From: rshoop@kent.edu

Date: Thu, January 31, 2008 11:00 am

To: "Rick Schroath" <fschroat@kent.edu>

Cc: davidson@math.kent.edu

Priority: Normal

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Hi Rick,

I have a favor to ask of you...

Would you be so kind to send an email message to Morley Davidson--Math Dept. UG Coordinator (davidson@math.kent.edu) indicating that, as our

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committee assembled the curriculum for the actuarial concentration in the BS math major, you verified that there were no encroachment issues with the Finance Dept., and that you personally assisted in the development of this curriculum.

Please copy me on the email as well. We're in the process of getting the actuarial concentration into the catalog, and are up against a tight deadline, so I'd be most appreciative if you could send this ASAP.

Sorry for the short notice,

Dick Shoop

Subject: Memo Request
 From: rshoop@kent.edu
 Date: Thu, January 31, 2008 11:03 am
 To: "Kazim Khan" <kazim@math.kent.edu>
 Cc: davidson@math.kent.edu
 Priority: Normal
 Options: [View Full Header](#) | [View Printable Version](#) | [Download this as a file](#)

Kazim,

Would you email Morley a brief statement confirming that, in the preparation of the actuarial curriculum, we verified no encroachment, both re. the Finance Dept. and the Applied Math program. An informal email will suffice as we prepare supporting documentation for the official entry of the "BS in Mathematics--Actuarial Concentration" into the undergraduate catalog. Morley needs this ASAP since we're on the college curriculum committee agenda for the Feb. 7 meeting.

Thanks
 Dick

Subject: Re: Memo Request
From: davidson@math.kent.edu
Date: Thu, January 31, 2008 12:54 pm
To: rshoop@kent.edu
Cc: "Kazim Khan" <kazim@math.kent.edu> (less)
davidson@math.kent.edu
Priority: Normal
Options: View Full Header | View Printable Version | Download this as a file

Dear Richard and Kazim,

Just for clarity, the proposal we are putting forth to the CCC will divide the B.S. in Mathematics into two concentrations: "Mathematics" and "Actuarial Mathematics," similar to the format currently used in the Applied Math program and the Physics program (both of which have concentrations, within the major, with these same two names as the major).

Regarding the name "Actuarial Mathematics" for the proposed concentration--we cannot use "Actuarial Science," as it implies a hierarchical level on par with, e.g., Biological or Mathematical Sciences, within the College of Arts and Sciences. On a related note, we will use the moniker "Mathematics" rather than "Pure Mathematics" for that concentration, at least for now, since the core requirements (currently not labelled as such due to the absence of concentrations) include CS 10051 and Physics 23101, the 9+18 additional upper-level hours allow courses from a variety of further science departments (BSCI, CHEM, ECON, GEOL).

Please contact me today at my office should you have any questions or concerns. While it is not absolutely vital that this proposal go to the Feb. 7th CCC, doing so will give it one extra chance at the EPC this spring. This is important in view of the recent EPC ruling that changes approved this term can go in the catalog for spring 2009 (rather than having to wait until fall).

Thank you again!
Morley

> Kazim,
>
> Would you email Morley a brief statement confirming that, in the

MATH 24

> preparation of the actuarial curriculum, we verified no encroachment,
> both re. the Finance Dept. and the Applied Math program. An informal
> email will suffice as we prepare supporting documentation for the
> official entry of the "BS in Mathematics--Actuarial Concentration"
> into the undergraduate catalog. Morley needs this ASAP since we're on
> the college curriculum committee agenda for the Feb. 7 meeting.
>
> Thanks
> Dick
>

Subject: Math concentrations CCC proposal
From: davidson@math.kent.edu
Date: Thu, January 31, 2008 6:07 pm
To: "Chuck Gartland" <gartland@math.kent.edu>
Priority: Normal
Options: [View Full Header](#) | [View Printable Version](#) | [Download this as a file](#)

MATH 25

From: "DUMPE, DAVID" <ddumpe@kent.edu>
 Subject: RE: Math Dept's proposed Actuarial Concentration
 Date: Thu, February 7, 2008 1:17 pm
 To: davidson@math.kent.edu
 Cc: "SCHROATH, FREDERICK" <fschroat@kent.edu>, "HOLDER, MARK" <mholder@kent.edu>, "Steiner, Karen" <ksteine1@kent.edu>

Morley:

I'm very sorry to be so late in responding. I am an acting chair so the email was routed to me.

I had two of our financial mathematics (financial engineering) faculty review your suggested curriculum. We are of the opinion that there are no encroachment issues from our perspective. These students may, in fact, be excellent potential candidates for our Master of Science in Financial Engineering program. We wish you the best as you continue through the approval process.

Best regards,
 Dave Dumpe
 Acting Chair
 Department of Finance
 672-1203

-----Original Message-----

From: SCHROATH, FREDERICK
 Sent: Wednesday, February 06, 2008 5:11 PM
 To: DUMPE, DAVID
 Subject: FW: Math Dept's proposed Actuarial Concentration

Dave:

This just arrived in my in-box at 4:40 p.m. I know Mark won't be able to deal with it so I'm passing it along to you.

Rick

Frederick W. (Rick) Schroath, Associate Dean
 Graduate School of Management
 Voice (330) 672-2282 Fax (330) 672-7303
http://business.kent.edu/fsd/view_faculty.aspx?id=38028

-----Original Message-----

From: davidson@math.kent.edu [mailto:davidson@math.kent.edu]
 Sent: Wednesday, February 06, 2008 4:04 PM
 To: HOLDER, MARK
 Cc: SCHROATH, FREDERICK
 Subject: Math Dept's proposed Actuarial Concentration

Dear Dr. Holder,

Starting back in 2004 the Mathematics Department, in conjunction with representation from the Finance Department, developed and brought onto the books several actuarial courses meant to train students to pass the first few SOA certification exams. These courses have been running

MATH 25A

successfully
for a couple years now, so this spring, we are proposing to take it one step further and split the MATH B.S. program into two concentrations, Mathematics and Actuarial Mathematics. This would be similar to what is currently done in Applied Math and in other departments including Physics.

It is my understanding that, in the development of these courses, issues of duplication and encroachment between Finance and Math were carefully discussed. Thus, for the current proposal, rehashing these issues may seem

to be irrelevant. However, to cover all the bases in presenting the current proposal to the Arts & Sciences CCC (preferably at tomorrow's meeting, to meet a crucial EPC deadline), we would like to have a nod of approval from your department. If you reply to this email by tomorrow afternoon, I can distribute your response to the CCC members as a supporting attachment to our proposal. Your assistance is greatly appreciated!

Best regards,
Morley Davidson

MATH 250

From: "Kazim Khan" <kazim@math.kent.edu>
Subject: Re: Memo request
Date: Fri, February 22, 2008 10:50 am
To: davidson@math.kent.edu

Hi Morley,

I am sorry, I just forgot.

Here are a few points, very similar to Dick's argument, and avoid too much technical stuff. My view is blunt and crude. Take your pick.

- (1) Our undergrad AMTH specializes in one of three areas,
 - (i) Numerics,
 - (ii) Classical Applied Math (Physics, Liquid Crystals etc), which depends on Numerics,
 - (iii) Stat, which also depends on Numerics.

Although the practicing actuaries use some very primitive numerics, they have their own proprietary software and need no training to operate. None of the qualifying exams of the actuarial programs require numerics. No actuarial program in the US, that I am aware of, needs nor requires numerics. Due to this reason, our actuarial program is totally independent from the central theme of our AMTH program.

- (2) same as Dicks.

- (3) Our pitch towards pure math (instead of applied math) also takes into consideration the kind of reasoning our students will be subjected to during their course work.

The key distinction (in my perhaps crude opinion) is

``use-the-theorem-&-plug-&-chug'' versus

``proofs-&-their-critical-analysis''.

The two main courses of our program (both 4 credit each, I think) fall into ``proofs'' category. These two courses cannot be thrown at our applied math lot, without changing the flavor of our applied math program, putting up signs in our building stating ----caution: some of our applied math courses have become ``pure'' ---.

- (4) There is one more aspect that, I think, that we should consider. We have been running our courses on an experimental basis, in which we had both pure and applied math students. The question is who out performed? Answer: our pure math people. These courses gave a nice option for them to enjoy, and put their training and skills to good use. Let us keep this option in their back yard.

CCC is always fun to be in, and you can thank us later for giving you this opportunity to enjoy it.
Kazim.

On Fri, Feb 22, 2008 at 10:20:57AM -0500, davidson@math.kent.edu wrote:

> Date: Fri, 22 Feb 2008 10:20:57 -0500 (EST)

> Subject: Memo request

> From: davidson@math.kent.edu

> To: "Kazim Khan" <kazim@math.kent.edu>

MATH 25C

> User-Agent: SquirrelMail/1.4.8-6.el3
> X-Priority: 3 (Normal)
> Importance: Normal
> In-Reply-To: <20080202064450.GA9898@math.kent.edu>
> X-Virus-Scanned: Maia Mailguard 1.0.2
>
> Hi Kazim,
>
> The CCC meeting for next week has been postponed, which gives us more time
> to fortify our case for the placement of the proposed actuarial
> concentration in the BS program in MATH rather than AMTH. Richard sent me
> an email per our conversation yesterday, and I was hoping to twist your
> arm into writing one as well, since your input will be regarded as being
> written on behalf of AMTH. Chuck has also written a supporting memo on
> behalf of AMTH, but it did not specifically address the question of why
> the actuarial concentration should go in MATH rather than AMTH. I'm
> appending Dick's memo-- please feel free to add anything, or simply
> endorse it, or of course you may deny it outright (if you have changed
> your mind since yesterday :-).
>
>
> Thanks!
> Morley
>
> -----
> Morley,
>
> Just a few comments regarding the placement of the actuarial
> concentration in the Mathematics track rather than the applied
> mathematics track.
>
> 1. Contrary to prevailing perception, actuarial modelling in general,
> and the study of life contingencies in particular, focuses on the
> development of stochastic models that represent entities associated
> with insurance. There is virtually no computation involved in the
> actuarial mathematics courses. Rather, the theoretical underpinnings
> are developed from rudiments that lie in probability theory. We prove
> theorems. We do not perform computations.
>
> 2. The pre-requisite background required for an understanding of
> basic actuarial theory is exactly what we currently offer in our BS
> program in (pure) mathematics. Since actuarial modelling extends
> probability theory, and since probability theory is itself an
> extension of analysis, actuarial students are required to take a full
> year of introductory analysis. This is not a local (KSU) requirement,
> but rather is a requirement that is dictated by the subject matter
> itself. Our applied mathematics track does not require any study in
> introductory analysis.
>
> 3. The applied track does require a fair number of computational
> courses. While such courses are useful in a variety of applied
> fields, they are not germane to the study of actuarial modelling.
> Similarly, applied math students study partial differential equations,
> which are central to developing models in the physical sciences and
> engineering. PDE is not required for the study of actuarial modelling.
>
> 4. With the exception of abstract algebra, every course required for
> the BS in (pure) mathematics is also an essential requirement for
> actuarial math students.
>

MATH 25D

> 5. If we had developed an independent curriculum for actuarial
> mathematics, rather than a concentration within our existing (pure)
> mathematics curriculum, it would have looked exactly as it does under
> the current proposal. In short, with the exception of the abstract
> algebra requirement, it fits perfectly into our existing curriculum.
>
> I've attached a file that contains notes I've prepared that deal with
> the study of general benefit reserves. This happens to be the topic
> I'm covering at the present time in Actuarial Math II. A quick glance
> at the character of these notes illustrates my first point. This
> stuff is indeed pure mathematics. You won't find a numeric table
> anywhere in this material, nor will you find any numeric
> calculations! Even the illustrative example on p. 13 (a "practical"
> application) is fully devoid of any numbers at all! While it might be
> easier to squeeze the actuarial curriculum into the applied math track
> than into a rubric dealing with Ottoman social institutions in Central
> Asia during the early sixteenth century, both efforts would result in
> considerable deformation of the existing rubrics as well as of the new
> curriculum.
>
> Regards,
> Richard Shoop
>
>
>
>
>
>

--

Mohammad Kazim Khan, Professor, Department of Mathematical Sciences
Kent State University, Kent Ohio, 44242. Phone:330-672-9110; Fax:330-672-7824

MATH 25 E

From: rshoop@kent.edu
 Subject: Actuarial Curriculum
 Date: Thu, February 21, 2008 2:29 pm
 To: davidson@math.kent.edu

Morley,

Just a few comments regarding the placement of the actuarial concentration in the Mathematics track rather than the applied mathematics track.

1. Contrary to prevailing perception, actuarial modelling in general, and the study of life contingencies in particular, focuses on the development of stochastic models that represent entities associated with insurance. There is virtually no computation involved in the actuarial mathematics courses. Rather, the theoretical underpinnings are developed from rudiments that lie in probability theory. We prove theorems. We do not perform computations.
2. The pre-requisite background required for an understanding of basic actuarial theory is exactly what we currently offer in our BS program in (pure) mathematics. Since actuarial modelling extends probability theory, and since probability theory is itself an extension of analysis, actuarial students are required to take a full year of introductory analysis. This is not a local (KSU) requirement, but rather is a requirement that is dictated by the subject matter itself. Our applied mathematics track does not require any study in introductory analysis.
3. The applied track does require a fair number of computational courses. While such courses are useful in a variety of applied fields, they are not germane to the study of actuarial modelling. Similarly, applied math students study partial differential equations, which are central to developing models in the physical sciences and engineering. PDE is not required for the study of actuarial modelling.
4. With the exception of abstract algebra, every course required for the BS in (pure) mathematics is also an essential requirement for actuarial math students.
5. If we had developed an independent curriculum for actuarial mathematics, rather than a concentration within our existing (pure) mathematics curriculum, it would have looked exactly as it does under the current proposal. In short, with the exception of the abstract algebra requirement, it fits perfectly into our existing curriculum.

I've attached a file that contains notes I've prepared that deal with the study of general benefit reserves. This happens to be the topic I'm covering at the present time in Actuarial Math II. A quick glance at the character of these notes illustrates my first point. This stuff is indeed pure mathematics. You won't find a numeric table anywhere in this material, nor will you find any numeric calculations! Even the illustrative example on p. 13 (a "practical" application) is fully devoid of any numbers at all! While it might be easier to squeeze the actuarial curriculum into the applied math track

MATH 25F

than into a rubric dealing with Ottoman social institutions in Central Asia during the early sixteenth century, both efforts would result in considerable deformation of the existing rubrics as well as of the new curriculum.

Regards,
Richard Shoop

MATH 256

From: "TILLET, THERESE" <ttillet1@kent.edu>
 Subject: RE: Creation of Math/Actuarial Math concentrations in MATH B.S. program
 Date: Wed, February 20, 2008 12:37 pm
 To: davidson@math.kent.edu

Morley,

The prerequisite for CS 10051, as of spring 2008, is
 MATH 11009 or MATH 11010 or MATH 11011 or MATH 12001.

The prerequisite for CS 10061, as of spring 2008, is
 MATH 11011 or MATH 12001.

The "2 years of high school algebra" was removed because it could not
 be
 entered in Banner (long, long discussions with all academic units about
 not being able to enter intangible prerequisites - both Math and CIS
 are
 aware).

I don't mean to suggest you should remove CS 10061 from your
 requirements; just for you to be aware that students can not register
 for CS 10061 (and 10051 for that matter) unless they have taken those
 MATH course prerequisites; they must seek a prereq override from the
 department to get into the course.

I'm glad to hear that 11011 and 12001 are being inactivated for fall
 2009. Their existence has caused nothing but problems since they were
 discontinued on the Kent Campus since fall 2006 but were still listed
 in
 many program requirements and course prerequisites. With an approved
 formal inactivation, they will be removed from all course prerequisites
 and program requirements.

-----Original Message-----

From: davidson@math.kent.edu [mailto:davidson@math.kent.edu]
 Sent: Wednesday, February 20, 2008 12:13 PM
 To: TILLET, THERESE
 Subject: RE: Creation of Math/Actuarial Math concentrations in MATH
 B.S.
 program

Hi Therese, and thank you again!

You mentioned a possible concern with the CS 10061 requirement for the
 actuarial concentration. Currently, the MATH B.S. requires CS 10051,
 with
 prerequisites listed in the catalog as 2 years of high school algebra
 or
 MATH 10009 or 10010 or 11001 or 12001, differing from those for CS
 10061
 only in allowing MATH 10009 or 11010. The MATH major also requires
 Calculus I, which has MATH 11001 or 12001 as a prerequisites. So it

MATH 25H

seems
that it will not matter if the actuarial concentration requires CS
10061
instead of 10051, but please let me know if I'm off base here. My
department would likely go along with CS 10051 instead of 10061, if you
feel that this endangers the proposal at this point.

In any case, this will likely only be an issue (however subtle) in the
short term, since both 11001 and 12001 are being slated for
inactivation
to be effective in fall 2009. This move has been prepared carefully
during
the past few years with the creation of replacement courses, and 11001
and
12001 are currently only offered on some regional campuses, where they
are
being phased out. Since their inactivation will affect several other
majors' requirements, we wanted to do it separately from the actuarial
concentration proposal. I'm preparing this course inactivation proposal
for the March 13th CCC meeting, and of course your input would be
greatly
appreciated!

Best regards,
Morley

> Morley, I've attached suggested catalog copy for the B.S. Math with
Actuarial Math concentration attached. Nothing has been revised to the
major outside of a rearrangement of courses and addition of course
listing
headers. Note 2 has additional language for the benefit of the new
concentration.

>

> As I said to you on the telephone, because you are establishing a
concentration and not revising any of the major's requirements, your
CCP

form should read "Establish Program." I do strongly encourage you to
mention somewhere in your proposal that the major's course listing
layout

has been restructured slightly to incorporate the new

> concentration, and emphasize that it does not affect the program's
requirements.

>

> One concern I do have about the new concentration is the requirement
of

CS 10061, which has a prerequisite of MATH 11011 or 12001. Neither of
those courses is in the major requirements.

>

> Let me know if I can be of further assistance.

> Therese

>

>

> -----Original Message-----

> From: davidson@math.kent.edu [mailto:davidson@math.kent.edu]

> Sent: Monday, February 18, 2008 3:46 PM

> To: TILLET, THERESE

MATH 25 I

> Subject: RE: Creation of Math/Actuarial Math concentrations in MATH
B.S.
program
>
> Hi Therese,
>
> Thank you for your time in helping me get this sorted out!
>
> I've attached the KAPS form for the two-concentration proposal,
> although,
> as we discussed today, the Math Dept would indeed prefer to have just
one
> concentration. The Curriculum Guidelines book contains wording which
suggests that two concentrations are necessary, but as I understand it
based on our phone conversation today, such is not the case, and there
are
> other departments with just a single concentration.
>
> For the CCC meeting, I have to change the KAPS form to reflect the
single-concentration approach, but in its present form it can serve to
indicate what course substitutions we are doing in the Actuarial
Concentration.
>
> Could you confirm, if indeed it is the case based on these
concentration
requirements, that the creation of an Actuarial concentration as such
will
> not require a "Revise Program" CCP form? (There was some debate on
this
issue at the last CCC meeting. The only CCP form in the new and
improved
proposal will be the "Establish Program" one, also attached to this
email.)
>
>
> Best wishes,
> Morley
>
>
>
>> Hello, Morley,
>> I strongly encourage you not to create a "mathematics" concentration
> for
>> a "mathematics" major. If you weren't planning on creating an
> actuarial
>> mathematics concentration, would you still want to create a
> mathematics
>> concentration? If no, then it is not necessary.
>> I know we've talked in the past, and I remember that, in essence,
the
actuarial mathematics concentration is truly the one concentration you
want. It would be optional, and the major requirements are different
than
if someone was in the program and did not declare the
>> concentration.
>> If everything I wrote above is true, including different major
>> requirements for students taking the actuarial concentration, I

MATH 25T

> suggest
 >> that you establish only the actuarial concentration, and we can list
 > the
 >> entire program requirements, including LER courses and math major
 requirements, under the concentration in the Undergraduate Catalog. In
 addition, there would be two advising sheets - one for BS Math, the
 other
 for BS Math-Actuarial Math.
 >> --if I'm off base with anything I stated above, call me and we can
 > talk
 >> it through--
 >> To establish a concentration, you need to complete paperwork
 outlined
 > on
 >> page 28 of the Curriculum Guidelines. On the CCP, under proposal, it
 should read "establish program."
 >> If you also need to revise the program requirements for the major
 because of the new concentration, I would include that information in
 the
 proposal to establish the concentration. Just make sure it is
 > noted
 >> on the CCP (under description) that the major is undergoing a
 revision
 in addition to establishment of a new concentration.
 >> If program revisions for the major have nothing to do with a new
 concentration, then do a separate proposal, following the outline on
 page 26.
 >> Don't hesitate to call me if you want more clarification.
 >> Therese
 >> -----Original Message-----
 >> From: davidson@math.kent.edu [mailto:davidson@math.kent.edu]
 >> Sent: Friday, February 15, 2008 3:06 PM
 >> To: TILLET, THERESE
 >> Subject: Creation of Math/Actuarial Math concentrations in MATH B.S.
 program
 >> Dear Therese,
 >> I'm putting a proposal forth to the CCC for the splitting of the
 MATH
 B.S.
 >> program into two concentrations (both new), titled "Mathematics" and
 "Actuarial Mathematics." We're having some confusion regarding the
 necessary proposal type-- offhand it seems to be "Revise Program," per
 p.
 >> 26 in the Curriculum Guidelines (revised for 2007-8). But it also
 clearly
 >> fits the "Create Program" type (referring to the CCP form), since it
 matches the "Establish a Concentration," per page 28 in the Curriculum
 Guidelines handbook.
 >> Dr. Badejo has suggested that I prepare 3 CCP forms-- one for each
 new
 concentration, and one for revising the major-- but she asked me to
 check
 >> with you first. Also, I am unsure of whether a single proposal
 summary
 will suffice (even if I have three CCP forms).
 >> In order that this proposal make it through CCC and EPC, I would
 > greatly

MATH 25K

>> appreciate your guidance! Could you let me know how I should arrange this

>> proposal to guarantee that it won't be shot down on a technicality relating to the proposal type rather than its content? The handbook doesn't seem to be clear on the issue, partly due to the creation of a first concentration really involving the creation of two at once. Best wishes,

>> Morley Davidson

>

MATH 25L

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 3/17/08 Curriculum Bulletin _____

Effective Date ~~Spring 2009~~ Approved by EPC _____

Fall 2008

Department

College EH - Education, Health and Human Services

Proposal select one Establish Policy

Proposal Name

Establish policy for Student Teaching and Culminating Experience in Teacher Education to include criminal background checks.

Description of proposal:

For student teaching and any culminating internship in teacher education that requires candidates to be placed within a school or agency ("school/agency") setting, the college requires students to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned "school/agency" before the first day of the semester in which student teaching/internship will take place. Authorized "school/agency" personnel will determine whether a candidate may participate in fieldwork in that setting. The BCII and FBI background checks are good for one year and are mandatory for licensure application. Electronic fingerprinting is available for BCII and FBI in 221 White Hall and should be completed at least two months prior to student teaching/culminating internship. Regional campus students should contact their Regional Campus coordinator to identify fingerprinting availability at each campus. Candidates are responsible for fees incurred for this requirement. For more information on this policy, contact the Director of Clinical Field Experience in 304 White Hall. Visit the Ohio Department of Education website (<http://ode.state.oh.us>) for more information about background check requirements for educators in Ohio. Contact the Office of Professional Conduct at the ODE for specific information about the results of the background check.

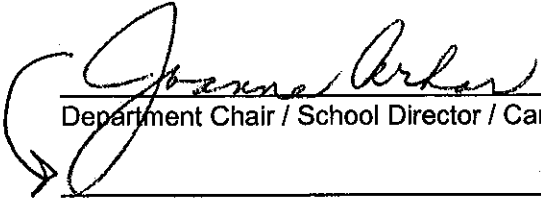
Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites)

Programs outside of EHHS that prepare teachers have agreed to this proposal and will make a notation in Flashfast indicating that background checks are required for student teaching.

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

Art Education, Technology Education, Dance Education, Music Education, Foreign Language Education, Teaching English as a Second Language. are programs outside of EHHS. In EHHS, the programs include Middle Childhood Education, Early Childhood Education, Adolescent to Young Adult Education, Special Education, Career Technical and Trade Education, Physical Education, Health Education.

REQUIRED ENDORSEMENTS



Handwritten signature of Joanna Arhars, with a curved arrow pointing from the signature down to the 'College Dean' line.

Department Chair / School Director / Campus Dean

03/19/2008

College Dean

____/____/____

Executive Dean of Regional Campuses

____/____/____

Senior Vice President for Academic Affairs and Provost

____/____/____

Proposal Summary

Title: Establish a Policy for Student Teaching and Culminating Experience in Teacher Education to include criminal background checks.

Subject Specification: Requirement for Bureau of Criminal Investigation (BCII) and FBI background checks for student teaching and culminating internship for teacher education courses to include ECED 40292 ADED 42357 CTTE 46031 SPED 43981 MCED 42357, MCED 42358, EDUC 49526, HED 42358, PEP 49526, ECED 40192, ADED 42358.

Teacher Education programs outside of the College of Education, Health, and Human Services which offer student teaching courses will add a notation in FlashFAST that background checks are required for the following courses: MCLS 40657, ENG 41009 for TESOL, ARTE 41557, MUS 42357, TECH 46031, DAN 47525. See attached e-mails confirming this.

Background Information: In response to H.B. 190 passed in November 2007 which requires BCII and FBI checks of all applicants for employment, not just those who are responsible for the care, custody or control of a child, more and more school districts and agencies are requiring background checks for student teachers and those in culminating internships. Although the legislation does not specifically require background checks for student teachers, the Ohio Department of Education is recommending that teacher education programs require them. The teacher education faculty in EHHS, the College of Technology, The College of the Arts, and The College of Arts and Sciences have decided that we should require it of all student teachers and those in culminating internships. The cost of the background checks is \$55 and since it is good for one year, teacher candidates can also use it for their licensure application which also requires both the BCII and FBI checks. Students will be advised of this policy by their professional advisors in White Hall, by faculty in Education in a Democratic Society (introductory course required of all teacher education candidates), and in checklists for advanced study and student teaching.

Alternatives and Consequences: We could require background checks only for student teachers assigned to a school district that requires a background check, but it makes it would be exceedingly difficult to place the approximately 700 candidates for student teaching each year. The BCII and FBI checks are valid for one year, and most candidates will be able to use the results of the check done for student teaching when they apply for licensure. Licensure now requires both BCII and FBI checks.

Specific Recommendation and Justification: Establish a policy on background checks for student teaching:

For student teaching and any culminating internship in teacher education that requires candidates to be placed within a school or agency (“school/agency”) setting, the college requires students to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned “school/agency” before the first day of the semester in which student teaching/internship will take place. Authorized “school/agency” personnel will determine whether a candidate may participate in fieldwork in that setting. The BCII and FBI background checks are good for one year and are mandatory for licensure application. Electronic fingerprinting is available for BCII and FBI in 221 White Hall and should be completed at least two months prior to student teaching/culminating internship. Regional campus students should contact their Regional Campus coordinator to identify fingerprinting availability at each campus. Candidates are responsible for fees incurred for this requirement. For more information on this policy, contact the Director of Clinical Field Experience in 304 White Hall. Visit the Ohio Department of Education website (<http://ode.state.oh.us>) for more information about background check requirements for educators in Ohio. Contact the Office of Professional Conduct at the ODE for specific information about the results of the background check.



To: EPC
From: Joanne Arhar, Associate Dean, EHHS
Re: Curriculum Proposals for EHHS
Date: March 17, 2008

SELS

Proposal to revise course PEP 25026 Overview of Outdoor Pursuits and Adventure Education. Included is a recommendation to change the special course fees for this course from \$30/credit hour (\$90/semester) to \$25/credit hour (\$75/semester), which is a 17% decrease. The fee will cover the cost of special activities that extend beyond the classroom setting: e.g., field trips or rental of off-campus facilities.

EHHS



Establish a Policy for Student Teaching and Culminating Experience in Teacher Education to include criminal background checks.

The PEP proposal was reviewed and unanimously approved by the SELS Curriculum Committee. Both proposals were approved at the EHHS Undergraduate Council on March 14, 2008

Early Childhood Education
 Middle Childhood Education
 Adolescence/Young Adult Education
 Gifted Education Intervention Specialist

Please refer to Page 302 for additional evaluation criteria associated with the Early Childhood program, Page 328 for additional criteria associated with the Middle Childhood program, and Page 296 for additional criteria associated with the adolescence to young adult programs. Information is available through the program area, Regional Campuses and on the Office of Student Services' Web site at www.ehhs.kent.edu/oss. **Passing standardized test scores must be on file in 304 White Hall prior to submission of application for admission to advanced study.** Requirements for admission to advanced study vary by *Catalog* year. Information specific to each major is available in 304 White Hall.

Personal-Professional Characteristics

Professional dispositions are values, commitments and professional ethics that influence behavior toward students, families, colleagues and communities. Learning to become a professional is far more complex than merely completing a sequence of college courses. A major component of professional teacher education (in both the KSU classroom and field-based setting), thus, includes the development of professionalism, personal qualities and work ethic.

Professionalism refers to a commitment to working with a diversity of children, youth and their families in appropriate ways to foster student learning. Professionalism includes treating others fairly and respectfully. It means being open to a variety of learning situations, maintaining confidentiality, aspiring to high ethical standards and making professional judgments that are grounded in research-based theory and practice. It means projecting an appearance and demeanor appropriate to professional settings while in those settings.

Personal qualities related to professionalism include approaching situations with a sense of inquiry, seeking leadership opportunities in the classroom, accepting responsibility, using discretion in self-disclosure, actively engaging with others to promote learning and being willing to work with a diversity of learners. It also means the ability to work collegially with others.

Work ethic is evidenced by attendance, punctuality, timely completion of work and observance of policies and procedures.

The College of Education, Health, and Human Services has developed a process by which teacher candidates receive regular feedback on their dispositions and an opportunity to show growth in areas that are considered important to teaching. Assessment of

student professionalism will be used in making decisions about student progress throughout a teacher education program, including admission to advanced study and student teaching, completion of student teaching and recommendation for licensure.

Interruption Of Progress Toward Completion Of Advanced Study Coursework

Students who do not satisfactorily complete 12 semester hours at Kent State University in two calendar years must satisfy the requirements of the most recent *Catalog*. Please be aware that selective admission programs may require reapplication if postponing advanced study coursework or if withdrawn for one year or more.

Due Process

Procedures have been established so that students who wish to appeal an academic decision may do so. Any formal appeal must be initiated in writing through the appropriate department chairperson or school director. If satisfaction is not obtained at the department or school level, appeals are reviewed by the associate dean for undergraduate student services. For more information, please see policy number 3342-8-06 of the University Policy Register (administrative policy and procedures for student complaints).

The Kent State University Ombuds is available to students who wish to obtain further information regarding academic appeals procedures. The Office of the Ombuds is located in 250 KSC, 330-672-9494.

Student Teaching

It is critical that all teacher candidates apply for student teaching online at www.ehhs.kent.edu/oce by the deadlines established by the Office of Clinical Experiences, 304 White Hall. Student teaching applications must be completed one full year before student teaching is anticipated. For fall candidates, the deadline is the second Friday of the fall semester and for spring candidates, the second Friday of the spring semester. Adolescent to Young Adult (ADED) majors must apply a year and a half in advance; the deadline is the second Friday of the fall semester. ADED student teaching is a full-year internship including a fall practicum and spring student teaching.

Deadlines for applications must be observed carefully or student teaching will be delayed a semester or year, depending on the program area. Any questions about specific program requirements should be referred to candidates' faculty advisors and/or program counselors in 304 White Hall.

Once the application is submitted online, all coursework, GPA, dispositional standards and other criteria as specified by the program area and college are reviewed for candidate eligibility for student

College of Education, Health, and Human Services

teaching. Please refer to program course requirement sheets for specific GPA and other program requirements. For clarification, see faculty advisors and/or program counselors in 304 White Hall.

After receiving written notification of tentative eligibility for student teaching, teacher candidates must attend **one mandatory** meeting to discuss additional student teaching information and necessary materials. The teacher candidate placement forms must be returned on or before the announced deadline. Student teaching will be postponed to the next semester or year (depending on the program) if teacher candidates fail to attend this mandatory meeting.

The decision concerning placement sites for teacher candidates is the responsibility of the Office of Clinical Experiences. Placements are generally made within a 50 mile radius of the Kent Campus. Some placements are available in the Regional Campus areas. All teacher candidates are responsible for their own housing and transportation. In addition, student teaching requires that all teacher candidates follow the cooperating teachers' schedules and devote full-time effort to this final experience in their teacher education program.

Insert here

Teacher Licensure

Praxis II Examinations

To become licensed in the state of Ohio, students must successfully complete the required portions of the Praxis II Examinations. For specific testing requirements for each program area, see the Office of Student Services. These include the test of Principles of Learning and Teaching and appropriate specialty area test(s). Minimum cut-off scores have been established by the Ohio Department of Education and must be achieved for Kent State University to recommend students for licensure.

The Praxis II exams are offered several times each year on the Kent Campus. Students may also arrange to take the exams at any other authorized testing site and have their scores sent to the Kent Campus, Office of Student Services. Registration must be completed five weeks prior to the test date. Information about testing requirements, test dates, fees and locations can be obtained from the Office of Student Services, 304 White Hall, and the Web site: www.ehhs.kent.edu/oss, or from Educational Testing Services at www.ets.org/praxis.

There is a substantial fee for the Praxis II tests. It is suggested that when applying for financial aid, these costs be included in estimated educational expenses. It is very important that students prepare in advance for these tests. Sample question guides, "Tests at a Glance," are available on the Educational Testing Services Web site

For student teaching and any culminating internship in teacher education that requires candidates to be placed within a school or agency ("school/agency") setting, the college requires students to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned "school/agency" before the first day of the semester in which student teaching/internship will take place. Authorized "school/agency" personnel will determine whether a candidate may participate in fieldwork in that setting. The BCII and FBI background checks are good for one year and are mandatory for licensure application. Electronic fingerprinting is available for BCII and FBI in 221 White Hall and should be completed at least two months prior to student teaching/culminating internship. Regional campus students should contact their Regional Campus coordinator to identify fingerprinting availability at each campus. Candidates are responsible for fees incurred for this requirement. For more information on this policy, contact the Director of Clinical Field Experience in 304 White Hall. Visit the Ohio Department of Education website (<http://ode.state.oh.us>) for more information about background check requirements for educators in Ohio. Contact the Office of Professional Conduct at the ODE for specific information about the results of the background check.

KENT STATE UNIVERSITY

RESEARCH AND GRADUATE STUDIES

124 Cartwright Hall
Telephone: 330-672-7914
E-mail: egoldsmi@kent.edu

March 19, 2008

Dr. Robert G. Frank
Senior VP for Academic Affairs and Provost
Kent State University
Executives Offices Library
Kent, OH 44242-0001

Dear Senior VP for Academic Affairs and Provost Frank,

I write to propose that a Graduate Council be reinstituted to serve as a University-wide advisory committee that focuses its efforts and attention on curriculum, program policy and graduate program planning, development, and approval.

Although undergraduate and graduate education are intrinsically linked to the strength and well-being of a department, complementing and enhancing one another, their missions and philosophies, beyond the obvious of educating students, are very different.

The erosion of state support of higher education in Ohio is forcing state colleges and universities to become increasingly self-reliant. Other than grants/contracts and philanthropy our fiscal well-being is almost entirely dependent upon tuition revenue. Our dependency on student enrollment mandates that we offer courses based on cutting-edged research, taught by faculty of the highest caliber in state-of-the-art facilities in order to attract larger numbers of both undergraduate and graduate students, domestically and abroad.

Our current Education Policies Committee (EPC) serves many constituencies: graduate, undergraduate, liberal education requirements, writing intensive, and diversity. Given that the majority of these areas are related to our undergraduate curriculum, graduate education is the outlier, reducing the likelihood that people who have chosen to serve on EPC have done so because of their commitment to graduate education. Further, college administrative representation on EPC is limited to one. Typically the college dean serves in this capacity, although it is the college associate dean who works most closely with issues surrounding graduate education. Finally, criticisms that curricular items get bogged down in the EPC could be reduced, albeit perhaps not substantially, if that much less work were routed to a committee that exclusively addressed matters of graduate education. Our systems need to be in place and at the ready to respond with speed and agility to our stakeholders' needs.

Graduate education deserves the attention of those who work most closely with it, understand its nuances, and fully appreciate its rigor. All members of the Graduate Studies Administrative Advisory Committee (GSAAC) comprised of associate deans from every academic college, voted unanimously in support of this concept and request the opportunity to fully develop a proposal for consideration by you and the Faculty Senate.

Best regards,

Evelyn Goldsmith

cc: GSAAC members

Gayle P/S add this
Information
item
B B
3-26-08



OFFICE OF THE PROVOST

TO: Educational Policies Council

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

SUBJECT: Agenda for Monday, April 28, 2008
Kent Student Center, Ballroom Balcony
3:20 p.m.

DATE: April 21, 2008; REVISED April 25, 2008

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, April 25, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of March 31, 2008.
Attachment 1

University Requirements Curriculum Committee

2. Establishment of Writing-Intensive Course status for HORT 36025 Professional Practice in Horticulture.
Effective Fall 2009
Attachment 2

Dean Donald R. Williams

3. Revision of Liberal Education Requirements course ECON 22060 Principles of Microeconomics. Revision is to prerequisite.
Effective Fall 2008
Attachment 3

Dean Donald R. Williams

College and Graduate School of Education, Health and Human Services

4. Establishment of a requirement for graduate student teaching and any culminating internship that places students within a school or agency setting. Students must complete Bureau of Criminal Investigation and Identification (BCII) and FBI background checks and submit the results to authorized personnel at their assigned school/agency before the first day of the term. [Proposal for same requirement, for undergraduate student teaching courses, was approved at last meeting.]
Effective Fall 2008
Attachment 4

Dean Donald L. Bubenzer

ACTION ITEMS *continued***Regional Campuses****College of Arts and Sciences / *Department of Biological Sciences***

5. Establishment of a Bachelor of Applied Horticulture [BAH] degree program, to be offered on the Salem campus. Total credit hours to program completion are 125-131.

Effective Fall 2009***Executive Dean Shirley J. Barton******Dean Jerry D. Feezel***

Attachment 5: Proposal | Appendixes A-D: Needs Survey, HORT Advisory Board Minutes, Course List, Assessment Plan | Letters of Support | Requirement Sheet | Salem Campus Faculty Council Minutes

INFORMATION ITEMS**University Requirements Curriculum Committee**

1. Recommendation of a one-year moratorium—beginning July 1, 2008—for course proposals requesting Liberal Education Requirements (LER) status. This is a result of an LER review to commence in fall 2008 and end in summer 2009. The moratorium applies to proposals for new LER courses only; revisions to existing LER courses will be allowed.

Effective July 1, 2008**College of Nursing**

2. Revision of the Adult Health Clinical Nurse Specialist [C814] post-master's certificate. Revision is replacing NURS 60053, 60056, 60342 with NURS 60000, 60023, 60035. Total credit hours to program completion decrease, from 15 to 12.

Effective Fall 2009

Attachment 6

Regional Campuses

3. Establishment of an Industrial Security [C138] post-secondary certificate, to be offered on the Trumbull campus. Total credit hours to program completion are 21.

Effective Fall 2008

Attachment 7

LESSER ACTION ITEMS**College of Communication and Information*****School of Communication Studies***

1. Revision of the Communication Studies [COMM] major within the Bachelor of Arts [BA] degree program. Revisions are reducing Social Science LER requirements from 9 to 6 credits and increasing general electives, from 32-36 to 35-39 credits. Total credit hours to program completion are unchanged at 121.

Effective Fall 2009

2. Revision of the Communication Studies [COMM] minor. Revision is replacing COMM 25464 with COMM 26001. Total credit hours to program completion are unchanged at 24.

Effective Fall 2009

LESSER ACTION ITEMS *continued***College of Nursing**

3. Revision of the Nursing of the Adult–Clinical Nurse Specialist [NACN] concentration within the Master of Science in Nursing [MSN] degree program. Revision is replacing NURS 60053, 60056, 60342 with NURS 60000, 60023, 60035. Total credit hours to program completion decrease, from 37 to 33.
Effective Fall 2009

Regional Campuses

4. Revision of the Horticulture Technology [HORT] major within the Associate of Applied Science [AAS] degree program. Revisions include removing CHEM 16001 and PEB 10020 and adding CHEM 10030 and 10031. Total credit hours to program completion decrease, from 69 to 68.
Effective Fall 2009
5. Revision of the Computer Design and Animation Engineering Technology [CDAT] major within the Associate of Applied Science [AAS] degree program. Revision is reducing credits for MERT 12001. Total credit hours to program completion decrease, from 65 to 64.
Effective Fall 2009
6. Revision of the Manufacturing Engineering Technology [MFET] major within the Associate of Applied Science [AAS] degree program. Revision is reducing credits for MERT 12001. Total credit hours to program completion decrease, from 67 to 66.
Effective Fall 2009
7. Revision of the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree program. Revisions are removing MERT 22002, adding MERT 22005 and 22007 and reducing credits for MERT 12001. Total credit hours to program completion decrease, from 68-71 to 67-71.
Effective Fall 2009
8. Revision of the Plastics Manufacturing Engineering Technology [PLCT] major within the Associate of Applied Science [AAS] degree program. Revisions are removing MERT 22002 and adding MERT 22005 and 22007. Total credit hours to program completion increase, from 69-70 to 70-71.
Effective Fall 2009
9. Revision of the Systems/Industrial Engineering Technology [IERT] major within the Associate of Applied Science [AAS] degree program. Revision is reducing credits for MERT 12001. Total credit hours to program completion decrease, from 70 to 69.
Effective Fall 2009
10. Revision of the Electrical/Electronics Engineering Technology [EERT] major within the Associate of Applied Science [AAS] degree program. Revisions are increasing credits for EERT 12010 and reducing credits for EERT 22011. Total credit hours to program completion are unchanged at 69-70.
Effective Fall 2009

COURSE CHANGES*Key for course changes:*

a Title Abbreviation	d Diversity	H Credit Hours	New New	s Schedule (activity)
C Cross-List/Slash	E Credit-by-Exam	Inact Inactivate	P Prerequisite	T Title
c Course Content	Fee Fee	L LER	R Repeatable	W Writing Intensive
D Description	G Grade Rule	N Number	S Subject	

Course Changes Effective Spring 2008

MUS	18611	Singer's Diction I (1).....	P
MUS	36514	Applied Music-Bassoon (2 or 4).....	P
MUS	46514	Applied Music-Bassoon (2 or 4).....	P
MUS	47811	Instrument Class for the Choral/General Music Educator (1).....	P

Special Course Fee Changes Effective Fall 2008

COMM	15000	Introduction to Human Communications.....	\$20.00/semester*.....	Fee
COMM	20000	Foundations of Communication	\$20.00/semester*.....	Fee
COMM	46091	Senior Seminar	\$20.00/semester*.....	Fee
TECH	15742	Private Pilot Helicopter Flight.....	\$10,300.00/semester	Fee
TECH	15743	Private Pilot Helicopter Flight Add-On	\$7,700.00/semester	Fee
TECH	35748	Commercial Pilot Helicopter Flight Add-On	\$8,900.00/semester	Fee

* fee is for course sections on the Kent campus only

Course Changes Effective Fall 2008

ENTR	27456	Introduction to Entrepreneurship (3) to:	NP
ENTR	27056		

The following courses with a prerequisite of ENG 11011 and/or 21011 had their prerequisites adjusted to include the Honors equivalents (HONR 10197 and/or 10297) to the two English courses:

ENG 20002	ENG 31002	ENG 31095	ITAP 26638	PAS 22000
ENG 30062	ENG 31003	ENG 32001	JMC 23001	PAS 32010
ENG 30063	ENG 31004	ENG 32002	MCLS 30376	PAS 37000
ENG 30064	ENG 31007	ENG 41002	NRST 20208	TECH 36318
ENG 30065	ENG 31001	FDM 30083	NRST 20210	

Course Changes Effective Spring 2009

EERT	12000	Electric Circuits I (4).....	Pc
EERT	12001	Electric Circuits II (3).....	Pc
EERT	22003	Technical Computing (3).....	Pc
EERT	22004	Digital Systems (3).....	sc
EERT	22014	Microprocessors and Robotics (4)	PsEc

Course Changes Effective Spring 2009 *continued*

LIS	10010	Information Fluency for College Success (3).....	New
LMS	10010	Information Fluency for College Success (3).....	New
MERT	12004	Manufacturing Processes (3).....	Dsc
MERT	12005	Properties of Materials (3).....	Dsc
MERT	22012	Fluid Power (3).....	Dc
TECH	15742	Private Pilot Helicopter Flight (3)	New
TECH	15743	Private Pilot Helicopter Flight Add-On (2).....	New
TECH	35748	Commercial Pilot Helicopter Flight Add-On (2).....	New
VCD	13000	Introduction to Visual Communication Design I (2).....	P
VCD	20009	Sophomore Entrance Examination/Portfolio Review (1).....	PD
VCD	30009	Junior Portfolio Review: Graphic Design/Illustration (1)	PD
VCD	38003	Photo Technology (3).....	P
VCD	40025	Professional Portfolio: Graphic Design and Illustration (1 or 2)	P
VCD	48007	Photo Illustration Techniques (3)	P
VCD	48009	Fashion Photography (3)	P
VCD	48092	Practicum in Photography (1-3)	P
VCD	49199	Senior Project: Graphic Design/Illustration (3).....	P

Course Changes Effective Fall 2009

BSCI	26002	Ecological Principals of Pest Management (3)	P
COMM	30000	Communication Research Methods (3)	P
COMM	46092	Practicum in Applied Communication (3).....	aP
COMT	11000	Introduction to Computer Systems (3).....	Ds
EERT	12010	Introduction to Electronics (3) to: (4).....	HDsc
EERT	22011	Electronic Systems (3) to: (2).....	HDsc
HORT	26001	Occupational Regulations and Safety (2)	PD
HORT	26010	Arboriculture (3)	PD
HORT	26014	Plant Propagation and Greenhouse Production (3) to:.....	ND
HORT	36014		
HORT	26030	Turf Grass Management (3).....	PD
HORT	26047	Landscape Design II (3) to:.....	NPD
HORT	36046		
HORT	36018	Landscape Construction II (3).....	New
HORT	36025	Professional Practice in Horticulture (3)	New
HORT	36034	Sports Turf Management (3).....	New
HORT	36092	Internship in Horticulture (4).....	New

Course Changes Effective Fall 2009 *continued*

HORT	41096	Individual Investigation in Horticulture (1-3).....	New
HORT	46014	Garden Center and Nursery Production Management (3).....	New
HORT	46092	Practicum in Horticulture (3)	New
MERT	12001	Computer Aided Drafting (4) to: (3).....	HDc
MERT	22002	Statics and Strength of Materials (5).....	Inact
MERT	22005	Statics (3)	New
MERT	22007	Strength of Materials (3)	New
NURS	60692	Practicum in Nursing Higher Education Curriculum (2-4) to: (3)	aH
TECH	46031	Student Teaching (9).....	D

Course list prepared by Lisa N.H. Delaney, Academic Program Coordinator, Curriculum Services



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, April 28, 2008
Kent Student Center, Ballroom Balcony
3:20 p.m.
DATE: April 28, 2008

The following is an addendum to the original April 21, 2008, agenda:

Special Course Fee Changes Effective Fall 2008

CHDS	50093	Workshop: Gestalt Group Marathon	\$30.00/semester	Fee
CI	50093	Workshop: Balanced Literacy: The Max Approach.....	\$28.00/semester	Fee
CI	50093	Workshop: Nine Essential Skills to the Love and Logic Classroom	actual cost basis	Fee



EDUCATIONAL POLICIES COUNCIL

Minutes of the Meeting

Monday, March 31, 2008

Ex-Officio Members present:

Senior Vice President and Provost Robert G. Frank; Executive Dean Shirley J. Barton; Deans Donald L. Bubenzer, Timothy J. Chandler, Aminur R. (Raj) Chowdhury, James E. Dalton, Evelyn S. Goldsmith, Gary M. Padak, George E. Stevens, Donald R. Williams; dean representatives Diedre L. Badejo for Jerry D. Feezel, LuEtt J. Hanson for James L. Gaudino, Barbara F. Schloman for Mark W. Weber, Yvonne M. Smith for Laura Cox Dzurec

Ex-Officio Members not present:

Vice President John L. West; Vice Provost Steve O. Michael; Dean Denise A. Seachrist

Faculty Senate-Appointed Representatives present:

Cheryl A. Casper, Donald (Mack) Hassler, Barbara J. Hipsman-Springer, Thomas Janson, Erica B. Lilly, John A. Marino, Mandy J. Munro-Stasiuk, Vilma Seeberg, James A. Tyner, Roberto Uribe-Rendon

Faculty Senate-Appointed Representatives not present:

Sanda S. Katila, Françoise Massardier-Kenney, Susan J. Roxburgh, Robin S. Vande Zande

College Curriculum Committee Representatives present:

David A. Dumpe, Verna M. Fitzsimmons for Bruce J. Gunning, Alexa L. Sandmann, Linda L. Williams, Stephen M. Zapytowski

College Curriculum Committee Representatives not present:

Margaret (Peggy) Doheny, Kathryn E. Strand

Observers present:

Kali Price, Thomas P. Wakefield

Consultants and Guests present:

Joanne M. Arhar, Karen W. Budd, Kenneth J. Burhanna, Lisa N.H. Delaney, Nancy E. Mitchell, Gayle L. Ormiston, John R. Stalvey, Therese E. Tillett

Senior Vice President and Provost Robert G. Frank called to order the Educational Policies Council at 3:21 p.m., on Monday, March 31, 2008, in the Ballroom Balcony of the Kent Student Center.

Action Item 1: Approval of minutes of February 25, 2008.

Associate Professor Linda L. Williams moved for approval, and Dean Donald R. Williams seconded. There were no corrections or comments. The minutes were approved as submitted.

Action Item 2: withdrawn.

Action Item 3: Revision and Liberal Education Requirements status confirmation of CS 10051 Introduction to Computer Science. New prerequisite: MATH 11009 or 11010; or ACT Math minimum 23 and COMPASS minimum 55; or SAT Math minimum 540 and COMPASS minimum 55.

Dean Williams moved the item for approval, seconded by Associate Professor Williams. It passed unanimously.

Action Item 4: Inactivation of the following with Writing-Intensive Course status: HIST 43697 Colloquium in Tudor and Stuart England and HIST 48997 Colloquium on the Immigrant in American History.

Dean Williams moved the item for approval, seconded by Associate Professor Williams. An EPC member asked if the courses could be reactivated in the future; the answer is yes, with a full proposal submitted. The item passed unanimously.

Action Item 5: Inactivation of the following with Liberal Education Requirements status: MATH 11011 College Algebra and MATH 12001 Algebra and Trigonometry.

Dean Williams stated that the courses have been replaced by others and are no longer taught. His motion for approval was seconded by Associate Professor Williams. The item was brought to a vote and passed unanimously.

Action Item 6: Revision of the Foreign Language Requirement in response to increased credit changes to Japanese and Russian courses. The requirement for the Bachelor of Arts [BA] degree programs changes from 14 to 14-15 credit hours. The requirement for the Bachelor of Science [BS] degree programs changes from 8 to 8-10 credit hours.

Associate Dean Diedre L. Badejo explained that with the credit increases to some language courses, the current requirement is causing problems for students who are taking these more difficult languages but not for a minor/major. The revised requirement will not penalize students in either direction. Discussion centered on language proficiency between students taking the more difficult languages and those taking the Romance languages. Associate Dean Badejo's motion for approval was seconded by Associate Professor Williams and passed unanimously.

Action Item 7: Establishment of an Actuarial Mathematics [AMAT] concentration in the Mathematics [MATH] major within the Bachelor of Science [BS] degree program. Total credit hours to program completion are 121.

Associate Dean Badejo said the proposal is a result of a growing interest from both students and actuarial societies. The proposed concentration was developed along the lines of the actuarial society requirements. In answer to a question about coursework, she said the courses are primarily math, not business. A member commented that the actuarial test is very math oriented; therefore, the program's inclusion in the Mathematics Department is appropriate. Another member added that the College of Business Administration is very excited about the program and sees it as a good match with the college's financial engineering program. Associate Dean Badejo made a motion, seconded by Associate Professor Williams. It passed unanimously.

Action Item 8: Establishment of a requirement for undergraduate student teaching and any culminating internship that require students to be placed within a school or agency setting. Students must complete Bureau of Criminal Investigation and Identification (BCII) and FBI background checks and submit the results to authorized personnel at their assigned school/agency before the first day of the semester. [Proposal for same requirement for graduate student teaching courses will be presented at next meeting.]

Associate Dean Joanne M. Arhar moved the item for approval and said more school districts are requiring background checks, and the Department of Education recommends that it happen. The proposed requirement is for the College of Education, Health and Human Services and will appear in that college's catalog section, although all academic units outside the college also have agreed to the requirement for their student teaching courses. The requirement is for all students, not just the ones whose assigned school has the background-check policy. Students can register for student teaching courses without meeting this requirement; it is their responsibility to complete it and submit the results. The cost of the checks is charged to the state of Ohio.

Discussion followed on a college's influence, specifically, a professor serving as a character witness for a student with offenses. Associate Dean Arhar said that it is the responsibility of the Department of Education to determine licensure, and a school district's superintendent to require a background check. If they contact the college about a particular student, or a student appeals, the dean's office would handle it on a case-by-case basis.

Dean Aminur R. (Raj) Chowdhury seconded the motion, which went to a vote and passed unanimously.

Information Item 1: Proposal to reinstitute a Graduate Council to serve as a university-wide advisory committee charged with addressing curriculum, program policy and graduate planning, development and approval.

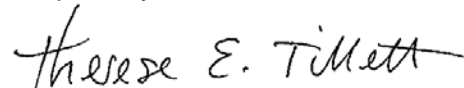
Associate Dean John R. Stalvey described an earlier Graduate Council, in existence when there was a Graduate College, and said the new version would have similar characteristics, although membership would need to be fully studied as administrative levels are different now. There was discussion about how a Graduate Council would work with the EPC—serving as a subcommittee or on par with. There followed a discussion on the mission and membership of the EPC, followed by a discussion on the future of the two graduate schools within the colleges. It was reiterated that this item was informational only, for members to be aware of and react. A committee formed by Research and Graduate Studies will draft and present a full proposal to the EPC and Faculty Senate for approval.

Dean Chowdhury made a motion, seconded by Associate Dean Badejo, to have the committee include in the proposal more than one model. A member added that the proposal should also contain information about what committee members see as problems with the current model.

The motion for amending the item passed unanimously.

With no requests for discussion or to elevate a lesser item, Senior Vice President and Provost Frank adjourned the meeting at 4:14 p.m.

Respectfully submitted,



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

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Attachment 31 Page 1

Preparation Date 11-Feb-08

Curriculum Bulletin 184

Effective Date Fall 2009

Approved by EPC 31-March-08

Department **Economics**
College **BU - Business Administration**
Proposal **Revise Course**
Course Subject **ECON** Course Number **22060**
Course Title **Principles of Microeconomics**
Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
Department of Mathematical Sciences

REQUIRED ENDORSEMENTS

Kathryn Wilson
Department Chair / School Director / Campus Dean

2/12/08

Gabe McSinclair
College Dean

2/15/08

Therese E. Tullitt
Executive Dean of Regional Campuses

3/31/08

Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **11-Feb-08** Requested Effective Term **Fall 2008**
Spring 2009

Course Subject **ECON** Course Number **22060**

Course Title **Principles of Microeconomics**

Title Abbreviation **Principles Of Microeconomics**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)

Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.

Minimum Credit **03** ☐ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours ☒ Lecture Minimum Hours **03.00** ☐ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours _____
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.

Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____

Course Level **UG - Undergraduate**

Grade Rule **B - Letter**

Schedule Type(s) **LEC - Lecture**

Course Attribute(s) **LSS - LER/Social Sciences**

Credit By Exam **A - Credit by Exam Available**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **MATH 10005 or MATH 10034 or MATH 10035**
or MATH 10036 or MATH 11010 or MATH 11011 or MATH 11009

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) **or**

Compass algebra score minimum **35** and ACT math score minimum **18**; or

Compass algebra score minimum **30** and SAT math score minimum **390**; or

Compass algebra score minimum **30** and ACT math score minimum **18**; or

Compass algebra score minimum **30** and SAT math score minimum **440**; or

Compass algebra score minimum **20** and ACT math score minimum **23**; or

Compass algebra score minimum **20** and SAT math score minimum **540**; or

ACT math score minimum **20**; or

SAT math score minimum **520**; or

Compass algebra score minimum **55**

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Revised October 2007

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **32**

OBR Subsidy Code **01**

OBR Course Level **1**

CIP Code **450601**

*all changes per
email from Kathy
Wilson 3/18/08.
(attached)*

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description **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.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
2.00	Introduction to Economics and Economic Analysis
3.00	Scarcity, Choice, and Opportunity Cost
2.00	Production Possibilities Frontier
2.00	Comparative Advantage and Gains from Specialization and Trade
3.00	Role of Prices and the Market System
6.00	Consumer Theory
3.00	Elasticity
3.00	Production
3.00	Costs
4.00	Perfect Competition
4.00	Monopoly
2.00	Monopolistic Competition
2.00	Oligopoly
3.00	The Labor Market
3.00	Market Failure

45.00 Total Contact Hours

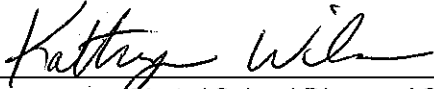
Textbook(s) Used in this Course **Varies by instructor**

Writing Expectations

Instructor(s) Expected To Teach **All faculty in Department of Economics**

Instructor(s) Contributing to Content **Donald Williams, Kathryn Wilson**

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

2 / 12 / 08

To: Liz Sinclair
From: Kathy Wilson
Subject: Prerequisites for Principles of Microeconomics
Date: Feb. 12, 2008

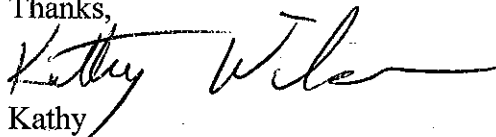
Liz,

The purpose of the attached certification of curriculum proposal is to change the prerequisites for ECON 22060, Principles of Microeconomics. In the past, the prerequisite has been Math 10005 or equivalent placement. The Banner system does not allow a prerequisite "or equivalent placement" so we must specify the exact test scores. The attached prerequisite, while cumbersome in nature, does not change the basic prerequisite from what it had been but rather is more specific about exactly what qualifies for "equivalent placement". In addition, we can have the printed course catalog read that the prerequisite is, "MATH 10034 or mathematics course higher than MATH 10034 or MATH 10005 or appropriate test placement", which should make it appear less cumbersome to the students.

Since the change is not substantive in nature (we have tried to structure the requirement so that it captures the exact same level of math proficiency as before), there is no impact on students in this unit or other programs. Similarly, there is no impact on other courses. The Economics Department Curriculum Committee unanimously approved the proposal.

Please let me know if you have any questions.

Thanks,


Kathy

TILLET, THERESE

From: WILSON, KATHRYN
Sent: Tuesday, April 08, 2008 1:55 PM
To: TILLET, THERESE
Cc: WILLIAMS, DONALD
Subject: RE: ECON 22060

Therese and Don,

We would like to add MATH 11009 to the list of math courses that fulfills the prerequisite for Econ 22060. Thus, the new prerequisite should be (note that this is exactly like the prerequisite on the CCP-BDS but with the addition of MATH 11009):

Courses:

MATH 10005 or MATH 10034 or MATH 10035 or MATH 10036 or MATH 11009 or MATH 11010 or MATH 11011

Or Test Scores:

Compass algebra score minimum 36 and ACT math score minimum 16; or

Compass algebra score minimum 36 and SAT math score minimum 390; or

Compass algebra score minimum 31 and ACT math score minimum 18; or

Compass algebra score minimum 31 and SAT math score minimum 440; or

Compass algebra score minimum 26 and ACT math score minimum 23; or

Compass algebra score minimum 26 and SAT math score minimum 540; or

ACT math score minimum 27; or

SAT math score minimum 620; or

Compass algebra score minimum 55

The actual catalog text read is the following (which is less cumbersome):

MATH 10034 or mathematics course higher than MATH 10034 or MATH 10005 or appropriate placement test scores

Kathryn Wilson
 Interim Chair of Economics

From: TILLET, THERESE
Sent: Tuesday, April 08, 2008 10:15 AM
To: Williams, Diane; WILSON, KATHRYN
Subject: ECON 22060

Hello, Diane and Kathy

If you want to amend your original statement about what the prerequisites should be, please forward it to me and to Don Williams ASAP. Don and the URCC are voting upon ECON change this month. It will then be on the April EPC agenda. Below is Kathy's original e-mail to me.

Therese E. Tillett | Director of Curriculum Services | Kent State University
 Tel: 330-672-8558 | Fax: 330-672-2644 | ttillet1@kent.edu

From: WILSON, KATHRYN

4/14/2008

DELANEY, LISA

From: TILLET, THERESE
Sent: Tuesday, March 18, 2008 10:41 AM
To: DELANEY, LISA
Subject: FW: ECON 22060 Prerequisite

From: WILSON, KATHRYN
Sent: Tuesday, March 18, 2008 10:07 AM
To: TILLET, THERESE
Subject: RE: ECON 22060 Prerequisite

Therese,

The math department sent me a spreadsheet with the cutoffs for placement, and the 26-Feb-08 numbers are based on that spreadsheet for placement into 10035 or higher so please go with those.

Thanks,

Kathy

Kathryn Wilson
Interim Chair of Economics
Kent State University
Kent, OH 44242
330-672-1093 (ph)
330-672-9808 (fax)

From: TILLET, THERESE
Sent: Tue 3/18/2008 10:09 AM
To: WILSON, KATHRYN
Subject: FW: ECON 22060 Prerequisite

Kathy, the scores below are quite different than the ones on the Basic Data Sheet we just received. The BDS is dated 11-Feb-08, and the e-mail below is dated 26-Feb-08. Which should we go with?

Therese E. Tillett | Director of Curriculum Services | Kent State University
Tel: 330-672-8558 | Fax: 330-672-2644 | ttillet1@kent.edu

From: WILSON, KATHRYN
Sent: Tuesday, February 26, 2008 12:42 PM
To: TILLET, THERESE
Cc: SINCLAIR-COLANDO, ELIZABETH; Williams, Diane
Subject: ECON 22060 Prerequisite

Therese,

The CCP-BDS for Econ 22060 changing the prerequisite was approved by the College of Business Curriculum Committee. I am working on the wording of the text for the catalog. The prerequisite entered into Banner is:

3/18/2008

MATH 10005 or MATH 10034 or MATH 10035 or MATH 10036 or MATH 11010 or MATH 11011

or

**Compass algebra score minimum 55 and ACT math score minimum 18; or
Compass algebra score minimum 55 and SAT math score minimum 440; or
Compass algebra score minimum 36 and ACT math score minimum 20; or
Compass algebra score minimum 36 and SAT math score minimum 480; or
Compass algebra score minimum 31 and ACT math score minimum 23; or
Compass algebra score minimum 31 and SAT math score minimum 540; or
ACT math score minimum 24; or
SAT math score minimum 560**

What I would like to have the actual catalog text read is the following:

MATH 10034 or mathematics course higher than MATH 10034 or MATH 10005 or appropriate placement test scores

This is less cumbersome for students. I just want to make sure that it is o.k. to have the printed/on-line catalog copy read like this.

Thanks,

Kathy

Kathryn Wilson
Interim Chair of Economics
Kent State University
Kent, OH 44242
330-672-1093 (ph)
330-672-9808 (fax)

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 21-Mar-08

Curriculum Bulletin _____

Effective Date _____

Approved by EPC _____

Department

College EH - Education, Health and Human Services

Degree

Program Name

Program Code

Concentration(s)

Concentration(s) Code(s)

Proposal

Establish Policy

Description of proposal:

For student teaching and any culminating internship in teacher education that requires candidates to be placed within a school or agency ("school/agency") setting, the Graduate School of Education, Health, and Human Services requires students to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned "school/agency" before the first day of the semester in which student teaching/internship will take place. Authorized "school/agency" personnel will determine whether a candidate may participate in fieldwork in that setting. The BCII and FBI background checks are good for one year and are mandatory for licensure application. Electronic fingerprinting is available for BCII and FBI in 221 White Hall and should be completed at least two months prior to student teaching/culminating internship. Candidates are responsible for fees incurred for this requirement. For more information on this policy, contact the Director of Clinical Field Experience in 304 White Hall. Visit the Ohio Department of Education website (<http://ode.state.oh.us>) for more information about background check requirements for educators in Ohio. Contact the Office of Professional Conduct at the ODE for specific information about the results of the background check.

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

Current total credit hours:

Proposed total credit hours

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

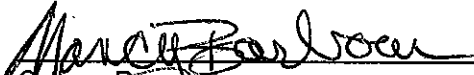
Programs outside of EHHS that prepare teachers have agreed to this proposal and will make a notation in Flashfast indicating that background checks are required for student teaching.

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

Art Education, Dance Education, Music Education, and Foreign Language Education are programs outside of EHHS. In EHHS, the programs include Middle Childhood Education, Early Childhood Education, Special Education, School Psychology, School Counseling, Career Technical and Trade Education, Health Education, and Physical Education.

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean


College Dean

Executive Dean of Regional Campuses

Senior Vice President for Academic Affairs and Provost

____/____/____

____/____/____

____/____/____

____/____/____



COLLEGE AND GRADUATE SCHOOL OF EDUCATION, HEALTH, AND HUMAN SERVICES

Office of the Associate Dean for Administrative Affairs and Graduate Education

409 White Hall
Phone: 330-672-0552
Fax: 330-672-2285
E-mail : nbarbour@kent.edu

TO: Dr. Gayle Ormiston, Associate Provost, Faculty Affairs & Curriculum

FROM: Dr. Nancy Barbour^{NB}, Associate Dean
Administrative Affairs and Graduate Education

DATE: 15 April 2008

SUBJECT: Curricular Proposal – Establish Background Check Graduate Policy

Enclosed please find a Proposal Summary and CCP establishing a policy requiring background checks for student teachers in the Graduate School of Education, Health, and Human Services.

This curricular action received approval of Graduate Council in February, 2008.

If you have questions or concerns, feel free to contact me.

NB:kas

c: Dr. Evelyn Goldsmith, Interim Dean, Research and Graduate Studies

Enclosures: Proposal Summary and CCP

Proposal Summary

Title: Establish a Policy for Student Teaching and Culminating Experience in Teacher Education to include criminal background checks.

Subject Specification: Requirement for Bureau of Criminal Investigation (BCII) and FBI background checks for student teaching and culminating internship for teacher education courses to include ECED 67292, MCED 52358, SEED 62192; SPED 63992; CHDS 78092; CTTE 49525; ELS 65392; and SPSY 87992.

Background Information: In response to H.B. 190 passed in November 2007 which requires BCII and FBI checks of all applicants for employment, not just those who are responsible for the care, custody or control of a child, more and more school districts and agencies are requiring background checks for student teachers and those in culminating internships. Although the legislation does not specifically require background checks for student teachers, the Ohio Department of Education is recommending that teacher education programs require them. The teacher education faculty in EHHS, The College of the Arts, and The College of Arts and Sciences have decided that we should require it of all student teachers and those in culminating internships. The cost of the background checks is \$55 and since it is good for one year, teacher candidates can also use it for their licensure application which also requires both the BCII and FBI checks. Students will be advised of this policy by their program advisors, and in checklists for advanced study and student teaching.

Alternatives and Consequences: We could require background checks only for student teachers assigned to a school district that requires a background check, but it would be exceedingly difficult to place candidates for student teaching each year. The BCII and FBI checks are valid for one year, and most candidates will be able to use the results of the check done for student teaching when they apply for licensure. Licensure now requires both BCII and FBI checks.

Specific Recommendation and Justification: Establish a policy on background checks for student teaching:

For student teaching and any culminating internship in teacher education that requires candidates to be placed within a school or agency ("school/agency") setting, the college requires students to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned "school/agency" before the first day of the semester in which student teaching/internship will take place. Authorized "school/agency" personnel will determine whether a candidate may participate in fieldwork in that setting. The BCII and FBI background checks are good for one year and are mandatory for licensure application. Electronic fingerprinting is available for BCII and FBI in 221 White Hall and should be completed at least two months prior to student teaching/culminating internship. Candidates are

responsible for fees incurred for this requirement. For more information on this policy, contact the Director of Clinical Field Experience in 304 White Hall. Visit the Ohio Department of Education website (<http://ode.state.oh.us>) for more information about background check requirements for educators in Ohio. Contact the Office of Professional Conduct at the ODE for specific information about the results of the background check.

Education, Health, and Human Services

The school psychology doctoral program selects students several times per year. The application deadlines are January 10, June 15 and October 15.

All other doctoral programs review applicants on a continuing basis.

PROGRAM REQUIREMENTS

After admission to the Ph.D. degree program, students plan a program of study with their respective faculty advisory committee headed by their advisor. Students' programs may include at least one appropriate graduate-level minor or cognate as well as the major.

Students are expected to meet with their assigned faculty advisor and need to file their prospectus/plan of study with the Office of Graduate Student Services. Ideally, substitutions and waivers of coursework should be noted at the time the prospectus/plan of study is submitted. Any subsequent changes to the prospectus/plan of study require a memo from the advisor to the Office of Graduate Student Services. Waived courses do not count toward satisfaction of minimum hourly requirements for graduation.

Although competence in reading a foreign language is not universally required of all students in the College of Education, Health, and Human Services, it may be required where the dissertation research demands it.

PROGRAM DEFINED REQUIREMENTS

Program areas are guided by the standards of their professional association(s) and/or accrediting body/bodies in setting their degree Program Requirements.

Students entering graduate studies as of Fall 2006 are required to follow the Program Requirements defined by their respective program areas.

Substitutions and waivers of program requirements are initiated by the student in consultation with their faculty advisors and must be approved by the advisor.

Licensure, Endorsements and Validations

All areas eligible for licensure, endorsement and validation require current teacher certification/licensure unless noted otherwise.

PRAXIS II

Candidates for licensure in Ohio will need to satisfactorily complete the appropriate portion(s) of Praxis II. This applies to persons seeking initial teaching, pupil personnel and administrative licenses, as well as anyone adding an endorsement or validation to an existing certificate/license, required.

Specific licensure tests are being phased in and may not yet be available. Please contact the Office of Student Services, 330-672-2862, for additional information. Individuals applying for initial licensure will also be required to complete a fingerprint check with the Bureau of Criminal Identification and Investigation (BCII). Anyone who has not lived continuously in Ohio for the last five years must also complete an FBI record check. Electronic fingerprinting is available in room 221 White Hall for BCII record checks. Please note: electronic fingerprinting is not an option for the FBI record check. FBI cards can be obtained in 304 White Hall.

Recommendation for licensure by the College of Education, Health, and Human Services and clearance of record checks by BCII and FBI (if appropriate) will result in the issuance of the appropriate provisional license.

All students should apply for licensure during the last five weeks of the semester in which they expect to complete all requirements.



INSERT
READING:
Student
Teaching
→
copy
attached
paragraph

Education, Health, and Human Services

243

Applications will not be processed until a student has successfully completed Praxis II Examinations and all coursework requirements. Once all requirements are completed the application will be processed by the State Department of Education in Columbus. Licenses will be issued by the state once the application is processed (approximately four to six weeks) and the background check by BCII and FBI (if appropriate) is received.

If documentation is requested by a school system prior to issuance of the license, a letter of completion will be issued by the Office of Student Services, Room 304, White Hall.

This letter is a special service we offer to our students and will be available one week after the final date for which grades are to be posted on web for students.

In order to be eligible to receive a letter of completion you must meet **ALL** of the following criteria:

- Completed all required coursework for licensure
- Licensure application on file
- Passing Praxis II score(s)

LICENSURE AREAS

The following areas are eligible for Ohio Department of Education teacher licensure through coursework offered by the College of Education, Health and Human Services:

- Early Childhood*
- Early Childhood Intervention Specialist*
- Deaf Education*
- Library/Media*
- Middle Childhood Education*
(MCED students can earn the generalist license. It typically only involves undergraduate coursework but a graduate student might also be eligible to add it onto the MCED license.)
- Mild/Moderate Intervention Specialist*
- Moderate/Intensive Intervention Specialist*

*Initial licensure available at the graduate level. Requires no prior certification or licensure.

The Master of Arts in Teaching program is available for initial licensure in specific areas of adolescence to young adult education, early childhood education, multi-age areas and career-technical teacher education. Major subject area coursework must be completed prior to entry into the program.

The following areas are eligible for Ohio Department of Education educational personnel licensure through coursework offered by the College of Education, Health, and Human Services:

- Principal
- School Counselor*
- School Psychologist*
- Superintendent
- Educational Administrative Specialist with concentrations in the following:
 - Educational Research
 - Pupil Services Administration
 - School Community Relations
 - Staff Personnel Administration
 - Vocational Education Administration, Curriculum, Instruction and Professional Development
- Audiologist*
- Speech-Language Pathologist*

ENDORSEMENTS

The following areas are eligible as endorsements by the Ohio Department of Education through College of Education, Health and Human Services graduate studies:

- Computer Technology
- Gifted Education
- Pre-Kindergarten
- Reading
- Transition to Work

For student teaching and any culminating internship in teacher education that requires candidates to be placed within a school or agency ("school/agency") setting, the college requires students to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned "school/agency" before the first day of the semester in which student teaching/internship will take place. Authorized "school/agency" personnel will determine whether a candidate may participate in fieldwork in that setting. The BCII and FBI background checks are good for one year and are mandatory for licensure application. Electronic fingerprinting is available for BCII and FBI in 221 White Hall and should be completed at least two months prior to student teaching/culminating internship. Candidates are responsible for fees incurred for this requirement. For more information on this policy, contact the Director of Clinical Field Experience in 304 White Hall. Visit the Ohio Department of Education website (<http://ode.state.oh.us>) for more information about background check requirements for educators in Ohio. Contact the Office of Professional Conduct at the ODE for specific information about the results of the background check.

INSERT UNDER
Student Teaching

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 10-Jan-08

Curriculum Bulletin _____

Effective Date Fall 2009

Approved by EPC _____

Department Biological Sciences

College RC - Regional Campuses

Degree ~~BS - Bachelor of Science~~ Applied Horticulture [BAH]Program Name ~~Bachelor of Applied Horticulture~~ Program Code HORT

Concentration(s) Concentration(s) Code(s) Technology

Proposal Establish Program

Description of proposal:

To provide a four-year option in horticulture technology to expand upon the existing two-year Associate in Applied Science, Horticulture Technology program. New degree will link lower level classes with upper division classes, with an emphasis on meeting green industry needs within the community, the state and beyond. The new degree will be ~~housed~~ at the Salem Campus.

conferred

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

If yes, current total credit hours ~~125~~ - proposed total credit hours 131


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

Immediate impact will be small. Most horticulture & related classes will be provided by current Salem Campus faculty. As the program grows, we anticipate hiring an additional full-time instructor in Horticulture and, possibly, Geography (for related courses). Planned expansion of facilities will serve both the existing two-year degree and the new four-year degree.

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

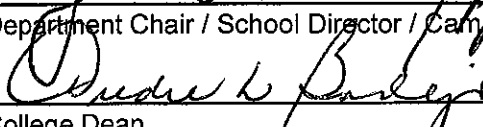
Biological Sciences and Geography

REQUIRED ENDORSEMENTS



 Department Chair / School Director / Campus Dean

3 / 13 / 08



 College Dean

3 / 17 / 08



 Executive Dean of Regional Campuses

4 / 2 / 08

 Senior Vice President for Academic Affairs and Provost

1 / 1 /

BSC (Hort) 17



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 31, 2008

SUBJECT: CURRICULAR PROPOSAL

The Salem Campus is requesting approval of a new Bachelor of Applied Horticulture degree. The curricular proposal has been reviewed and approved by the Salem Campus, the Department of Biological Sciences, and the College of Arts and Sciences.

The Salem Campus began offering the Associate of Applied Science in Horticulture degree in 1991. Since that time, the state of Ohio has become one of the six leading states in the production of green industry goods in the nation. While the current associate degree will educate students to fill above entry-level positions in this ever-growing industry, the expanded bachelor's degree will afford even greater opportunities for students to enter management or ownership positions. The proposed degree builds upon the current associate degree, a 2+2 in Horticulture, by incorporating the following revised and new courses into the curriculum at the campus:

Revised Courses

HORT 26047 Landscape Design II
Revised course number, description

HORT 26014
Revised course number, description

New Courses

HORT 36018 Landscape Construction II (3)
 HORT 36025 Professional Practice in Horticulture (3)
 HORT 36034 Sports Turf Management (3)
 HORT 36092 Internship-Field Study (4)
 HORT 46014 Garden Center and Nursery Production Management (3)
 HORT 46092 Practicum in Horticulture (3)
 HORT 41096 Individual Investigation (1-3)

Interest in the degree has been documented through an assessment survey distributed in July 2006. Respondents indicated having a four year degree option would be helpful in meeting future goals and that there is a direct correlation between job position/wage/satisfaction and academic accomplishment (see Appendix A). An active interest from the industry is evidenced by the continued support and input of the Horticulture Technology Advisory Board and of the many internship sites available to students (see Appendix B).

I now request this proposal be placed on the EPC Agenda for April, 2008. Please let me know if any additional information is needed for consideration by EPC.

SJB/vmc

Enclosures

TO: Diedre Badejo
Associate Dean for Curriculum
College of Arts and Sciences

FROM: Bob Carlson
Undergraduate Coordinator
Biological Sciences

SUBJECT: Revisions to the Horticulture Technology Program

DATE: March 5, 2008

The purpose of this memo is to request approval for a new Bachelor of Applied Horticulture degree. This degree will be housed at the Salem Campus and administered by Regional Campuses, with its academic home in the Department of Biological Sciences and the College of Arts and Sciences. This 2+2 degree will allow students who have completed the Associate of Applied Science in Horticulture Technology to complete a program of study that will prepare them for owning and/or managing a private or public green industry business. The curriculum builds directly upon the two-year degree, offering advanced study that will strengthen each of the three existing concentrations (urban forestry, turfgrass management, and landscape design), as well as developing professional skills and creating a broader scientific and cultural context for understanding the field of horticulture.

Specific requests include:

Request for a new Degree program, Bachelor of Applied Horticulture

Course Revisions:

HORT 26047 Landscape Design II
HORT 26014 Plant Propagation and Greenhouse Management

Establish New Courses:

HORT 36018 Landscape Construction II
HORT 36025 Professional Practice in Horticulture
HORT 36034 Sports Turf Management
HORT 36092 Internship-Field Study
HORT 46014 Garden Center and Nursery Production Management
HORT 46092 Practicum in Horticulture
HORT 40196 Individual Investigation

Writing Intensive Designation:

Approve HORT 36025, Professional Practice in Horticulture, as a Writing Intensive course.

BSC / (Hort) //

OHIO BOARD OF REGENTS

PROPOSAL FOR A NEW DEGREE OR NEW DEGREE PROGRAM

Kent State University

Institution Submitting Proposal

Bachelor of Applied Horticulture

Title of Proposed Program

☒ New Degree

☐ New Degree Program

Biological Sciences (BSCI)

Department in Which Program
will be Located

Dr. James Blank

Name of Department Head

Bachelor's degree

Degree to be Offered

Fall 2009

Proposed Initiation Date

Signature / Date

Signature / Date

Date Endorsed / Approved by Institution Board

Date Received by Board of Regents

BSC (Hort) 37

PROPOSAL FOR NEW DEGREE OR NEW DEGREE PROGRAM

A. Nature of Request

The Kent State University Salem Regional Campus is proposing a new 2+2 Bachelor of Applied Horticulture degree, which will articulate with the current Associate of Applied Science in Horticulture Technology. This new degree will be conferred at the Salem Campus, where the associate degree is also conferred.

B. Objectives for the Proposed Program

1. State the general and specific educational objectives of the program.

The 2+2 Bachelor of Applied Horticulture provides a course of study for students who have completed the Associate of Applied Science in Horticulture Technology and wish to complete a bachelor's degree that will allow them to move into a management position or establish a business in the green industry. The curriculum builds upon the associate degree's three concentration areas: urban forestry, landscape design and construction, and turf management, providing additional technical and professional depth.

More specifically, the program will build upon required classes from the associate's degree that establish basic knowledge in plant identification, botany, irrigation, pest management, and landscape construction to allow students to develop managerial-level expertise in landscape architecture, urban ecology, sports turf management, various niches in landscape design, plant propagation, and nursery operation. In these areas, additional horticulture courses will be created at the upper-division (30000 and 40000) level, supported by an internship program and 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 in such areas as "Garden Center & Nursery Production Management" and "Plant Propagation and Greenhouse Management" can expand, creating leaders who can fulfill essential support roles within the green industry.

The additional requirements in liberal education and supporting areas would be fulfilled by courses already offered in the Kent system, increasing students' background and expertise in such areas as geology, geography, biology, philosophy, foreign language, and business technology, all of which will increase the students' ability to understand the environment in which they are working and interact successfully in the larger community.

2. Describe how this program will help achieve the goals and objectives of your institution in terms of its role and 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 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.

3. Describe any unique characteristics or resources that make it particularly appropriate for you institution to offer the proposed program.

The Kent State University Salem Campus provides unique resources for this program because it already offers the Associate of Applied Science in Horticulture, and thus has four experienced full-time horticulture faculty and staff, dedicated classrooms, and laboratory spaces with a large collection of horticultural materials. 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 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 have yet to be fully developed.

The campus is located near horticulture programs already established at county career centers in Columbiana and Mahoning Counties, and near dozens of horticultural firms that can provide internships and could, eventually, employ graduates. Thus the campus can provide both continuing education among non-traditional students and, at the same time, a new program with an expanded curriculum that will help launch employment opportunities far exceeding current options available in Northeast Ohio within any two-year program.

C. Rationale and Need for the Program

1. Explain the rationale of this program.

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.)

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.

2. Note the benefits for students, the institution and the region or state of initiating this program.

Expanded opportunities for education in areas related to the green industry have the potential for great economic importance. 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.Anla.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. Sustaining this trend will depend upon our ability to maintain and expand associate- and bachelor-level training in specific career paths.

Such an expansion would not only help meet local industry needs, but would 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, and the only bachelor's degrees in horticulture available in Ohio are at The Ohio State University and the University of Cincinnati. 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.

3. If applicable, state the specific local, state or national needs for individuals trained by the proposed program. If applicable, describe job opportunities that are available to persons who complete the program. Provide supporting data.

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.

The need for a four-year degree 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

¹ Recent typical examples on www.landscapajobs.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.

indicates that the nursery and greenhouse industry comprises the fastest segment of growth within agriculture (USDA data, www.ers.usda.gov/publications/flo/).

4. Indicate any licensure or certification requirements for which this program will prepare students.

This program would allow students to prepare for one or more of the following certifications, available through **PLANET** (Professional Landscape Network):

CLT - E - Certified Landscape Technician, Exterior
 CLP - Certified Landscape Professional
 COLP - Certified Ornamental Landscape Professional
 CTP - Certified Turfgrass Professional

5. Describe and document any needs, other than employment opportunity, that will be met by the proposed program.

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. (See Appendix B.) 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 central and far southwestern regions of the state, making the baccalaureate degree essentially inaccessible for students who live in the Kent State University service area and may be place-bound or for those who 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 and to the economy of the state 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, a number so small as to create limitations in the variety and depth of courses that can be offered. 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 and more likely to meet the specific needs of the region. 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.

6. Provide evidence of student interest in the program, as well as projections of enrollment (full-time and part-time) for each of the first five years of the program.

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 of 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.

7. List academic programs similar to the one proposed that are offered in both public and independent institutions within a 50-mile radius of the proposed instructional site.

There are currently no other two-year or four-year programs in Horticulture within a 50-mile radius.

8. Explain how these programs differ from the one proposed.

All other horticulture training in the region is based at career centers and high schools, both of which could provide an audience for a new four-year degree program.

D. Academic Planning

1. Provide a brief description of the institutional planning process that resulted in the initiation of the proposed program. Indicate the relative priority level of this program. Indicate the relative priority level of this program among institutional purposes and explain how this has been established.

The Salem Campus regularly reviews the strength of its two-year programs and consults with community advisory boards on the educational needs in their areas. In this case, the advisory board has supported the need for such a program, and student interest has confirmed the program's viability. Since the campus has recently invested heavily in the development and expansion of health care programs, this program also represents an attempt to balance the needs of a different segment of the population while making good use of existing staff and facilities. For these reasons, this program is at the highest level of priority for the Salem Campus.

2. Describe how and when institutional clearances or approvals for the new program were achieved.

Timetable and Actions Required

Review of Curriculum by the Regional Campus Office of Academic Affairs, completed 11-30-07

Endorsement by the Salem Campus Faculty Council, 1-24-08

Approval by the FAC of the Department of Biological Sciences

Approval by the Undergraduate Council of the College of Arts and Sciences

Approval of Writing Intensive component by the University Requirements Curricular Committee (URCC)

Approval by the Regional Campus Office of Academic Affairs

Approval by the University's Educational Policies Committee

Approval by Faculty Senate

3. Provide information on the use of consultants or advisory committees in development of the proposed program (append copies of reports from such consultants or advisory committees).

See Appendix B, cited above.

E. Academic Control

1. Describe administrative arrangements for the program (department, college and/or school involved).

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, in horticulture and related disciplines, 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.

2. Indicate any cooperative arrangements with other institutions and organizations that will be used to offer this program. Specify the exact nature of such agreements and attach any formal statements of agreement that have been developed.
3. Specify the articulation arrangements with other institutions that will be in effect for the program. Attach appropriate documentation for such arrangements, if any.

F. Curriculum

1. Describe the program, including each option and concentration, as it would appear in a catalog.

The 2+2 Bachelor of Applied Horticulture provides a course of study for students who have completed the Associate of Applied Science in Horticulture Technology and wish to complete a bachelor's degree that will allow them to move into a management position or establish a business in the green industry. The curriculum builds upon the associate degree's three concentration areas: urban forestry, landscape design and construction, and turf management, providing additional technical and professional depth.

2. List the courses (title, number, semester/quarter credit hours and catalog description) that would constitute the requirements and other components of the proposed program. Indicate courses that are currently offered and will be new (indicate new courses with an X)

See Appendix C.

3. Describe the specific methods that will be used for revaluation of the proposed program following implementation.

This program will develop assessment tools as part of the AQIP accreditation process (See Appendix D.). The program director will seek annual feedback from the Advisory Board, as well as from periodic surveys of employers in the community.

4. Indicate whether your institution intends to seek specialized accreditation from a professional association for this program and whether additional resources are required to gain accreditation.

No specialized accreditation will be sought until the program is well established.

G. Facilities and Support Services

1. Describe facilities and equipment currently in existence at your institution that will be used for the proposed program.

The Salem Campus currently has several dedicated horticulture classrooms and laboratory spaces, each with a large collection of horticultural materials. 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, as well as 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 internship opportunities.

2. Explain how existing facilities and equipment for the proposed program will affect existing programs.

The Salem Campus is well poised to undertake this expanded program because we are currently in the process of renovating underused existing space as a health care and science laboratory wing. When other existing programs begin to move into their new space in Fall 2009, they will abandon areas adjacent to horticulture. No existing programs will be negatively affected.

3. Describe additional facilities, facility modifications and equipment that will be required for use in the proposed program.

No additional equipment or facility modifications will be required specifically for the four-year program in the immediate future. In order to serve the current program, the campus does expect to add a headhouse and propagation facility as soon as possible, and to expand equipment and software for computer aided drawing.

4. Indicate institutional plans for meeting any needs for additional facilities and/or support resources.

Some House Bill and institutional Technology funding may be used to meet these needs.

5. Describe the adequacy of the existing library to support the proposed program in terms of print and non-print materials, equipment and personnel. If there are library standards used by professional societies and/or accrediting agencies that will evaluate the program, compare these to existing library resources.

Current library resources meet existing needs. Expansion of resources will follow normal departmental processes.

H. Financial Resources

1. Provide a projected budget for the next four (4) academic years, indicating the total needs to support the proposed program.
2. Indicate the adequacy of expected subsidy and other income to meet these needs.
3. Discuss briefly the internal reallocations of resources that will occur, of other sources of funding to be used to support the remaining resource requirements of this program. Be specific in terms of faculty reallocations.
4. Complete and attach the Financial Statement for New Degree Proposal (Part V), which provides an indication of the impact of the projected FTE's in this program on the institution's enrollments. (This form must be transmitted by the Ohio Board of Regents to the Speaker of the House of Representatives, the President of the Senate, the Legislative Budget Office of the Legislative Service Commission and the Director of Budget and Management, at least ten days prior to formal action taken by the regents. Ref. Section 3333.021 of the Ohio Revised Code.)

I. Financial Resources

1. Provide a projected budget for the next four (4) academic years, indicating the total needs to support the proposed program.
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FINANCIAL STATEMENT FOR NEW DEGREE PROPOSAL

Institution: Kent State University Salem Campus

Proposed Program: Bachelor of Applied Horticulture

Date: 12/21/07

Contact Person for Financial Analysis: Business Manager

Phone: 330-337-4206

IMPACT ON STATE EXPENDITURES

The impact of new academic program approvals on state expenditures occurs in two ways, one of which reasonably can be quantified at the moment of approval and the other of which can develop only over a longer period of time. Since state subsidies to colleges and universities are based on enrollment-driven formulas and institutions must operate all programs within the resulting dollars, no impact of a new program approval occurs in the current fiscal year unless enrollments will thereby stand at a higher level than otherwise anticipated. In the ensuing biennium, such newly generated enrollment presumably will continue to cause higher state subsidy payments, although the rate of such state support is unknown at the time of approval. For this program, the impact of newly generated enrollment is reported below:

Number of New FTE Enrollments Anticipated

Academic

Year 1: 10.0

Year 2: 18.6

Year 3: 18.6

Year 4: 18.6

Increased State Subsidy Payments Anticipated

Academic

Year 1: \$0.00

Year 2: \$20,194.00

Year 3: \$65,384.00

Year 4: \$90,383.00

The second way in which new programs impact future state expenditure is through the influence that actual institutional expenditures have on support formulas established for ensuing fiscal periods. Inasmuch as the costs of a particular program can affect state formulas through influencing system-wide cost averages only, it is virtually impossible to calculate the impact and report such impact at the time of individual program approval.

IMPACT ON INSTITUTIONAL INCOME AND EXPENDITURES

The impact of new programs on institutional income and expenditures ranges from very substantial in the case of a wholly new curricular, administrative and support structure designed to serve a newly recruited body of students, to virtually none in the case of the simple rearrangement of existing courses to give a new study option to students already enrolled. The income generated by the second type of program may be zero and the expenditures very minimal or virtually nil. The estimates reported below are those of the proposing institution and are intended to be net increases only over currently existing income and expenditure bases.

BSCI (HORT) 25

Increases in Net Income

	Year 1	Year 2	Year 3	Year 4
State Subsidy	\$0	\$20,194	\$65,384	\$90,383
Student Fees	\$52,593	\$105,186	\$105,186	\$105,186
Other	\$0	\$0	\$0	\$0
Total	\$52,593	\$125,380	\$170,570	\$195,569

Increases in Net Expenditures:

	Year 1	Year 2	Year 3	Year 4
Net Faculty (1 FT NTT)	\$40,500	\$41,715	\$42,966	\$44,254
Costs (Benefits @ 32%)	\$12,960	\$13,349	\$13,749	\$14,161
Administrative	\$0	\$0	\$0	\$0
Costs	\$0	\$0	\$0	\$0
Support Costs	\$7,500	\$5,000	\$5,000	\$5,000
Total	\$60,960	\$60,064	\$61,715	\$63,415

Brief Description of Income and Expenditure Increases:

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 three 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 \$368,151 with an SSI revenue of \$175,961, totaling \$544,112 for the initial four years of the program (based on instructional rates from 2008). 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.

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 and existing adjunct faculty. 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 and/or Geography faculty supplemented by adjunct faculty.

Academic Year of Program Initiation: AY09 - 10

Filed: _____

Filed with: _____

Date: _____

BSC1 (HORT) 26

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

July 24, 2006

Page 2

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,

A handwritten signature in black ink that reads "Stanley M. Jones". The signature is written in a cursive, flowing style.

Stanley M. Jones
Academic Program Director-Horticulture Technology
Kent State University, Salem and Geauga Campuses

SMJ:bh

Enclosure

28 RESPONSES
YES

Attachment 5 | Page 18

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

Horticulture Technology Advisory Board-MINUTES
Kent State University-Salem Regional Campus
August 22, 2007
11am-1pm

Agenda:

I. Welcome Members and Guests

Please see the attached Sign-In sheet for those that attended.

II. Proposed New & Old Business

1.) Brief review of the existing Associate in Applied Science Horticulture Technology program & concentration areas.

(Note: Tuesday & Thursday class offerings)

- a.) Turf Management
- b.) Urban Forestry (expanded focus area)
- c.) Landscape Design & Construction

There were several comments about the turf management concentration and the idea that sports turf maybe a direction students may want to look at. We had 2-3 members very interested in this avenue however with a 2- year degree others mentioned that it might be tough to fit it into our existing class lineups. At least one member recommended that we consider splitting the new proposed golf course management class into two segments and call it something like "Golf Course/Sports Turf" management was mentioned as well and may be an option.

Urban Forestry was also reviewed with many members supporting both urban forestry and its augmenting the original arboriculture concentration as well. Both Landscape design and the added construction class were discussed along with the new curriculum requirements for irrigation design, seemingly most members were on board with the program requirement changes.

2.) Distribution of new marketing CDs for the Horticulture Technology program and listings of new classes for the program.

- a.) HORT – 26012 Urban Forestry
- b.) HORT – 26046 Landscape Design I
- c.) BSCI – 40196 Individualized Investigation
- d.) HORT – 26014 Plant Propagation & Greenhouse Management
- e.) HORT – 26018 Landscape Construction
- f.) HORT – 26047 Landscape Design II
- g.) HORT – 26031 Professional Golf Course Management

The Horticulture Technology marketing CD's were distributed to all members and a brief discussion of what the CD had to offer. One member already familiar with the CD praised its quality and felt it would be an asset to our recruiting efforts. We also added the missed HORT 26016 irrigation design class to the above listings. Many of the board members invited both KSU faculty and students to visit their public/private facilities in order to promote the students' experiences about horticulture and the diversity of.

3.) **Sample Internship activities & locations during 2006-2007.**

(Some locations have more than one student working)

- a.) Geauga Park Wild Water Kingdom
- b.) Millcreek Metro-Parks
- c.) Summit County Metro-Parks
- d.) Lake Farm Park
- e.) Tipton Landscape Company
- f.) DeHoff's FGL Inc.
- g.) General Electric Grounds /Cleveland
- h.) Brandon Landscape Inc.
- i.) Todd's Envirosapes Inc.
- j.) Gilmore's Geenhouses Inc.
- k.) Draime Legacy Estate Botanical Gardens
- l.) Opening Day Lawn & Landscape Co.

Most of the board members shared their success about our KSU interns and presented what they had to offer in the way of future potential internship opportunities. It was clear that most of the members had at least one or more openings for interns in the coming year and many left or posted internship opportunity flyers. Willoway Nurseries, Emily Jalkanen, Administrative assistant and internship coordinator also promoted specific areas of interest for interns and that they could possibly provide internship housing as well. It was clear we have endless internship opportunities for our students!

LUNCH BREAK

4.) **Proposed new Bachelor Degree in Horticulture Technology**

- a.) Curriculum requirements & discussion.
(Review proposed sample degree program for your input)
- b.) Proposed offering in the Fall of 2008 (A balance of HORT and BSCI classes will be offered at the regional campus with some upper level classes to be offered at the Kent campus and other regional campuses)
- c.) Emphasis in expanding student's expertise in concentration area and capstone classes.
- d.) Expanded internship activities and requirements for more hands-on experiences.
- e.) Smooth transition of our 2-year program to the 4-year program.
- f.) Partnering with Tri-C for 3rd and 4th year student opportunities/goals.

An extensive discussion about the proposed 4-year degree promoted many questions. It was clear given direct input by the members that, a Spanish, horticulture related class would be of great benefit within the upper level class choices. Additional classes including entomology, expanded plant Identification with additional Latin/botanical explanations would be a helpful class addition as well. Plant pathology was also discussed but KSU faculty expressed that we already had a great emphasis in that area within our pest management class. Faculty also expressed that many of our classes overlap in the entomology, pathology, weed ID and such areas.

Member Chris Mikol expressed the importance of researching what other universities are doing and the proposed subject matter so we may evaluate better how we measure up in our proposed new 4-year curriculum approach. Faculty also responded that some survey research had already taken place but further exploration would be a good idea.

Board members overall were positive about the expanded approach with many members expressing their satisfaction that this was long overdue.

KSU also clarified that the need for a 4-year horticulture approach had been surveyed within the green industry with an over 90% positive response. Faculty also expressed that they had full support of both the biological sciences department chair as well as the dean of the college, Dr Feezel. The approach was also reviewed and approved by the Ohio Board of Regents to move forward with a curriculum proposal of which they would look at this fall or spring. It was hoped by faculty that approval of the bachelor's degree would be in effect by the fall of 2008.

5.) Proposed addition of one full time non-tenure track Turf/Golf Course/Sports Turf specialist.

- a.) Expand and promote turf management options throughout the northeast portions of the state.
- b.) To help Support the sports turf industry in connecting student learning both in the field and in the classroom.
- c.) Expand class subject matter and classes

No real discussion was made in this area except that in order for the turf approach to grow a more aggressive and bigger commitment was needed. Also, we should start looking for an adjunct turf specialist, hopefully close geographically in order to help meet this demand and help partner in supplying golf course and equipment needs.

6.) Proposed facilities & equipment upgrades on the Salem campus.

- a.) Construction of a new Head-House for plant propagation and lab/field work activities. (30 x 50' foot contained heated & cooled out-building for students.
- b.) New drafting and computer lab/equipment for horticulture related communications and research. Specifically in Urban Planning and data retrieval, tree cataloging/GIS, computer aided design and Soil science materials.

It was clear that we needed to expand in the above areas and that in order to compete with other institutions we needed more equipment and space.

7.) Public/Private Sector input and internship opportunities now available to the KSU horticulture technology student.

- a.) Posting of internship opportunities.

This area is covered in the agenda item number 3.

NOTE:

It is important to note that the above subject areas are by no means a complete list of things going on within our department nor are the above agenda items the only things we may discuss during the meeting. It is our intention to take your input and use it to build an even better program.

I thank you for taking time out of your very busy schedule and attending this advisory board meeting.

Sincerely

Stanley M. Jones
Academic Program Director – Horticulture Technology
Kent State University-Salem Regional Campus
330-337-4290

COURSE LIST for Bachelor of Applied Horticulture

List the courses (title, number, semester hours and catalog description) that would constitute the requirements and other components of the proposed program. Indicate courses that are currently offered and will be new (indicate new courses with an X)

1. First Year Experience (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. Prerequisite: None.

Liberal Education Requirements**2. Composition (6 hours)**

ENG-11011 College Writing I (3)

The study and practice of academic writing, including an introduction to rhetorical principles, the writing process, critical reading research and technology.

ENG-21011 College Writing II (3)

Continuation of college-level writing instruction with emphasis on research and inquiry, culminating in a lengthy written and/or multi-modal project.

3. Mathematics, Critical Reasoning (3-5 hours)

MATH-11009 Modeling Algebra (4)

Study of algebra arising in the context of real-world applications, including linear, polynomial, exponential and logarithmic models. Intended for students not planning to take calculus.

MATH-11010 Algebra for Calculus (3)

Study of elementary functions and graphs, including polynomial, exponential and logarithmic functions; complex numbers; binomial theorem.

4. Humanities and Fine Arts (9 hours)

ARTH-22007 ART HISTORY II (3)

Major movements and artists in painting, sculpture and allied arts of Europe and America from early Renaissance in Italy until the present day. The impact of non-Western traditions will be included as appropriate. Prerequisite: None.

PHIL-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.

Additional choice (3)

5. Social Science (6 hours)**GEOG-17064 GEOG US AND CANADA (3)**

Analysis of the spatial patterns of significant human and physical characteristics and interpretation of the major regions within the two nations. Prerequisite: None.

Additional choice (3)

6. Basic Sciences (6-7 hours, at least one lab course)**GEOL-21062 ENVIRONMENTAL GEOLOGY (3)**

Application of geology to environmental problems including natural resource extraction, water supply, pollution, waste disposal, landslides, floods and land use planning. Field trips. Lecture three hours weekly. Prerequisite: None.

CHEM-10030 CHEMISTRY IN OUR WORLD (3)

A course for nonscience majors which utilizes environmental and consumer topics to introduce chemical principles and develop critical thinking skills. Prerequisite: None.

CHEM-10031 CHEMISTRY IN OUR WORLD (1)

Discovery-based experiments to introduce chemical principles and develop critical thinking skills. A course for nonscience majors; includes chemistry that is related to environmental and consumer issues. Pre-or Corequisite: CHEM 10030.

7. Additional LERs (6 hours)**COMM-15000 INTRO TO HUMAN COMMUNICATION (3)**

An inquiry into the nature and function of human communication in interpersonal, group and public contexts. Prerequisite: None.

Additional choice (3)

8. AAS in Horticulture (36 hours)**BSCI-16001 HORTICULTURAL BOTANY (3)**

To provide students with an understanding of the basic anatomy and physiology and growth characteristics of plants. Lecture two hours weekly, lab three hours weekly. Offered only at the Geauga and Salem campuses. Prerequisite: None.

BSCI-26002 ECOLOGICAL PRIN PEST MGT (3)

Basic principles of integrated pest management, pesticide application, pest identification and environmental effects. Lecture three hours weekly; offered only at the Salem Campus.

BSCI-26003 PLANT ID AND SELECTION I (3)

Identification and selection of horticulturally important plant species. Emphasis on woody species, shrubs and trees. Lecture two hours weekly, lab three hours weekly. Offered only at the Salem Campus. Prerequisite: HORT 16001 and BSCI 16001.

BSCI-26004 PLANT ID AND SELECTION II (3)

Identification and selection of horticulturally important plant species. Emphasis on herbaceous

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species, ground covers and vines. Lecture two hours weekly, lab three hours weekly. Offered only at the Salem Campus. Prerequisite: BSCI 16001 and HORT 16001.

GEOG-16001 SOIL AND CULTURAL MGMT (3)

To provide students with an understanding of the relationship of soil, nutrients and fertilizers, and to understand how to properly plant trees, shrubs and flowers. Offered at Salem campus only.

Prerequisite: None.

HORT-16001 INTRODUCTION TO HORTICULTURE (1)

A survey of those opportunities available within the "green industry" both in education and as a career option. Guest speakers and field trips are part of the class. Prerequisite: None.

HORT-26001 OCCUPATIONAL REG 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. Prerequisite: BSCI 16001 and HORT 16001.

HORT-26016 IRRIGATION DESIGN AND MAINT (3)

Principles of irrigation design, installation maintenance and 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.

Prerequisite: HORT 16001 and BSCI 16001.

HORT-26018 LANDSCAPE CONSTRUCTION (3)

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. Prerequisite: HORT 16001 or advisors approval.

Technical Concentration (12 hours from the list below, in group A, B, or C. Co-operative work experiences may be repeated for up to 6 hours of credit):

Group A: Urban Forestry Concentration

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 TreeCare (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. Corequisite: HORT 26010.

26012 Urban Forestry (3)

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. Prerequisites: HORT 16001, BSCI 16001.

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Group B: Landscape Design Concentration***HORT 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.

HORT 26021 Cooperative Work Experience in Landscape Management (3)

Cooperative work program through which the skills necessary to perform professionally in this occupation will be acquired.

HORT 26046 Landscape Design I (3)

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.

Prerequisite: HORT 16001, BSCI 16001, 26003.

Group C: Turfgrass Management Concentration***HORT 26030 Turf Grass Management (3)***

Basic principles of turf management. This course covers turf equipment and the safe use of equipment commonly found in the turf industry.

HORT 26031 Cooperative Work Experience in Turf Grass Management (3)

Cooperative work program through which the skills necessary to perform professionally in this occupation will be acquired.

26032 Golf Course Management (3)

The golf course environment as it relates to turfgrass maintenance and pest/disease management. The construction and management of greens, tees, water and bunker management practices, turf aeration issues, topdressing and administrative concerns. Prerequisite: HORT 16001, 26031, BSCI 16001.

9. Additional Major Requirements**BMRT-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.

COMT-11000 INTRO TO COMPUTER SYSTEMS (3)

Laboratory course covering basics of computer systems, including hardware, personal productivity software, Internet usage and file management. Prerequisite: None.

GEOG-31070 POPULATION AND THE ENVIRONMENT (3)

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

GEOG 37010 Geography of Ohio**(3)**

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Study of Ohio as a distinctive region, its environment and the varied characteristics of its population, its historical geographic development and contemporary patterns and problems.
Prerequisite: junior standing.

GEOL-41073 GEOLOGY OF OHIO (3)

Minerals, rocks, fossils, structural geology, physiography, environmental geology and geologic resources. Required field trips. Does not satisfy requirements of geology major. Prerequisite: Junior standing.

FOREIGN LANGUAGE (4-8 hours) Courses in one foreign language or American Sign Language (ASL) or equivalent in proficiency required. This requirement may be fulfilled by one of the following two conditions: 1) passing the first two semesters of any foreign language or ASL or 2) passing a course at the Elementary II Level or above.

10. Upper Division Requirements

X

HORT 36014 Plant Propagation & Greenhouse Management 3 semester hours
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. Student shall provide an annual production schedule. Lecture two hours weekly/Lab three hrs. weekly. Special fee: \$ 24.00.

X

HORT 36018 Landscape Construction II 3 semester hours
Advanced landscape construction techniques involved in landscape contracting with an emphasis on the overall layout and planning of a landscape project. Students shall master and research product documentation, layout plans, written specifications and detailed construction drawings as they pertain to built landscape environments. Specific field site work with real world applications. 2 hours per week lecture, 3 hours lab.

X

HORT 36025 Professional Practice in Horticulture 3 semester hours
Investigation into owning and operating a green industry company including customer relations, wholesale and retail marketing, project bidding, potential profit and loss margins, communication requirements, and overall services to public and private clientele.

X

HORT 36046 Landscape Design II 3 semester hours
An advanced landscape design class looking at overall landscape planning, including site and planting design, site amenities, irrigation design, and client needs. Special attention to communication formats such as color rendering and graphics, as well as to overall presentation. Some design modeling and graphic sketching will be included.

X

HORT 36092 Internship-Field Study 4 semester hours
Internship experience in an advanced field of study within the horticulture/green industry, building on the student's understanding of science-based fundamentals. Internship requires a minimum of 210 working hours with an approved public organization or private green industry firm, and 2 hours per week consultation on independent research as approved and supervised by

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the academic program director. Work shall include supporting documentation and written reports as deemed appropriate given the subject studied.

X

HORT 46014 Garden Center & Nursery Production Management 3 semester hours
Survey of plant production of container, bare-root, balled-in-burlap plant materials in a nursery setting. Exploration of physiological principles involved, including planting, maturity dates for harvest, shipping, garden center activities and wholesale and retail marketing of stock. Special fee: \$38.00

X

HORT 46092 Practicum in Horticulture 3 semester hours
An in-depth individual project, combining field experiences with original research within a green industry niche. Area of interest will support the student's educational goals given their intended concentration of past class work.

11. Upper-Division Electives

Open electives 6 semester hours

Technical electives--choose 5-6 semester hours from the list below:

X

HORT 36034 Sports Turf Management 3 semester hours
Identification of grass plant species; culture and morphology; turf ecology with practical information on turf establishment and cultural practices. This course will cover issues of design, renovation, and maintenance of sports grounds and facilities. Class requires a 20- hour service learning component.

X

HORT 41096 Individual Investigation 1-3 semester hours
Research under the direction of a HORT faculty/program director mentor. Investigation of specific horticulture topics that build upon previous concentration areas of study.

GEOG 31062 Fundamentals of Meteorology 3 semester hours
Analysis of weather elements emphasizing energy exchanges and controls and atmospheric circulation. Methods of weather prediction and man's modification of weather are highlighted.

GEOG 31080 Geography of Wine 3 semester hours
Examines the physical environment of viticulture including climate, soil and farm practices; the cultural tradition of wine making, consumption and trade; and regional production styles.
Prerequisite:None.

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**Appendix D:
Assessment Plan
Bachelor of Applied Horticulture
(New Program)**

1. Student learning goals.

1. To be able to demonstrate the oral and written communication skills required for running a successful business in the green industry.
2. To understand the principles of plant propagation and greenhouse management at a level consistent with managing a green business.
3. To understand the processes included in a landscape design project, from site evaluation and development to modeling and rendering.
4. To understand and be able to complete all stages of a landscape construction project.
5. To be able to conduct appropriate research that will lead to the improvement of the green industry in Ohio

2. Measurable student learning objectives (outcomes) for each goal.

1. Students will be able to conduct marketing studies, create appropriate advertising rationales, estimate goods and services, bid projects, and create contracts.
2. Students will demonstrate techniques for seed, plug, and vegetative propagation; budding and grafting; and layering and mounding; and they will be able to choose appropriate mediums, containers, structures, and schedules for successful propagation.
3. Students will be able to choose and develop appropriate sites for hardscapes and plantings, and create construction drawings, irrigation plans, and color renderings of planting plans.
4. Students will be able to create layout plans, written specifications, and detailed construction drawings for a landscape construction project including grading, drainage, utilities, and paving.
5. Students will be able to identify significant issues and problems in a hands-on situation in the Ohio green industry, apply appropriate research methods, and present results.

3. Assessment methods.

1. Students will begin a portfolio of representative written work in HORT 36025 Professional Practice in Horticulture, and will complete the portfolio with research projects from HORT 36092 Internship and 46092 Practicum in Horticulture.
2. Students will be tested in HORT36014 Plant Propagation and Greenhouse Production. Pre-and post-tests (an extension of the assessment methods in the AAS degree) will be developed to measure knowledge of this information.
3. Students in HORT 36046 Landscape Design II will do project presentations demonstrating ability to complete all stages of a professional landscape design project.
4. Students in HORT 36018 Landscape Construction II will conduct field site work in which plans and drawings will be turned into finished projects at field-work sites.
5. Students in HORT 46092 Practicum will conduct research in a real-world setting while working under the supervision of a green industry professional. Feedback on the student's preparation and skills will be solicited from the industry professional as well as from the supervising instructor. The Program Director will also keep track of hiring rates among students who subsequently apply for employment with cooperating professionals.

4. Timeline for implementation of the assessment plan.

1. At end of first year, in-progress written portfolios will be gathered and analyzed for content and quality. Completed portfolios will be analyzed at the end of the second year.
2. During the second year, pre-and post-tests will be administered to demonstrate effectiveness of course.
3. Project presentations in landscape design will be assessed at the end of each semester.
- 4 & 5. At the end of each semester, cooperating professionals will be asked to complete questionnaires regarding preparation and skills of students at their work sites. Hiring rates will be analyzed at the end of two years.

POOTS, KATHY

From: BLANK, JAMES
Sent: Wednesday, November 07, 2007 8:15 AM
To: Badejo, Diedre; JONES, STANLEY; Figg, Kristen; Carlson@salem.kent.edu
Cc: POOTS, KATHY
Subject: RE: fyi/Proposed Horticulture submission

Hi all: Let me reiterate my total support of this program. Stan has made Horticulture into a model program for the Regional Campuses and this degree program would provide a unique effort in this part of the state, attracting new students to the University. The department will move quickly on this proposal when we receive it.

Dr. J. Blank
Chair, BSCI

From: Badejo, Diedre
Sent: Tuesday, November 06, 2007 5:10 PM
To: JONES, STANLEY; Figg, Kristen; BLANK, JAMES; Carlson@salem.kent.edu
Cc: POOTS, KATHY
Subject: RE: fyi/Proposed Horticulture submission

Hi Stan,

Thanks for the information. Please go to the Provost's website via your flashline login, and click on curriculum services. There, you will find the appropriate forms that must be used for this proposal along with the procedures to follow. I will be out of town beginning tomorrow until Monday, but you can contact Kathy Poots at 28968 if you have any immediate questions.

Once you complete the appropriate documents and submit them first through the department's curriculum committee for its approval, you then submit the proposal with departmental signatures and any necessary encroachment letters, through BSCI to the College Curriculum Committee for its review. More detailed information regarding the flow of curriculum proposals is located at the website noted above.

Kathy and I will be happy to assist you should you have any additional questions. Good luck,

Diedre Badejo

From: JONES, STANLEY
Sent: Mon 11/5/2007 12:34 PM
To: Badejo, Diedre; Figg, Kristen; BLANK, JAMES; Carlson@salem.kent.edu
Subject: fyi/Proposed Horticulture submission

Hello Dr Badejo:

We are looking at submitting a Bachelor of Applied Horticulture Degree approach within the Biological Sciences department (BSCI) soon and wanted to afford you the courtesy in knowing this is in the works.

I hope to submit my intensions formally to the BSCI department of which they have, "in theory" supported the approach fully thus far. Dr James Blake and Dr Robert Carlson are excited about the new proposal. Given the submission and as data moves through the system, please don't hesitate to call me should you or your colleagues have any questions about the curriculum.

I look forward in working with you and others in the near future and thank you for your time.

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11/7/2007

Stan Jones
Academic Program Director-Horticulture Technology
Kent State University, Salem Campus
330-337-4290

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Figg, Kristen

From: LEE, JAY
Sent: Wednesday, January 23, 2008 1:06 PM
To: Figg, Kristen
Cc: Geography Faculty Maillist
Subject: RE: Consultation on HORT degree

Dear Dean Figg:

Thank you for your email and reminder.

I did receive the package and had a chance to circulate that among my faculty.

In short, we support the plan as it will make more opportunity for students at your campus to access upper-division geography courses. We were not sure if will be able to find qualified instructors to deliver the planned courses but we can discuss this later. For now, we do not have other questions.

Best,

Jay Lee

From: Figg, Kristen
Sent: Tuesday, January 22, 2008 4:10 PM
To: LEE, JAY
Subject: Consultation on HORT degree

Dear Dr. Lee,

About two weeks ago I forwarded a packet from Stan Jones, Program Director for Horticulture Technology, seeking to consult on the inclusion of several upper-division Geography courses in the proposed Bachelor of Applied Horticulture degree. Could you let me know whether you received the packet and, if so, when your department might be ready to respond? We are hoping to bring the degree forward to EPC in March, but, of course, we want to be sure that everyone has had adequate time to consider the proposal.

Please let me know if you have any questions, and thank you in advance for your consideration.

Kristen

Kristen M. Figg
Assistant Dean
Professor, English
Kent State University Salem Campus
2491 State Route 45 North
Salem OH 44460
330-332-0361
Fax 330-337-4122

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1/25/2008



May 7, 2007

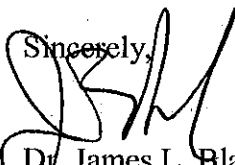
Dr. Jeff Nolte
Dean, Regional Campuses
Kent State University Salem Campus
2491 State Road 45 South
Salem, Ohio 44460

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

Cc:// Jerry Feezel, Dean, A&S
Mary Ann Haley, Assistant Dean, A&S

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Department of Biological Sciences
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-3613 • Fax: 330-672-3713 • <http://www.kent.edu/biology>

**Bachelor of Applied Horticulture
2009-2010**

DEVELOPMENTAL PRESCRIPTION COURSES

Determined by Basic Skills Assessment
(Check Required Courses)

Dept.	Course Number	Title	Credit Hours	Sem./Yr. Complete
<input type="checkbox"/>	ENG 11001	Intro. to Coll. Writing S (3)	3	_____
<input type="checkbox"/>	ENG 11002	College Writing I – Stretch (3)	6	_____
<input type="checkbox"/>	MATH 10031	Fundamentals of Math I	1	_____
<input type="checkbox"/>	MATH 10032	Fundamentals of Math II	1	_____
<input type="checkbox"/>	MATH 10033	Fundamentals of Math III	1	_____
<input type="checkbox"/>	MATH 10034	Fundamentals of Math IV	1	_____
<input type="checkbox"/>	MATH 10035	Fundamentals of Math V	1	_____
<input type="checkbox"/>	MATH 10036	Fundamentals of Math VI	1	_____
<input type="checkbox"/>	US 10003	Read. Strat. for Coll. Suc.	3	_____
<input type="checkbox"/>	US 10006	Study Strat. for Coll. Suc.	3	_____

1. US 10097 First Year Exp. FLASH Point 1 _____

LIBERAL EDUCATION REQUIREMENTS

2. Composition (6 hours)
ENG 11011 College Writing I 3 _____
ENG 21011 College Writing II 3 _____

3. Mathematics, Critical Reasoning (3-4 hours)
Select from the following
MATH 11009 Modeling Algebra (4) _____
MATH 11010 Algebra for Calculus(3) _____

4. Humanities and Fine Arts (9 hours)
Minimum one course from Humanities and one course from Fine Arts category required.
ARTH 22007 Art History II 3 _____
PHIL 21001* Introduction to Ethics 3 _____

5. Social Science (6 hours)
Courses must be selected from **two** curricular areas
GEOG 17064* Geography of US & Canada 3 _____

6. Basic Sciences (6-7 hours at least one laboratory course must be selected)
GEOL 21062 Environmental Geology 3 _____
CHEM 10030 Chemistry in Our World 3 _____
CHEM 10031 Chemistry in Our World Lab 1 _____

7. Additional LER's (6 hours)
COMM 15000 Intro. to Human Comm. 3 _____

Total Liberal Education Requirement Hours 37-38

NOTES

A minimum of 125 semester hours is required for graduation.
A cumulative grade point average of 2.00 is required for graduation.

*Diversity Course Domestic GEOG 17064

*Diversity Course Global PHIL 21001

†Writing Intensive course HORT 36025 (must be approved)

**Must choose one concentration from AAS in Horticulture degree: Urban Forestry, Landscape Design, Turfgrass Management.

***Courses in one foreign language or American Sign Language (ASL) or equivalent in proficiency required. This requirement may be fulfilled by one of the following two conditions: 1) passing the first two semesters of any foreign language or ASL or 2) passing a course at the Elementary II Level or above.

8. AAS in Horticulture(36 hours).
Attach program requirement sheet.

Date awarded _____ or 36 hours

Dept.	Course Number	Title	Credit Hours	Sem/ Yr. Cmpl	Grd 0-4	Qty Pts.
BSCI	16001	Horticultural Botany	3			
BSCI	26002	Ecolog. Princ. Pest Mgmt.	3			
BSCI	26003	Plant Ident. & Select. I	3			
BSCI	26004	Plant Ident. & Select. II	3			
GEOG	16001	Soil & Horticulture Mgmt.	3			
HORT	16001	Opportunities in Hort.	1			
HORT	26001	Occupat. Regs. & Safety	2			
HORT	26016	Irrigation Design & Mntce.	3			
HORT	26018	Landscape Construction	3			
Technical Concentration**			12			
			36			

9. Additional Major Requirements

BMRT	11000	Intro. to Business	3			
COMT	11000	Intro. to Comp. System	3			
GEOG	31070	Pop. & The Environment	3			
GEOG	37010	Geography of Ohio	3			
GEOL	41073	Geology of Ohio	3			
Foreign Languages***			4-8			
			19-23			

10. Upper Division Requirements

HORT	36092	Internship/Field Study	4			
HORT	36014	Plant Propagation	3			
HORT	36018	Landscape Construct. II	3			
HORT	36046	Landscape Design II	3			
HORT	36025†	Prof. Practice in Hort.	3			
HORT	46092	Practicum	3			
HORT	46014	Garden Ctr. & Nursery	3			
			22			

11. Upper Division Electives

			3			
			3			
Technical Elective choose two from			5-6			
HORT	36034	Sport Turf Mgmt. (3)				
HORT	41096	Individual Invest. (2-3)				
GEOG	31062	Fund. Of Meteorology (3)				
GEOG	31080	Geography of Wine (3)				
			11-12			

TOTAL REQUIREMENTS

125-131 GPA _____

Student Signature _____

Date _____

Advisor Signature _____

Date _____

DRAFT

Salem Campus Faculty Council
Meeting Agenda
January 24, 2008
11 a.m. in Room 117

Attendance: David Dees; Mary Lou Ferranto; Ramona Freeman; Deb Gallo; Lilith Kunkel; David Larwin; Lorene Martin; Beverly Mike-Nard; Doug Motry; Craig Paulenich; Bob Remedio; Steve Toepfer; Tsunghui Tu; Ed Villella; Jay Wootten

Ex officio: Dean Nolte, Assistant Dean Figg

Guests: Stan Jones, Henry Trenkelbach, Matthew Butts.

I. Call to Order:

Meeting was called to order by Jay Wootten at 11:00.

II. Approval of Agenda

Unanimous (Villella, Toepfer)

III. Approval of Minutes from 11/5/07 as corrected.

Unanimous (Larwin, Toepfer)

IV. Chair's Remarks

David Dees to represent us at Faculty Senate.

Faculty need to report absences on-line. Jay reminds that faculty must let Penny know (do not use voice mail) if they are absent. If Penny cannot be reached, talk to Kristen Figg or Brenda Hickman.

RCFAC meeting with Provost Frank

Provost Frank plans to consult widely about decisions being made regarding regional campuses. Discussion ensued regarding provost's decision to deny tenure to some KSU faculty. Joint Appeals Board recommendations were not accepted by the president.

Jay noted that the provost indicated that there should be separate criteria for regional campuses. He is urging departments to clarify their criteria (discovery, research, integration, teaching).

RCFAC also discussed faculty transfer between campuses. Involuntary transfer is covered in the CBA. However, faculty can apply for a voluntary transfer. The Executive Dean and the deans of both sending and receiving campuses as well as the FC on the receiving campus have to agree. If a position has been advertised, a regional campus faculty member needs to apply for it as would someone outside the system.

V. Dean's Remarks

Henry Trenkelbach will take on a greater role at Salem in the business office. Melissa Cope has left Salem to work at Kent.

Matthew Butts: We are very happy at this point with fund raising campaign for creating a health wing in the current gym. Goal is to have funding for the first phase (floor) of the project in place by May 2008. We have pledges and gifts in hand totaling \$351,000.00. Sixteen gifts have been received: \$200,000 is the largest gift thus far. We have 'pending

asks' in the amount of \$800,000. For the Florida trip: Karen Sebo is hosting an event Friday Feb. 22nd. There are many Kent State Salem friends and alumni in the Naples area. Dean Nolte and Mathew will travel for four days and have one-on-one meetings with prospective donors.

Matthew: [Regarding what are people saying about Kent State when asked for donations]: We have to dispel myths about state funds taking care of our needs, or funds that could be directed to this project from the Kent Campus. People want to know how this project will generate jobs in our area. Their affiliation with Kent State is not as strong as affiliation/interest with a particular campus. The committee members and faculty members who have worked hard in this effort are thanked.

Right now endowments for scholarships are set at 10,000 dollars, but at Kent the minimum is 25,000 dollars, and Salem's minimum will more than likely go up sometime during the next two years.

VI. Asst. Dean's Remarks

Faculty need to look at schedules for summer and fall now. It is important that faculty keep reviewing schedules to check: enrollment, honors, diversity, etc. (all of which was entered by hand, so minor corrections may be necessary). We still don't know how many rooms we will lose to construction. If any faculty have ideas about creative ways to relieve rooms for upcoming semesters, make it known (e.g. move a class to Friday or to the City Center).

City Center: The library has worked hard to get the appropriate equipment at the City Center and yes, there is equipment available. The computer lab is also running smoothly; the building is not yet wireless.

The Provost's email message about midterm grades: all faculty must submit midterm grades for all freshmen. There is no way to do midterm grades by hand, so if the window is missed, the grades cannot be submitted late. High schools require the midterm grade for post-secondary students. All freshmen need to know how they are doing in their courses. Program directors and lead faculty supervising adjunct faculty need to remind them to check email and submit midterm grades.

Faculty members are under contract one week before fall semester begins and one week after spring semester ends (which requires checking email). Advise the Assistant Dean's office of your whereabouts if you will be out of town so that you can be reached for questions about grades.

The new cohort for the medical billing certificate is working well. There are seven to nine students in each class. Larry Froehlich is in charge of those students.

Sue Wamsley has been granted a summer research award.

VII. Committee Reports

Travel—Doug Motry:

There has been discussion in the business office about possibly setting a ceiling amount for faculty travel requests. Other campuses set limits and faculty members pay out of pocket over the approved amount.

Deb: if we have a budgeted amount, as long as it is first come, first served, and the process is working, there is not a problem with the system. If we go over budget, then it should be looked at. I think our policy is good but we have to be fiscally responsible.

Craig: tenure track people who want to move upward must be able to travel to real conferences, rather than local.

Doug: The travel to conferences budget is not separated from travel within the university. The message is: we need to set an appropriate amount and then stick to that amount.
 Dean: The budget was surpassed by \$10,000. There were unexpected travel increases (mileage reimbursement allocated). The business office saw the override above the budget limit and was concerned.

David Dees reminded us that we can take advantage of poly com and save the time and the drive to Kent.

Undergraduate Research—Lilith Kunkel:

Be reminded to keep in touch for establishing actual dates for programs. The Undergrad research committee has added prizes to the mix to add interest. Donations from faculty will be accepted gladly. A jury will select award recipients.

VIII. New Horticulture Degree

Kristen: the degree is a 2 plus 2 degree. Although horticulture is the biology degree and part of arts & sciences, it is still a regional program. It has some components of other upper division courses. Discussion ensued about the importance and impact of this new degree. The program has over 90 percent approval in the industry. There are only two other degrees in the state, OSU and Cincinnati. Some students are thinking about getting a 2 year degree at Tri C and then transferring here. Our students are also interested in staying for a 4 year degree after they complete the 2 year. There is not a huge increase in salary but the baccalaureate opens job opportunities not available with associate degrees. Once the program flourishes, two additional faculty members will be needed: a specialist in turf management and geography professor.

Motion to endorse the new degree: unanimous (Paulenich, Dees).

IX. Other

X. Announcement: D. Dees re FPDC speaker

John Tagg, author of *The Learning Paradigm*, will speak in Kent Thursday February 31, 8:00 to 9:30 in the ballroom, and on Friday February 1 from 1:15 to 2:30 he will have a discussion with learning communities. There is a reception at 4:30. Tagg believes that higher education must move from a instructional paradigm to a learning paradigm. . David has some of Tagg's articles that he will share with interested faculty.

Bob Logan sent a memo to be read asking that the computer use survey be completed and returned.

XI. Adjournment:

Motion to adjourn at 12:10 (Vilella; Toepfer)

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 26-Mar-08 Curriculum Bulletin _____
 Effective Date Fall 2009 Approved by EPC _____

Department Graduate
 College NU - Nursing
 Degree ~~MSN - Master of Science in Nursing~~ **CER8**
 Program Name **Post Master's Adult Health Clinical Nurse Specialist** Program Code **C814**
 Concentration(s) Concentration(s) Code(s)
 Proposal ~~Revise Policy~~ **Program**

Description of proposal:

The intent of this proposal is to revise the courses for the Adult Clinical Nurse Specialist (CNS) post-master's certificate program to be consistent with the changes to the Adult Health CNS program.

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

Current total credit hours: 15 Proposed total credit hours 12



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

None

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

College of Nursing Master's Curriculum and Faculty committees.

REQUIRED ENDORSEMENTS

	<u>3/3/08</u>
Department Chair / School Director / Campus Dean	
	<u>4/2/08</u>
College Dean	
_____	<u> / / </u>
Executive Dean of Regional Campuses	
_____	<u> / / </u>
Senior Vice President for Academic Affairs and Provost	



INTEROFFICE MEMORANDUM

TO: Dr. Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum
Dr. Evelyn Goldsmith, Interim Associate Dean, Graduate Studies
Ms. Therese Tillett, Coordinator of Curriculum Services

FROM: Dr. Karen W. Budd, Director, Graduate Programs, College of Nursing

SUBJECT: Proposal for Course Revision for the Adult Health Clinical Nurse Specialist Program, Adult CNS Post Master's Certificate Program and Post Master's Education Certificate Program

DATE: March 31, 2008

CC: EPC File

On recommendation of the College of Nursing Master's Curriculum Committee and approval of the faculty, we submit this proposal to revise the Adult Health Clinical Nurse Specialist Post Master's Certificate Program. Enclosed are the proposal summary, CCP, catalog copy, and full-time program plan (Graduation Requirement Sheet) to revise the certificate program.

We request this item be placed on the Agenda for the April 28, 2008, EPC meeting.

Please contact me with any questions.

/alw

Enclosures

February 17, 2008

Title: Revision of Adult Health Clinical Nurse Specialist Post Master's Certificate Program

Subject Specifications:

The intent of this proposal is to revise the courses for the Adult Clinical Nurse Specialist (CNS) post-master's certificate program to be consistent with the changes to the Adult Health CNS program.

Background Information:

Currently the clinical requirement for the Clinical Nurse Specialist (CNS) post master's certificate program includes NURS60053 [Clinical Intervention/ Physiological Health], NURS6056 [Adult Health Nursing Intervention/Psychosocial Health], and NURS60342 [Clinical Specialist /Adult Nursing]. The content in these courses are being revised and the delivery changed to a web format. The addition of the three new courses, CNS I, CNS II, and CNS III for the required CNS clinical core will change the required hours from 15 semester hours to 12 hours and will qualify students to sit for professional certification examinations (e.g. ANCC).

Specifically, the proposal involves substituting the newly approved CNS I, CNS II, and CNS III for NURS60053 [Clinical Intervention/ Physiological Health], NURS6056 [Adult Health Nursing Intervention/Psychosocial Health], and NURS60342 [Clinical Specialist /Adult Nursing]. Conversion of the courses to web-based delivery will better meet the needs of students for asynchronous learning experiences, and is congruent with the course delivery method of most of the foundational courses for the program, already offered in web-delivered format. Both the reduction in total program credit hours and conversion to web-based delivery will increase marketability of the program.

Alternatives and Consequences: There is no alternative program within the Kent State University System. Nationally, there is a need for CNSs and the demand is growing. It is anticipated that this curricular change will increase enrollment in the CNS PM Certificate program.

Certification of Curriculum Proposal (attached)

Timetable and Actions Required:
Presentation to and approval by:

College of Nursing Masters Curriculum Committee
 College of Nursing Faculty
 University Educational Policy Council

February, 2008
 February, 2008
 April, 2008

Graduate requirement sheet**Nursing of the Adult – Clinical Nurse Specialist Post-Master's Certificate**

Year 1		Course	Credit
Prerequisites: Master of Science in Nursing and ..			
	N60045	Pathophysiology *	3
	N60441	Pharmacology*	3
	N60041	Advanced Physical Assessment*	3
Total			9
Spring	N60000	CNS I	4
Total			4
Year 2			
Fall	N60023	CNS II	4
Total			4
Spring	N60035	CNS III	4
Total			4
Total Hours if prerequisites met			12
Total Hours if prerequisites not met			21

*Prerequisites

Assessment Plan (AQIP)

Student outcomes for the program include:

1. Provides expert, evidence-based, advanced nursing care to patients, family, groups, or population to positively affect delivery of care across the full continuum of care in area of specialty.
2. Leads nursing and interdisciplinary groups in implementing innovative, cost-effective programs across the full continuum of care.
3. Enhances workplace environment for nursing staff through improvements in safety and quality of patient/client care and outcomes, and system-level improvements.
4. Functions as a change agent, leader and collaborator at the patient, nursing, and system level, and achieves therapeutic cost-effective outcomes which influence policy and regulation development.
5. Functions in the CNS role as a self-reflective culturally competent and ethical professional.

List and Describe the Appropriate Methods that will be used to assess how well students are Meeting the Outcomes.

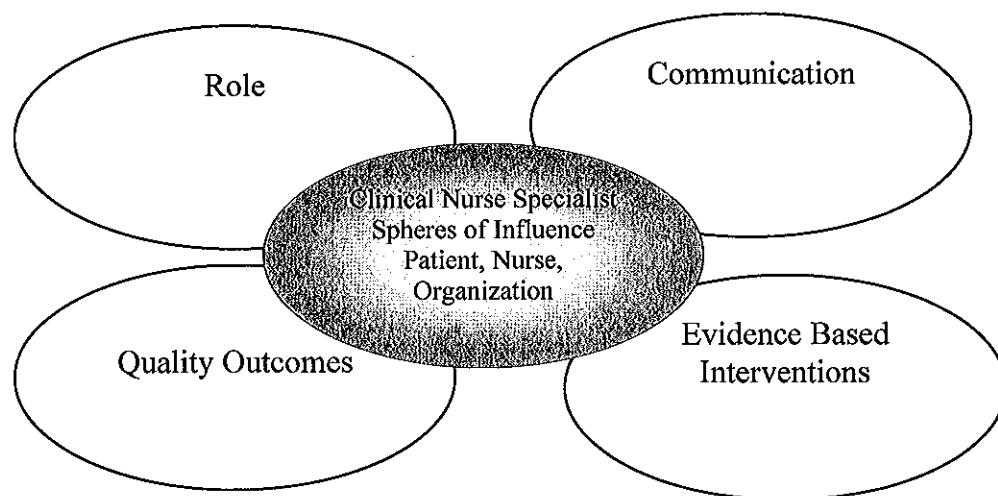
1. All students will be required to complete written assessments of patients based on course content.
2. Clinical papers will be required in the three courses.
3. Clinical evaluation will be carried out by faculty preceptors, with input from clinical preceptors in each clinical course, using a written clinical evaluation tool and direct observation of student and indirect evaluation through review of written documents.
4. Clinical experiences will be tracked using a data-based electronic record.

Include a Timeline for Implementation of the Assessment Plan

1. Data from clinical preceptors, faculty, and student self-evaluations will be analyzed at the end of each semester, starting in the spring, 2009.
2. Testing data from the National Certification agencies will be monitored for pass rates.
3. Post graduation evaluation surveys (e.g. EBI) will be distributed and data collection compiled by the Graduate Program Director and reviewed by the CNS faculty.
4. The program will be evaluated annually for strengths and weaknesses.

The curricular concepts of the adult health clinical nurse specialist are depicted in Figure 1. These concepts provide the underpinnings for the 3 proposed web courses.

Figure 1 Curricular Concepts of Adult Health Clinical Nurse Specialist



Catalog information

CNS I

This 4 credit hour course is comprised of 3 didactic content hours per week and a clinical practicum of 7 hours per week. This course introduces students to the Clinical Nurse Specialist (CNS) role in a specialty area (identified as a population, type of problem, setting, type of care, or disease/pathology/medical specialty) with an emphasis on the patient sphere. Students have the opportunity to apply and evaluate theory and research in advanced assessment, pathophysiological processes, evidence-based interventions for disease management, and principles of teaching and coaching across the continuum of adult healthcare settings. The focus of the course is on acquiring advanced knowledge in patient diagnosis, management, and treatment in a specialized area. Emphasis is on identification and management of symptoms, functional problems, and risk behaviors commonly encountered in practice. Students select benchmarks and apply clinical measurement strategies in identifying achievement of clinical outcomes.

CNS II

This 4 credit hour course is comprised of 2 didactic content hours per week and a clinical practicum of 14 hours per week. This course further develops the CNS role with an emphasis on nursing and organizational spheres. Students use system-level thinking to identify and address nursing practice and organizational problems across the continuum of adult health settings. Essential core content includes research and scientific innovations, nurse sensitive outcomes, change theory, collaborative practice, technology and cost effectiveness. The focus of the course is on developing solutions to problems identified in nursing and organizational spheres.

CNS III

This course is comprised of 2 didactic content hours per week and a clinical practicum of 14 hours per week. This course provides the CNS student the opportunity to apply previously acquired knowledge in advanced nursing practice in the patient and nurse spheres with special emphasis on the organizational sphere in their clinical focus area. The focus of the course is on role transition, clinical expertise, application and synthesis.

Eligible Applicants Eligible students are nurses who have *already* completed an advanced practice master's degree in nursing. (At this time, the logistics and pedagogy of existing programs inside and outside the College of Nursing at KSU prevent students from taking this Adult Health CNS Certificate concurrently with their current master's program.) Students entering this certificate program must evidence a minimum grade point average of 3.0 in their Master's program for eligibility in the Certificate program.

Hours Required This AHCNS Certificate requires **15 semester credit hours** of courses, which includes 500 clinical practice hours in their specialty. The AHCNS Certificate will qualify students to sit for professional national certification examinations.

Courses The AHCNS Certificate requires certain pre-requisite courses or their equivalent before beginning the program. Because almost all nursing graduate programs teach these pre-requisite courses with any related clinical practice hours, it is expected that incoming students will have had the pre requisite courses from their earlier programs or that they will take the courses as pre-requisites at Kent State University. The required core content of the Certificate is 15 semester credit hours distributed across three courses. Table 1 below indicates the pre-requisite and required courses in the AHCNS Certificate.

REQUIREMENT SHEET:

ADULT HEALTH CLINICAL NURSE SPECIALIST CERTIFICATE: 15 Credit Hours in three required courses

Pre-requisite or Required	Course	Semester Credit Hours
Pre-requisite	Graduate level Physiology of the Adult	As taken
Pre-requisite	Advanced Physical Assessment of the Adult	As taken
Required	NURS 60053 Clinical Intervention: Physiological Health	5
Required	NURS 60056 Adult Health Nursing Intervention/Psychosocial Health	5
Required	*NURS 60342 Role Practicum Adult Health Clinical Nurse Specialist	5

*CCP and BDS revising credit hours and course title attached.

*Requirements
at time of
establishment (2005)*

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **28-Feb-07**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **BMRT College of Technology**
 College **CT-Technology Regional Campuses**
 Degree **CER1 - Certificate <1 year**
 Program Name **Industrial Security** Program Code **C138**
 Concentration(s) _____ Concentration(s) Code(s) _____
 Proposal **Establish Program** **TR-CER1-C138 (Banner)**

Description of proposal:

The proposal is to create a new certificate in Industrial Security and six new courses for use in the certificate. *Trumbull campus; assoc. degree required*

Does proposed revision change program's total credit hours? ☐ Yes ☒ NoIf yes, current total credit hours **21** 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)

There will be no need to expand staff or facilities. The certificate should meet an industry need and enrollment should grow. Student placement should improve since there is a great need for people in this field.

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

BMRT Curriculum Committee, CoT Applied Business Faculty, CoT Curriculum Committee, Trumbull Campus Faculty

REQUIRED ENDORSEMENTS

Wanda Thomas
 Department Chair / School Director / Campus Dean *See attached for Approval from Wanda Thomas*

Wanda Thomas
 College Dean

Shirley J. Barton
 Executive Dean of Regional Campuses

Provost

3/20/2007
3/20/2007
4/14/08



Regional Campuses

Interdepartmental Correspondence

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

FROM: Shirley J. Barton, Executive Dean, Regional Campuses *SJB*

DATE: April 11, 2008

SUBJECT: CURRICULAR PROPOSAL

The Associate of Applied Business, Business Management faculty requests approval of a new Industrial Security certificate. The certificate has been reviewed and approved by the Trumbull Campus faculty, the Applied Business faculty, and the College of Technology Curricular Committee.

The Industrial Security certificate addresses the need for trained individuals who are charged with ensuring a secure work environment within an organization. This certificate is intended for students who: 1) have completed an associate (or higher) degree, 2) are a junior or senior standing in the B.S. Technology 2+2 degree, or 3) have received express permission of an Associate of Applied Business, Business Management Technology faculty member.

The proposed certificate carries out the the regional campus mission of "...delivering area-specific technical education and training to the community while delivering programs that enhance business and employment opportunities in a time of economic transition." Students who complete the certificate requirements will be better prepared for job advancement.

I now request this proposal be placed on the EPC Agenda for April, 2008. Please let me know if any additional information is needed for consideration by EPC.

SJB/vmc

Enclosure

COURIE, VANESSA

From: SEACHRIST, DENISE
Sent: Wednesday, April 09, 2008 10:58 AM
To: MARINO, JOHN
Subject: RE: certificate program.

Thanks, John. -- Denise

Denise A. Seachrist, Ph.D.
Interim Dean, Academic and Student Services
Regional Campuses
Kent State University
330-672-2286

From: MARINO, JOHN
Sent: Tuesday, April 08, 2008 3:39 PM
To: SEACHRIST, DENISE
Cc: MARINO, JOHN
Subject: FW: certificate program.

Hi Denise,

Below is Wanda Thomas's approval of the Industrial Security Certificate for insertion in the EPC approval package. I put in campus mail today two copies of the revised proposal and certificate. Let me know if anything else needs accomplished.

Thanks for your help.

Best,
JM

From: THOMAS, WANDA
Sent: Monday, March 31, 2008 5:44 PM
To: MARINO, JOHN
Subject: certificate program.

John, Thanks you for providing a copy of the Industrial Security Certificate proposal. I know that you have been seeking approval for some time. **I support the addition of this certificate and am glad that this program can be marketed once you have final approval.** Even without prior marketing, it appears that you have been able to offer these courses.

Although minor, the program sheet under the heading of Admission, line two has a typo- change mush to must. I was a bit confused at the statement that students would be required to take COMPASS, but the admission requirement was an associate degree or higher or junior level status. These students would have taken COMPASS at the time of admission to KSU.

I believe your memo states that the BMRT subcommittee approved the certificate fall 2006, but your attached email indicates it was approved September 2007. Is it possible that the College of Technology CC approved the certificate in September 2006 before the subcommittee? I know it is difficult to keep track of all of these approvals, just don't want it to come up at EPC or Shirley.

Good job!

Dean
KSU Trumbull Campus
330-675-8821
wthomas4@kent.edu

4/9/2008

PROPOSAL SUMMARY CERTIFICATE INDUSTRIAL SECURITY

SUBJECT SPECIFICATION:

This proposal requests approval to offer a certificate in Industrial Security on the Trumbull Campus and on other Regional campuses as needed. The certificate is twenty-one credit hours. All course work applies to the Bachelor of Science in Technology degree. Individual courses may be used as electives in the Associate of Applied Business degree or other programs as appropriate.

BACKGROUND INFORMATION:

Description. Since 2001, Industrial Security courses have been offered as Special Topics classes on the Trumbull Campus. During spring 2007, seven courses were added to the course inventory of the College of Technology. Enrollment has been 8-20 students each term depending upon the level of promotion and student programmatic need. These courses have been offered only on Saturdays during spring and fall terms.

The certificate courses have been taught by adjunct faculty with master's degrees and significant industrial security course work, training and practical executive-level experience. These courses are entry level, practical content courses thus the only prerequisite is an associate or higher degree, junior or senior standing, or in compelling situations permission. All courses and the certificate are overseen by a resident BMRT faculty member.

There is no need for additional facilities. A small investment in periodicals, technical equipment and computer software not to exceed \$2000 will be needed in the near future.

As the program grows and expands, the certificate can be further developed into a degree program that will require a full-time faculty member.

Rationale. Industrial Security has been identified as a high growth industry. There is a local, regional and national need for trained practitioners. These courses and proposed certificate will qualify the Bachelor of Science in Technology graduate or holder of the certificate for employment in this dynamic field. There is no other program of study offered within the University to address the industrial security need. There is no other institution offering this certificate in the market area of Trumbull Campus.

Effect. There will be no need to expand staff or facilities. The addition of the proposed certificate will allow the course offerings to be expanded. It will also be possible to offer the courses to both day and evening students. The Trumbull Campus will be able to advise the certificate candidate and work toward increased enrollment and retention.

Impact. There is great potential for regional program publicity, increased industry awareness, enrollment growth, retention of current students and an increased graduation and placement rate.

PROGRAM ASSESSMENT:

Courses and content of the certificate will be reviewed yearly by the full-time faculty advisor and those teaching the courses. The reviews will be in accordance with curriculum recommendations proposed by ASIS International. ASIS International is the preeminent organization for security professionals.

ALTERNATIVE AND CONSEQUENCES:

All courses have been offered regularly and are on the Course Inventory of the College of Technology. Denial of the proposed certificate will deny the opportunity to those students who desire career options in industrial security. The identified local, regional and national need will not be addressed. Kent State University may possibly lose students to other institutions, including public, private and proprietary who are aware of the need for advanced education and credentials needed in the field of industrial security.

SPECIFIC RECOMMENDATION AND JUSTIFICATION:

The recommendation is to approve the Certificate in Industrial Security. The proposed certificate was approved by the Trumbull Campus FAC December 1, 2006. The BMRT Curriculum Subcommittee approved the certificate fall 2006. The College of Technology Curriculum Committee approved the proposed certificate on September 6, 2006. The justification is the local, regional and the national need for industrial security course work and credentialing.

TIMETABLE AND ACTIONS REQUIRED:

Certificate approval will allow courses to be continued in the Saturday program and be expanded to day and evening programs. Approval of the certificate will allow Trumbull Campus to publicize the certificate to the local market area immediately.

Attachments:

1. Proposed Certificate in Industrial Security
2. Inter-university correspondence

KENT STATE UNIVERSITY REGIONAL CAMPUSES CERTIFICATE INDUSTRIAL SECURITY

NAME: _____ **SSN:** _____ **CAMPUS** _____

Purpose: As large businesses become more global and small business become more diverse, the need for industrial security education increases. The certificate in Industrial Security addresses the needs of individuals who manage businesses as well as those who want increased knowledge of industrial security. This certificate program addresses the needs of individuals currently charged with ensuring a secure work environment within their organization.

All coursework in the program will apply to the Bachelor of Science in Technology at Kent State University. These courses may be used as electives in the Associate of Applied Business degree.

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 of the certificate's curriculum at Kent State University.

Prerequisites: Students must satisfy one of the following: a) associate degree graduate or higher, b) junior level or above, c) permission of Applied Business Technology faculty advisor.

Graduation: Students must pass each course with a minimum "C" grade to receive the certificate. The courses marked with an asterisk may be completed via credit by examination. Course substitutions and exceptions are allowed only upon the recommendation of a full-time Applied Business Management faculty advisor. The certificate can be awarded prior to completing the B.S. in Technology.

Courses:	Course No.	Course Title	Credits	Semester	Grade
	TECH 36410	Security for Business Students	3	_____	_____
	TECH 36318	Survey of Information Security, Internet Fraud and Computer Forensics	3	_____	_____
	TECH 36420	Physical Security	3	_____	_____
	TECH 36430	Security Management	3	_____	_____
	*TECH 36440	Security Investigation	3	_____	_____
	*TECH 46410	Crisis and Disaster Management Planning	3	_____	_____
	*TECH 46420	Legal Issues in Security	3	_____	_____
Total Credit Hours			21		

Student Signature

Date

Advisor Signature

Date

Registrar Signature

Date

Dean Signature

Date

Certificate Program Enrollment Approved Effective _____ (Semester/year)

Subject: Re: Industrial Security Courses
To: marinoj@trumbull.kent.edu
Copies to: Marinoj@trumbull.kent.edu,
Rsines@kent.edu
From: MARK COLVIN <mcolvin1@kent.edu>
Date sent: Thu, 21 Sep 2006 17:11:24 -0400

Dear John,

I approve of the courses. I agree with Drs. Merryman and Gregory that there is no encroachment on Justice Studies. At some point in the future as we look at developing homeland security courses, I would be interested in consulting with you about cross-listing courses.

Thanks for soliciting my input.

Mark

Mark Colvin, Ph.D.
Professor and Chair
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
E-mail: mcolvin1@kent.edu

marinoj@trumbull.kent.edu

To
09/21/2006 02:24 PM MColvin1@kent.edu,

Rsines@kent.edu
cc Marinoj@trumbull.kent.edu
Subject Industrial Security
Courses

MARINO, JOHN

From: Villella, Edward
To: MARINO, JOHN
Cc:
Subject: RE: Approval of Industrial Security Certificate
Attachments:

Sent: Wed 3/26/2008 1:00 PM

John,

I've reviewed my notes and indeed confirm that the BMRT Curriculum Subcommittee did approve the Industrial Security Certificate back in September 2007.

Ed

From: MARINO, JOHN
Sent: Tuesday, March 25, 2008 4:18 PM
To: Villella, Edward
Cc: SEACHRIST, DENISE
Subject: Approval of Industrial Security Certificate

Ed,

As you were the BMRT Curriculum Committee during SY 06/07. To complete the paperwork needed to move the Certificate in Industrial Security forward I will need an email from you, as chair at that time, stating the approval by the BMRT Curriculum Committee. The certificate was discussed at the 9-26-06 meeting. I do not have the minutes but do have the agenda and my notes where we discussed and approved the courses and certificate.

Thanks for your prompt attention to my request.

JMarino

MARINO, JOHN

From: CIUBA, GARY
To: MARINO, JOHN; HE, MIN
Cc:
Subject: RE: Documentation/email
Attachments:

Sent: Wed 3/26/2008 2:32 PM

John,

At the December 1, 2006 Trumbull Campus Faculty Council meeting the Certificate in Industrial Security was discussed. The Council unanimously voted to endorse the creation of such a certificate. The Academic Affairs Committee had earlier also unanimously voted to endorse it.

I hope that this note helps you to move the certificate program toward its realization. Please let me know if you need any more information about this issue.

Best,

Gary Ciuba

Chair, Academic Affairs Committee

From: MARINO, JOHN
Sent: Wednesday, March 26, 2008 11:40 AM
To: CIUBA, GARY; HE, MIN
Cc: MARINO, JOHN
Subject: Documentation/email

Min and Gary,

To gain approval for the Certificate in Industrial Security RC needs an email from you as Chairs of approving committees.

AAC discussed the certificate early fall 2005. TCFAC was informed with no concern during the fall term 2005. I do not need minutes, only an email to me stating that the certificate was discussed and approved.

BMRT and the College committees had approved the certificate during fall, 2006 and the only

documents now needed are your emails. Thanks for providing me with the needed emails.

Best,

JM

DRAFT DRAFT DRAFT

COLLEGE OF TECHNOLOGY
COLLEGE CURRICULUM COMMITTEE
MARCH 9, 2007

PRESENT: Prof. Gunning, Prof. Marino, Prof. Dragomier, Dr. Fitzsimmons, Prof. Mathur, Prof. Neuman, Dr. Villella, Dr. Boyd, Dr. Ramey, Prof. Griswold, Pro. Ralph Smith

- Approved minutes of September 26, 2006 meeting as corrected
- Approved the Certificate of Industrial Security and the proposed six new courses with changes as discussed
- Approved Allied Health Associate Degree as submitted
- Approved ITAP proposal as submitted
- Approved COMT proposal with recommended changes
- Tabled discussion on adding COMT courses to BS in Tech 2+2 General Option
- Approved motion that ABT Coordinator discuss NAIT required approval of course with ABT faculty and communicate with the appropriate group.
- Approved Trumbull Campus Tech Prep Validation proposal as submitted
- Approved recommendation that the CAC chair get load lift

Mr. Remedio stated that this may be his last semester as Chair since this semester marks the end of his two year appointment. He distributed a checklist on curriculum proposals and specified the new Provost website that should be used for curricular issues.

Minutes of September 26, 2006

Dr. Villella made a motion to accept the minutes as submitted, second by Prof. Neuman. Dr. Boyd stated that there is a correction needed on the last paragraph of the last page; it should read Dr. **Boyd** not Dr. Body. Also, in the second paragraph on page 3, it should read EPC, not EPA.

Dr. Villella revised his motion to accept the minutes as corrected, second by Prof. Neuman. Motion passed by a unanimous vote.

Industrial Security

Dr. Villella stated that this agenda item was reviewed by the BMRT curricular group and that several of the courses have been taught at Trumbull Campus for three or more years. He added that the proposal contains six courses and a certificate and that the comments brought up by Prof. Dragomier are minor details that need to be addressed. He said that conceptually the BMRT group is in agreement with the certificate and the courses being proposed.

Prof. Marino provided extensive documents that have been done to support the development of the certificate and the necessary coursework. He stated that the genesis for this program goes back to 9/11 when he was contacted by the Army concerning problems of returning service members looking to come back and get their jobs back. There is a significant need for training in industrial security and courses have been taught consistently since 2001. At that time Dr. Book expressed interest in new programs and granted a stipend to put together this program.

Prof. Neuman asked if the certificate would be available at any regional campus. Prof. Marino replied that they could be taught at any campus. Prof. Neuman stated that TECH 36318 is also used by the ACTT group in the fraud examination sequence. She suggested he coordinate the scheduling of that course with other campuses when that course is offered which could increase the enrollment numbers.

Prof. Dragomier stated that he had no objection to the certificate or the content but rather to structural issues. One item is that on certificate advisory sheet TECH 36420 is listed as a pre-requisite for the other courses, but it is not listed on the BDS for those courses. He added that he was not questioning the logic of the pre-requisite but wanted to be sure that if it is to be a pre-requisite it has to be listed on the other courses. Prof. Marino replied that it would either be removed as a pre-requisite or properly listed on the appropriate BDS sheets.

Prof. Dragomier pointed out that an associate degree is listed as a pre-requisite which cannot be done. Prof. Marino said that was going to be changed to Junior standing for 30000 level courses and Senior standing for 40000 level courses.

Prof. Dragomier stated that a recent email from Dr. Ormiston dealt with pre-requisite issue for Banner including the need to list a specific number of hours and the fact that some pre-requisites are only offered at regional campuses. A discussion was held on what pre-requisites need to be changed

Prof. Marino said permission is listed as a pre-requisite because there is market that will have the equivalent experience, but not necessarily a specific course. Prof. Dragomier stated that the problem is not in recognizing the background of the student but that NAIT does not want permission listed as a pre-requisite.

Dr. Villella stated that the information states a student needs a maximum of C when it should probably be minimum of C. He also suggested the faculty be listed as full-time Business or BMRT or TECH faculty. Prof. Mathur suggested faculty be listed as ABT faculty. Prof. Marino agreed that would be a good change.

Dr. Villella stated that Prof. Dragomier had also suggested that the option of Credit by Exam (CBE) be listed on the syllabi. Prof. Neuman disagreed because the enrolled students would not be the market for CBE. Prof. Dragomier stated that a student might start the class, review the syllabus, and determine they could take the CBE for the credit. Prof. Neuman stated that it should be faculty choice whether or not to list the CBE on the syllabus. Prof. Dragomier replied that NAIT wants everything listed on the syllabus. Prof. Marino asked for a copy of the shell of a NAIT approved syllabus and then the developed syllabi could be revised to meet those requirements. Prof. Dragomier said he could send the format to Prof. Marino.

Dr. Villella asked whether if the courses were lecture or lab courses because the OBR code needs to be correctly identified on the BDS. Prof. Neuman stated that some fields on the BDS were completed by the Provost's office. Dr. Boyd stated that the Course Fee, LER Status, Writing Intensive, and Diversity blanks are completed by the Provost. Dr. Villella stated that the activity type needs to be listed. Dr. Boyd said that since the courses all list 45 contact hours they would be lecture courses.

Dr. Boyd stated that he had a couple of questions. He asked if TECH 36410, Security for Business Students, would require a non-encroachment from Business. He added that the title implies this might be something Business students would be interested in taking. Prof. Smith stated that when the courses were developed they looked at the agency that does the accreditation and aligned with their titles. Dr. Boyd expressed concern that Business will have a problem with the course title. Prof. Marino said he would contact Liz and make sure there is no problem.

Dr. Boyd suggested that Prof. Marino review the title abbreviations because some of them will not need to be abbreviated. He also asked about the January 11, 2007 letter to Prof. Ward that the courses will be writing intensive and questioned whether they could really be classified as writing intensive. Prof. Marino replied that there was a misunderstanding and that the language will be changed.

Prof. Mathur questioned the use of the ABCD grading scale and asked if the new +/- scale is to be used. Prof. Marino said that information is listed on the syllabus and will not go to the EPC. Prof. Gunning spoke with Therese Tillett who stated the plus/minus grading system is optional.

Dr. Villella made a motion to accept the proposal put forth for the Certificate in Industrial Security and the accompanying six courses with the changes as discussed, second by Prof. Mathur. Motion passed by unanimous vote.

Allied Health

Prof. Neuman made a motion to approve the Allied Health Associate Degree, second by Prof. Mathur.

Prof. Neuman stated that the background for this proposal is that the ABT faculty has reviewed the curriculum as well as several subcommittees. She added that this is a community driven project with an allied health group from Trumbull and Mahoning counties as well as St. Elizabeth Hospital. The program is for individuals who hold a certificate but are moving into management and will be taking on supervisory roles. Prof. Neuman stated that the information submitted surveys from employers and employees and that the paperwork and supporting documents have been sent to OBR. She asked for the support of the CCC so the proposal could go before the EPC.

Prof. Dragomier asked how they will take a certificate and put it with other courses to earn an associate degree. Prof. Neuman replied that the group wanted to recognize the wide variety of certificates held by individuals who would be

attracted to this degree. She stated that the proposal suggests a maximum of 27 hours will transfer. This means that if an individual holds a certificate that only comes to 15 hours they must take additional hours to come up to the 27. She added that there are no new courses in the program.

Prof. Neuman added that it would be the ABT Coordinator who would determine the number of hours allowed to translate from a certificate to the associate degree. It will be a department decision rather than a campus decision. Prof. Remedio asked if a student only has 10 certificate hours will the 17 additional hours they need have to be in the health field. Prof. Neuman replied that they will be looking for applied business, not health hours. If they want more health hours they would go elsewhere, they will want this degree because they are looking for supervisory courses. She added that the program will be very advising intensive. Dr. Fitzsimmons stated that the new Facility Planning course might work for someone looking for hours. Prof. Dragomier said that a course should be included on customer service. Dr. Villella stated that there is a 30000 level customer service course.

Dr. Villella asked if Prof. Neuman would consider putting a TECH course into the program. Prof. Neuman replied that they would consider that. She added that it would be impossible to list all the possible courses in the catalog because not everyone is going to come in with 27 hours in the certificate. She stated that this is another reason that advising is going to be very important.

Dr. Villella stated that the form should indicate the BMRT group was consulted and that it should read Trumbull Business Advisory Board. Prof. Neuman said she would go over every line with LNC again before the final submission.

Dr. Ramey asked if Prof. Neuman had reviewed the proposal with Lincoln. Prof. Neuman replied that she had been working with Lincoln since October. Dr. Ramey asked if they had expressed concern about the loose 27 hours since a student would have to declare their requirement sheet so it can be approved and they can move forward. Prof. Neuman stated that OBR says the student will have already earned the certificate before they are admitted; they do not come in while they are working on a certificate.

Prof. Griswold asked who determines the number of hours in a certificate. Prof. Remedio replied that it would be the Division Coordinator. Prof. Neuman added that the certificate must be state accredited.

The motion to approve the Allied Health Associate Degree was passed by unanimous vote.

ITAP

Dr. Ramey made a motion to eliminate the ITAP sub-majors as proposed, second by Prof. Dragomier.

Dr. Ramey stated that the Medical Billing ATS and the Medical Billing Certificate which is embedded within the ATS requires students to take ITAP 26651. She is asking that HED 14020, Medical Terminology, be listed as an option to ITAP 26651. The ITAP course is only offered in the Fall so students who start the program in the Spring have to substitute and this change will help students through the process and eliminate paperwork.

Motion passed by unanimous vote.

COMT

Prof. Dragomier made a motion to consider the COMT proposal as submitted, second by Prof. Gunning.

Prof. Remedio stated that COMT 11006 is a change of pre-requisite and schedule type; COMT 12000 is a pre-requisite change, schedule change and abbreviation change. He added that students do not need the listed pre-requisite so it was decided to remove it and the COMT group has found that the lecture format is fine to deliver the course because students can do lab work at home or in a general lab.

Prof. Remedio said that COMT 11009 has changes in the content outline. Prof. Dragomier stated that content outline changes only need the approval of this group; they do not have to go to EPC.

Prof. Mathur asked why COMT 11006 is listed as a lecture but has lab hours listed in the content. He added that he believes all computer courses should be lab oriented. Prof. Remedio replied that they have found that "lab" has different meanings. He added that in the old days a course would have a separate lab and the students just did lab things there. Prof. Dragomier interjected that the expectation today is that the students will have their own computer or access

to a computer. He suggested the addition of a statement that access to a home computer or a campus computer lab since it currently reads that there is no lab but there is an expectation that the student will need to work on a computer. Prof. Neuman stated that a student should know that. Prof. Dragomier replied that students in one of his classes receive a copy of software and he has had students come to him to say they do not have a computer to use. He added that unless the University provides computers to students we cannot make the assumption that everyone will have a personal computer on which to work.

Dr. Ramey suggested revising the wording to read 3 hours of lecture with open lab. It was also suggested to revise the description to include the information that access to a computer is required.

Prof. Dragomier stated that the College may want to consider sending out a letter to our incoming students to recommend the system they need and to advise them that there are computer labs on campus but that they may not always be available at their convenience.

Prof. Neuman asked if the Chair could check with someone about the wording that should be used in this situation. If we add it to one course will students assume they will not need computers for the courses without that wording? The other option might be to add the wording below the degree rather than on the BDS for every course. Prof. Remedio stated that they would remove the lab oriented phrase.

Prof. Remedio stated that TECH 36350, Programming Office Product Applications, is a new course developed by COMT to do more with Microsoft Office Suite. Prof. Neuman pointed out that permission is again listed as a prerequisite. Prof. Dragomier asked if a new course is necessary since there is already a course call VB Programming for Engineering. He stated that the content appears to be the same with the exception of the focus on office function rather than engineering solutions. Prof. Remedio replied that the proposed course is a lot different than the VB course. Prof. Boyd added that this course looks at different things and he sees enough difference to justify the new course.

Dr. Villella asked if permission would work in Banner as a prerequisite. Prof. Gunning contacted Therese Tillett who said "and permission" can be used.

Prof. Remedio said he would remove permission as a prerequisite for TECH 36350 and will remove "hands-on" from the catalog description.

Prof. Dragomier stated that TECH 46340, Database Design and Implementation is listed as a writing intensive course on the CCP and it is shown as being cross-listed. Dr. Boyd replied that all boxes but the last five must be checked for new courses. It simply indicates that it is a new course and you need to look further to determine how it is applied. Prof. Dragomier asked if a non-encroachment letter was granted for this course. Prof. Remedio replied that one is included in the package. He added that he would remove the writing intensive and diversity indicators.

Prof. Dragomier asked how the CCC knows that discussed changes are made before the information is submitted to the Dean and EPC. Prof. Remedio replied that he sees all the changes and a copy is kept in the College office. Prof. Dragomier added that tracking changes has been a problem in the past.

Motion to accept COMT proposal with recommended changes was passed by unanimous vote.

Dr. Fitzsimmons mentioned that Dr. Boyd has set up a Vista site for the AS&T which allows changes to be posted which means that a valid version exists for historical purposes. Dr. Boyd added that it takes some work to set up and maintain but that it has been very helpful because anyone in the AS&T division can go on Vista and review all the minutes. Prof. Dragomier added that this is the kind of stuff we teach and yet we do not practice it.

BS in TECH 2+2

Prof. Remedio stated that there is an area of general electives in this degree where students can take management concept and practice courses. The COMT group would like to add some COMT courses into this area. Prof. Neuman stated that she discovered this issue last summer and spoke to Will Ward about it. He said that the ABT was going to bring a proposal for all the ABT courses that could be issued rather than each curricular group requesting their specific courses be added. Prof. Neuman requested the proposal be tabled so ACTT and BMRT courses could be added to the proposal.

Dr. Boyd stated that this proposal should go through BS Tech because it directly affects the curricular group for the degree and it should be reviewed by the AS&T. He added that he, as AS&T Coordinator, must justify to NAIT the courses that are counted as management courses in the BS Tech degree. He said if these courses are added it could jeopardize the NAIT accreditation. He expressed concern that the courses suggested are not management courses because NAIT has a list of courses that NAIT recognizes as management courses. Dr. Boyd stated that it is not an issue of the courses being good or bad but can they be justified to NAIT.

Prof. Neuman made a motion to table the proposal until it can be presented as a division issue, second by Dr. Fitzsimmons. Prof. Neuman said that what she hears is that the management concept and practices course must meet specific NAIT requirement. Prof. Dragomier stated that the AS&T went through the 2+2 courses and those that met NAIT requirements were listed.

Prof. Remedio stated that this appears to be a process problem since the ABT wants to go along with NAIT but we are not accredited by NAIT. It would be nice if someone could have looked this over for NAIT approval before the proposal got to this point. Dr. Boyd stated that the group would be the BS in Tech faculty. Prof. Remedio asked if Dr. Boyd would then bring it to CCC, Dr. Boyd replied yes. Prof. Remedio stated that AS&T does not have the motivation to develop this proposal, but ABT cannot bring it because it has to be reviewed by NAIT people. Dr. Boyd replied that it needs to be reviewed by BS Tech faculty and added that the intention is not to block the proposal but there is concern because it could really jeopardize the NAIT accreditation. Prof. Dragomier stated that anything that is being considered that will affect the BS Tech must be reviewed by them. Prof. Remedio replied that those issue would be resolved here.

Dr. Villella stated that Prof. Marino's proposal included TECH courses in BS Tech and they were approved. Dr. Boyd stated that those were electives and NAIT does not care about them. Dr. Villella stated, for clarification, that the courses just approved for Prof. Marino were never reviewed by Dr. Boyd's group. He added that when Prof. Ward was coordinator there were problems with the ownership issues and stated that this needs to be addressed in the new Handbook. Prof. Dragomier agreed and stated that whoever brings in a TECH course is afraid that if it comes through the Tech or BS Tech group that we will not know anything about the course. The point is that no one wants to say you can't develop the course but if it will affect the BS Tech it has to be reviewed by that group because it will have to be justified to NAIT. Dr. Boyd stated that courses listed under a certain area in the catalog where students need to pull their management courses must be approved by BS Tech faculty so they can be justified to NAIT. Prof. Neuman stated that accreditation is extremely important and no curricular body should do anything to jeopardize an accreditation.

Prof. Remedio stated that that last year COMT created a 2+2. Dr. Boyd asked if that 2+2 was supposed to be NAIT accredited. Prof. Remedio replied that ABT and AS&T are equal. Dr. Boyd stated that the issue is where the BS Tech degree resides. You can create courses that are electives as long as they meet University guidelines. However, as long as the BS Tech is housed at the Kent Campus the issue will probably not be resolved. You may have a Special Topics course in Computer Tech and one in ACTT, but the reality is that you have a BS degree granted by Kent and your upper division courses are TECH and they have to come here. Prof. Gunning stated that this is very confusing and should be written down. Prof. Remedio stated that we want to encourage curriculum development so this issue needs to be resolved so it is clearly understood. He added that he would list this as an agenda item for the next meeting.

Prof. Neuman suggested that the CCC direct the ABT Coordinator to communicate with the AS&T and BS in Tech and then bring the information back for discussion. Prof. Remedio asked if any of the suggested courses would fit without causing a problem. Dr. Boyd replied that he did not know because the BS Tech group would have to look at them. Prof. Dragomier stated that the COMT faculty or whoever was appropriate could be included in that discussion.

Dr. Villella asked if the BS Tech group would meet and determine which of these courses are acceptable could Dr. Boyd define the NAIT requirements. Dr. Boyd replied that the course should be approved by the BS Tech group and then the AS&T. Dr. Villella asked if it is the title or the content that established NAIT acceptance. He added that Dr. Boyd said the group would decide, not NAIT. Prof. Dragomier stated that the group would approve the course because the BS Tech group has spent a lot of time working with NAIT. Dr. Villella asked if it would be possible for the group to say okay and then NAIT not approve the course. Prof. Dragomier stated they can generally get NAIT approval as long as a compelling argument can be made, although there is not 100% guarantee.

Dr. Villella asked if NAIT says they will accept what the group accepts or that it has to meet standards NAIT has imposed. Prof. Remedio stated that there must be things that NAIT does like and asked if there is a point when NAIT will not longer accredit a program. Dr. Boyd replied that we could have received a 5 year approval but we have to submit a report next fall because we were not quite where we should have been.

Prof. Neuman stated that her intention is to have the ABT collectively look at the issued. The motion to table the proposal to add COMT courses to BS in Tech 2+2 General Option was passed by unanimous vote.

Prof. Neuman made a motion that the ABT Coordinator meet with the ABT faculty to discuss this issue and to communicate the information to the appropriate group, second by Prof. Mathur. Prof. Remedio stated that it would be good to develop language that would make this process simpler. Motion passed with 5 yes, 1 no and 2 abstaining.

Tech Prep Validation Proposal

_____ made a motion to accept the Trumbull Campus Tech Prep Validation Proposal, second by _____. Motion passed with a vote of 6 Yes, 0 No, 2 Abstain.

CAC Chair

Prof. Mathur made a motion recommending that the CAC chair get load lift for their work, second by _____. Motion passed with a vote of 6 Yes, 0 No, 1 Abstain.

Minutes submitted Deborah Terrill.



OFFICE OF THE PROVOST

TO: Educational Policies Council

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

SUBJECT: Agenda for Monday, May 19, 2008
Kent Student Center, Room 204
3:20 p.m.

DATE: May 12, 2008

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 16, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of April 28, 2008.
Attachment 1

University Requirements Curriculum Committee

2. Establishment of Writing-Intensive Course status for the following courses: ARCH 30022 Urban Theory and Analysis (name revised from Urban Design and Urban Writing), CACM 42020 Qualitative Research in Conflict Management and VCD 44010 Graphic Design Perspectives.
Effective Fall 2009 **URCC Co-Chair Sara J. Newman**
Attachment 2: Approval | ARCH 3022 | CACM 42020 | VCD 44010
3. Removal of Writing-Intensive Course status for CACM 49091 Seminar in Conflict Management.
Effective Fall 2009 **URCC Co-Chair Sara J. Newman**
Attachment 3
4. Establishment of Diversity (global) status for the following courses: CACM 22020 International Conflict Resolution and CACM 41010 Reconciliation Versus Revenge: Transitional Justice.
Effective Fall 2009 **URCC Co-Chair Sara J. Newman**
Attachment 4: Approval | CACM 22020 | CACM 41010

College of the Arts

School of Fashion Design and Merchandising

5. Revision of the freshman admissions policy for all programs in the school to allow consideration for applicants with a minimum 3.0 high school GPA whose ACT and/or SAT scores do not meet the school's current minimum.
Effective Fall 2009 **Dean Timothy J. Chandler**
Attachment 5

ACTION ITEMS *continued***College of Arts and Sciences***Department of Biological Sciences*

6. Revision of the admissions policy for the Biology [BSCI] major within the Master of Arts [MA] degree program. Applicants without a teaching certificate will be able to apply, subject to minimum requirements in undergraduate GPA and program and appropriate background.
Effective Fall 2009 **Dean Timothy S. Moerland**
 Attachment 6

Department of Modern and Classical Language Studies

7. Establishment of a Chinese [CHIN] minor. Total credit hours to program completion are 26.
Effective Fall 2009 **Dean Timothy S. Moerland**
 Attachment 7
8. Establishment of a Japanese [JAPN] minor. Total credit hours to program completion are 26.
Effective Fall 2009 **Dean Timothy S. Moerland**
 Attachment 8

Department of Sociology

9. Revision of the admissions policy for Sociology [SOC] major within the Doctor of Philosophy [PHD] degree program. Students' continued admission to the program is contingent upon completing a master's degree before beginning their second semester in the program.
Effective Fall 2009 **Dean Timothy S. Moerland**
 Attachment 9

College and Graduate School of Education, Health and Human Services*School of Exercise, Leisure and Sport / School of Family and Consumer Studies*

10. Establishment of a Hospitality and Tourism Management [HTM] major within the Master of Science [MS] degree program—a joint degree program from the School of Exercise, Leisure and Sport and the School of Family and Consumer Studies. Included the proposal is establishment of seven courses. Total credit hours to program completion are 32.
Effective Fall 2009 **Dean Donald L. Bubenzer**
 Attachment 10: Proposal | Catalog Copy | Faculty Vitae | Support Letters, Institutional Profile, Program in Surrounding Areas, Revenue Estimate, Advisory Board, Response to OBR Program Development Plan | Courses

Regional Campuses

11. Establishment of a Bachelor of Applied Career Studies [BACS] degree program, to be offered on all seven Regional Campuses. Included in the proposal are establishment of a pre-major [PBAC] and four courses CHDS 37900, CHDS 47900, LIS 30010, LMS 30010. Total credit hours to program completion are 121-123.
Effective Fall 2009 **Executive Dean Shirley J. Barton**
 Attachment 11: Proposal | Employer Validation of Competencies | Financial Statement, Consultation with Chairs and Directors, Course Matrix, Assessment Plan, Concept Paper | Letters of Support | Catalog Copy and Requirement Sheet | Courses
12. Establishment of an Urban Environment Management Technology [UEMT] major within the Associate of Technical Studies [ATS] degree program (category B). Total credit hours to program completion are 62.
Effective Fall 2009 **Executive Dean Shirley J. Barton**
 Attachment 12: Proposal | Catalog Copy and Requirement Sheet | OBR Preliminary Proposal | Letters of Support and Trumbull Faculty Council Meeting Minutes | Market Research Report

INFORMATION ITEMS

College of Arts and Sciences

Department of Chemistry

1. Establishment of an articulation agreement between Northeastern Ohio Universities College of Medicine (NEOUCOM) and Kent State's Department of Chemistry. The agreement allows students admitted to NEOUCOM's pharmacy program (and who haven't completed their undergraduate degree) to be admitted to the BS in Chemistry–Biological Chemistry and have 16 required credits satisfied by NEOUCOM courses.

Effective Fall 2008

Attachment 13: Agreement | NEOUCOM course syllabi

Regional Campuses

2. Establishment of an articulation agreement between Kent State's Tuscarawas campus and Project Lead the Way (PLTW). High school students who successfully complete five approved PLTW courses will receive Kent State credit, based on particular stipulations, applicable towards the AAS in Mechanical Engineering Technology or the AAS in Electrical/Electronics Engineering Technology.

Effective Fall 2008

Attachment 14

LESSER ACTION ITEMS

College of the Arts

School of Art

1. Revision of the program requirements for the Crafts or Fine Arts [CFA] major within the Bachelor of Arts [BA] and for the Fine Arts [ARTS] major within the Bachelor of Fine Arts [BFA] degree program. A maximum 6 credit hours is set for applying travel-study courses (ARTF 44092, ARTF 45092) to the electives requirement. Total credit hours to program completion are unchanged for both at 125.

Effective Fall 2009

College of Arts and Sciences

Department of Chemistry

2. Revision of the language under the Pre-Pharmacy heading in the College of Arts and Sciences section of the *Undergraduate Catalog* to include information on the articulation agreement with Northeastern Ohio Universities College of Medicine.

Effective Fall 2009

Department of Geology

3. Revision of the program requirements for the Earth Science [ESCI] major within the Bachelor of Arts [BA] degree program. Requirement MATH 12001 is replaced with MATH 11010 and MATH 11022. Total credit hours to major completion increase, from 66 to 67; total credit hours to program completion are unchanged at 121.

Effective Fall 2009

4. Revision of the program requirements for the Geology [GEOL] major within the Bachelor of Arts [BA] degree program. Requirements GEOL 31080, GEOL 32066, GEOL 44070 are removed; GEOL upper-division electives are increased; requirement MATH 12001 is replaced with MATH 11010 and MATH 11022; and GEOL 41073, GEOL 41077 are prohibited from satisfying major requirements. Total credit hours to major completion increase, from 48 to 49; total credit hours to program completion are unchanged at 121.

Effective Fall 2009

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

5. Revision of the program requirements for the American Sign Language [ASL] major within the Bachelor of Arts [BA]. Requirement ASL 49096 becomes an elective; ASL 49105 is removed; ASL 49350, SOC 32570 are added. Total credit hours to major completion increase, from 19 to 21; total credit hours to program completion are unchanged at 121.

Effective Fall 2009

6. Revision of the program requirements for the American Sign Language [ASL] minor. ASL 49092 is removed; and ANTH 48214, ASL 49109, ASL 49350, ASL 49601, ASL 49602, SOC 32570 are added. Total credit hours to program completion decrease, from 47 to 33.

Effective Fall 2009*Department of Political Science / Center for Applied Conflict Management*

7. Revision of the program requirements for the Applied Conflict Management [ACM] major within the Bachelor of Arts [BA] degree program. CACM 22020, CACM 42020 are added as requirements; requirement CACM 49091 is removed; and requirement CACM 21010 becomes an elective. Total credit hours to major and program completion are unchanged at 48 and 121, respectively.

Effective Fall 2009

8. Revision of the program requirements for the Applied Conflict Management [ACM] minor. CACM 22020 is added as an elective, and one elective course must be upper division. Total credit hours to program completion are unchanged at 21.

Effective Fall 2009*Department of Sociology*

9. Revision of the program requirements for the Sociology [SOC] major within the Master of Arts [MA] degree program. Requirement SOC 62894 is removed, and electives are increased, from 15 to 18 credit hours. Total credit hours to program completion are unchanged at 34.

Effective Fall 2009**College and Graduate School of Education, Health and Human Services***School of Exercise, Leisure and Sport*

10. Revision of the program requirements for Physical Education [PEP] major within the Doctor of Philosophy [PHD] degree program. Requirements BSCI 70445 and ELS 70585 are removed, and ELS 60610/70610 and additional 3 credits of ELS 83098 (or additional elective hours) are added. Total credit hours to program completion are unchanged at minimum 60.

Effective Fall 2009**Regional Campuses**

11. Revision of the program requirements for the Emergency Medical Service Technology [EMST] major within the Associate of Technical Studies [ATS] degree program. Requirement MATH 11011 is replaced with MATH 11009 or MATH 11010, and a statement is added that MATH 11010 is required for students pursuing an articulation into the BS Technology program. Total credit hours to program completion decrease, from 64-65 to 63-65.

Effective Fall 2009**CORRECTION****April 28, 2008, EPC Agenda**

1. Banner code for new Industrial Security certificate is C139, not C138.

COURSE CHANGES

Key for course changes:

a Title Abbreviation	d Diversity	H Credit Hours	New New	s Schedule (activity)
C Cross-List/Slash	E Credit-by-Exam	Inact Inactivate	P Prerequisite	T Title
c Course Content	Fee Fee	L LER	R Repeatable	W Writing Intensive
D Description	G Grade Rule	N Number	S Subject	

Liberal Education Requirements Course Changes, Approved by the URCC, Effective Fall 2009

BSCI	10002	Ecology, Evolution and Society (3) [LBS]	TD
		<i>Revised title:</i> Life on Planet Earth	
		<i>Revised description:</i> Explores the fascinating breadth of life on Earth, including the unique ecology and survival strategies of animals, plants and microbes in their natural habitats.	
ENG	21054	Introduction to Shakespeare (3) [LHUM]	PE
		<i>Revised prerequisite:</i> none	
		<i>Revised CBE:</i> CBE-N (credit-by-exam not approved)	
ENG	22071	Great Books I (3) [LHUM]	P
		<i>Revised prerequisite:</i> none	
ENG	22072	Great Books II (3) [LHUM]	P
		<i>Revised prerequisite:</i> none	
ENG	22073	Major Modern Writers: British and United States (3) [LHUM]	P
		<i>Revised prerequisite:</i> none	
PAS	23002	Black Experience II: 1865 to Present (3) [DIVD/LHUM]	P
		<i>Revised prerequisite:</i> none	

Diversity Course Changes, Approved by the URCC, Effective Fall 2009

PAS	23002	Black Experience II: 1865 to Present (3) [DIVD/LHUM]	P
		<i>Revised prerequisite:</i> none	

Writing-Intensive Course Changes, Approved by the URCC, Effective Fall 2009

GEOL	34061	Invertebrate Paleontology (4) [WIC].....	P
		<i>Revised prerequisite:</i> GEOL 11042 and GEOL 11043; and BSCI 10110 or BSCI 20560	

Course Changes Effective Fall 2009

ARAB	11101	Elementary Arabic I (4) to: (5).....	H
ARAB	11102	Elementary Arabic II (4) to: (5).....	H
ARAB	21201	Intermediate Arabic I (4) to: (5).....	H
ARAB	21202	Intermediate Arabic II (4) to: (5).....	H
ARAB	31301	Advanced Arabic I (4) to: Advanced Intermediate Arabic I	Ta
ARAB	31302	Advanced Arabic II (4) to: Advanced Intermediate Arabic II	Ta
ARAB	41201	Advanced Arabic I (4).....	New
ARAB	41202	Advanced Arabic II (4)	New
ARAB	41301	Arabic Culture (3)	New
ARAB	41302	Business Arabic (3).....	New

Course Changes Effective Fall 2009 *continued*

ARCH	3022	Urban Design and Urban Writing (3) to: Urban Theory and Analysis.....	TaPDW
ASL	19201	Elementary American Sign Language I (4).....	Dc
ASL	19202	Elementary American Sign Language II (4).....	Dc
ASL	29201	Intermediate American Sign Language I (3).....	Dc
ASL	29202	Intermediate American Sign Language II (3).....	Dc
ASL	39201	Advanced American Sign Language I (3).....	Dc
ASL	39202	Advanced American Sign Language II (3).....	Dc
ASL	49092	Deaf Residential School Practicum (1-3) to: Practicum in American Sign Language.....	TaPDG
ASL	49101 49401	Deaf Culture and Community (3) to:	NPD
ASL	49105	Manually Coded English (3).....	Inact
ASL	49108	American Sign Language Linguistics and Usage (3) to: American Sign Language Linguistics I.....	TaD
ASL	49109	American Sign Language Linguistics II (3).....	New
ASL	49201	Advanced Proficiency (3).....	New
ASL	49350	American Sign Language Literature (3).....	New
ASL	49601	Activity Design Implementation and Evaluation (3).....	New
CACM	22020	International Conflict Resolution (3).....	New
CACM	35050	Public Sector Dispute Resolution (3) to: Environmental Conflict Resolution (3).....	Ta
CACM	35095	Special Topics (3) to: Special Topics in Conflict Management.....	TaD
CACM	41010	Reconciliation Versus Revenge: Transitional Justice (3).....	PdD
CACM	42020	Qualitative Research in Conflict Management (3).....	New
CACM	49091	Seminar in Conflict Management (3) to: (1-3).....	TaPDHW
CHDS	37900	Applied Career Studies Cornerstone (3).....	New
CHDS	47900	Applied Career Studies Capstone Seminar (4).....	New
CHEM	40365	Biological Inorganic Chemistry (3).....	New
CHEM	40575	Molecular Spectroscopy (3).....	New
CHEM	50365	Biological Inorganic Chemistry (3).....	New
CHEM	50575	Molecular Spectroscopy (3).....	New
CHEM	60364	Bioinorganic Chemistry (2).....	Inact
CHEM	70364	Bioinorganic Chemistry (2).....	Inact
CHEM	70365	Biological Inorganic Chemistry (3).....	New
CHEM	70575	Molecular Spectroscopy (3).....	New
CHIN	15101	Elementary Chinese I (4) to: (5).....	H
CHIN	15102	Elementary Chinese II (4) to: (5).....	H
CHIN	25201	Intermediate Chinese I (3) to: (5).....	H

Course Changes Effective Fall 2009 *continued*

CHIN	25202	Intermediate Chinese II (3) to: (5)	H
CHIN	35201	Advanced Intermediate Chinese I (5)	New
CHIN	35202	Advanced Intermediate Chinese II (5)	New
CHIN	45201	Advanced Chinese I (5)	New
CHIN	45202	Advanced Chinese II (5)	New
CHIN	45301	Chinese Culture (3)	New
CHIN	45302	Business Chinese (3)	New
ELS	65041	Tourism and Hospitality Review (3)	New
ELS	65047	Global Issues of Tourism Trade (3)	New
ENG	31008	Grammar for Teaching English as a Second Language/Teaching English as a Foreign Language (3)	New
ENG	41292	Practicum: Teaching English as a Foreign Language (3-6)	New
GEOL	42035	Scientific Method in Geology (3) to: Scientific Methods in Geology	TaPD sC
GEOL	42073	Well Logging (3)	Inact
GEOL	42074	Environmental Core and Well Logging (3)	New
GEOL	52035	Scientific Method in Geology (3) to: Scientific Methods in Geology	TaDsC
GEOL	52073	Well Logging (3)	Inact
GEOL	52074	Environmental Core and Well Logging (3)	New
GEOL	72035	Scientific Method in Geology (3)	Inact
HM	61098	Research in Hospitality Management (1-15)	New
HM	61198	Master's Project in Hospitality Management (2-6)	New
HM	61199	Thesis I (2-6)	New
HM	61299	Thesis II (2)	New
HM	63022	Current Issues in Hospitality and Tourism Management (3)	New
HM	63026	Research Seminar (1)	New
HM	63095	Special Topics in Hospitality Management (1-3)	New
LIS	30010	Information Fluency in the Workplace and Beyond (3)	New
LMS	30010	Information Fluency in the Workplace and Beyond (3)	New
NRST	10008	Paramedic to Associate Degree in Nursing Transition (5)	New
PTST	10010	Transitions in Physical Therapy (8)	New
PTST	20010	Directed Practice in Physical Therapy Transitions (7)	New
SOC	62896	Individual Investigation (1-3)	PD
SOC	62898	Research (1-15)	PD
SOC	72896	Individual Investigation (1-3)	PD
SOC	72898	Research (1-15)	PD
VCD	44010	Graphic Design Perspectives (3)	New

Course list prepared by Lisa N.H. Delaney, Academic Program Coordinator, Curriculum Services



EDUCATIONAL POLICIES COUNCIL

Minutes of the Meeting

Monday, April 28, 2008

Ex-Officio Members present: Senior Vice President and Provost Robert G. Frank; Executive Dean Shirley J. Barton; Deans Donald L. Bubenzer, Timothy J. Chandler, Aminur R. (Raj) Chowdhury, James E. Dalton, Laura Cox Dzurec, Jerry D. Feezel, Evelyn S. Goldsmith, Gary M. Padak, Denise A. Seachrist, Mark W. Weber, Donald R. Williams; dean representative LuEtt J. Hanson for James L. Gaudino

Ex-Officio Members not present: Vice President John L. West; Vice Provost Steve O. Michael; Dean George E. Stevens

Faculty Senate-Appointed Representatives present: Cheryl A. Casper, Donald (Mack) Hassler, Barbara J. Hipsman-Springer, Thomas Janson, Erica B. Lilly, John A. Marino, Mandy J. Munro-Stasiuk, James A. Tyner, Robin S. Vande Zande

Faculty Senate-Appointed Representatives not present: Françoise Massardier-Kenney, Susan J. Roxburgh, Vilma Seeberg, Roberto Uribe-Rendon

College Curriculum Committee Representatives present: Margaret (Peggy) Doheny, David A. Dumpe, Bruce J. Gunning, Sanda S. Katila, Alexa L. Sandmann, Linda L. Williams, Stephen M. Zapytowski

College Curriculum Committee Representatives not present: Kathryn E. Strand,

Observers present: Thomas P. Wakefield

Observers not present: Kali Price

Consultants and Guests present: Diedre L. Badejo, Nancy E. Barbour, Stephane E. Booth, Kenneth J. Burhanna, Lisa N.H. Delaney, Kristen M. Figg, Stanley M. Jones, Gayle L. Ormiston, Barbara F. Schloman, Therese E. Tillett

Associate Provost Gayle L. Ormiston called to order the Educational Policies Council at 3:24 p.m., on Monday, April 28, 2008, in the Ballroom Balcony of the Kent Student Center. Senior Vice President and Provost Robert G. Frank joined the meeting a few minutes later.

Action Item 1: Approval of minutes of March 31, 2008.

Senator John A. Marino moved for approval, seconded by Executive Dean Shirley J. Barton and Professor Stephen M. Zapytowski. With no corrections or comments, the motion passed unanimously.

Action Item 2: Establishment of Writing-Intensive Course status for HORT 36025 Professional Practice in Horticulture.

Dean Donald R. Williams said the course will be used as the writing-intensive requirement for a new major. His motion for approval was seconded by Dean Aminur R. (Raj) Chowdhury and passed unanimously.

Action Item 3: Revision of Liberal Education Requirements course ECON 22060 Principles of Microeconomics. Revision is to prerequisite.

The prerequisite change, Dean Williams explained, was in response to the Banner implementation. Its previous prerequisite, which included "or equivalent," could not be entered into Banner. A member inquired why the item was considered an action. After a short discussion of past practices of having all URCC items brought forth as actions, the provost stated that revisions of LER, diversity and writing-intensive courses will be listed as lesser action items in future meetings. Dean Williams made a motion for approval, which was seconded by Assistant Professor Bruce J. Gunning and passed unanimously.

Action Item 4: Establishment of a requirement for graduate student teaching and any culminating internship that places students within a school or agency setting. Students must complete Bureau of Criminal Investigation and Identification (BCII) and FBI background checks and submit the results to authorized personnel at their assigned school/agency before the first day of the term. [Proposal for undergraduate student teaching courses was approved at last meeting.]

Dean Donald L. Bubenzer said the proposal is the graduate companion piece to the now-approved undergraduate requirement. He moved the item for approval, which was seconded by Dean Chowdhury. In response to a concern from a member about the university not informing schools beforehand of potential problems, Associate Dean Nancy E. Barbour said that, upon the advice of Kent State legal counsel, the university decided not to do screening of student legal offenses, and to transfer the responsibility to the schools. She also confirmed that the background checks do have a fee, about which students will be informed in advance. The item was brought to a vote and passed unanimously.

Action Item 5: Establishment of a Bachelor of Applied Horticulture [BAH] degree program, to be offered on the Salem campus. Total credit hours to program completion are 125-131.

Executive Dean Shirley J. Barton said the new major is a 2+2 articulation program with the established associate degree program in horticulture technology. The Department of Biological Sciences will house it. Her motion was seconded by Dean Jerry D. Feezel, who called the program an example of having an undergraduate program associated with a specific campus and niche area. It will be only the third such program in the state (with Ohio State and University of Cincinnati). He stated that the program is supported and endorsed by the College of Arts and Sciences.

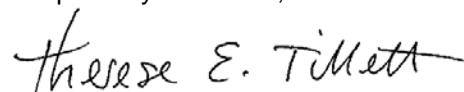
One member referenced a mention in the proposal about library resources (page 12) and asked that as the program grows not to forget the demand on those resources. The motion passed unanimously.

Information Item 1: Recommendation of a one-year moratorium—beginning July 1, 2008—for course proposals requesting Liberal Education Requirements (LER) status. This is a result of an LER review to commence in fall 2008 and end in summer 2009. The moratorium applies to proposals for new LER courses only; revisions to existing LER courses will be allowed.

Dean Williams stated the recommendation was in regards to the pending review of undergraduate education; and the URCC wanted to wait until a new set of changes—if any—are implemented. A member questioned about whether the one-year moratorium ought to be conditioned upon completion of the LER review, to which Dean Williams answered that the one year can always be extended by request. In response to a question about submission before July, Dean Williams said that some proposals are currently in progress, and the URCC has another meeting before the July deadline.

A short discussion following on the clarification of one Communication Studies lesser action item. With no other requests to discuss or elevate information or lesser action items. Senator Barbara J. Hipsmann-Springer made a motion for adjournment. The meeting was adjourned at 4:14 p.m.


Respectfully submitted,



Therese E. Tillett
Director of Curriculum Services
Office of Academic Affairs

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost
From: Don Williams, Dean; Co-chair, URCC 
Subject: Course Proposals for EPC Action
Date: May 6, 2008

The University Requirements Curriculum Committee has approved the following courses for Writing-Intensive Course status, effective Fall 2009:

44010
VCD ~~44000~~, Graphic Design Perspectives, 3 cr.

This course will provide an additional WIC for students pursuing the Visual Communication Design major.

ARCH 30022, Urban Theory and Analysis, 3 cr.

This course will provide the WIC for students in the B.A. in Architectural Studies program.

CACM 42020, Qualitative Research in Conflict Management, 3 cr.

This course will provide the WIC for students in the Conflict Management major.

Relevant cover memos, CCP, BDS, WIC information form, sample syllabi, and catalog changes are attached.

Cc: Therese Tillett, Curriculum Services
Diedre Badejo, Arts and Sciences
LuEtt Hanson, Communication and Information
Pamela Evans, Architecture
URCC

KENT STATE UNIVERSITY

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN INTERDEPARTMENTAL CORRESPONDENCE

ON April 8, 2008

TO URCC

FR Prof. Beth Bilek-Golias, Coordinator, BA/ARCS Program

RE WIC status for ARCH 30022

Proposal:

With this memo it is proposed to assign WIC status to the course currently known as Urban Design and Urban Writing (ARCH 30022) for BA students in the BA/ARCS major as their Writing Intensive Course. The name is to be changed to Urban Theory and Analysis with the same course number (ARCH 30022).

Rationale:

Recent revisions to Guidelines for KSU Writing Intensive Courses suggest that at least 50% of the final grade be based on written work. The excellence of the course ARCH 30022 and its rigor, its focus on the important aspects of professionalism in urban design, and its syllabus which outlines 60% of the final course grade based on writing assignments recommend it for this purpose.

The change in title reflects the topics of urban design and urban theory upon which students will be writing. Because these topics have historically been communicated also through an extensive use of writing, ARCH 30022 is very well suited to satisfy the WIC requirement for the BA/ARCS major.

Impact:

The course has the potential to establish a model writing-intensive course in the design disciplines, demonstrable through writing improvement related to important topics.

This proposal impacts no other undergraduate program within the College of Architecture and Environmental Design and no other program beyond it.

Resources:

No additional outlay of resources for these activities beyond what might be expected for normal inflation is anticipated.

Outcomes:

We expect to see a relatively significant impact on the quality of undergraduate writing in short order. We will explore how to demonstrate significant improvement in student writing at the conclusion of the undergraduate career.

Changes to Catalogue Copy

ARCH 30022 Urban Design and Urban Writing > ARCH 30022 Urban Theory and Analysis

Previous ARCH 30022 Urban Design and Urban Writing (3)

Starting in the 1960s, a series of theorists attempted to understand the city as a form of writing, producing some of the most influential design books of the last generation. This course investigates this literature, using a range of writing exercises in which students interpret both urban space and the writing it inspires. Prerequisite: ARCH 45203.

Revised ARCH 30022 Urban Theory and Analysis (3)

The course addresses the design of urban spaces through study of precedents, traditions and current directions. Readings and writing exercises provide understanding of urban theory and the role played by writing and writers in understanding the city and mapping its terrain. Prerequisite: ARCH 20113, or (ARCH 10011 & ARCH 10012)

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **8-Apr-08**

Curriculum Bulletin _____

Effective Date **Fall 2009**

Approved by EPC _____

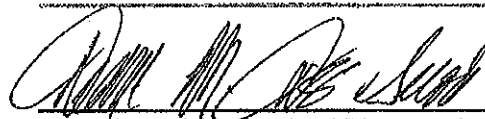
Department **ARCH**College **AE - Architecture and Environmental Design**Proposal **Revise Course**Course Subject **ARCH** Course Number **30022**Course Title **Urban Theory and Analysis** *Urban Writing*Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input checked="" type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

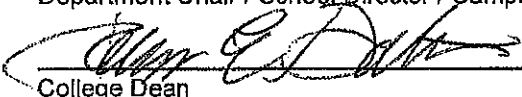
Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
none

Units consulted (other departments, programs or campuses affected by this proposal):
none

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

4/28/08


College Dean

4/28/08

Executive Dean of Regional Campuses

 / /

Senior Vice President for Academic Affairs and Provost

 / /

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **8-Apr-08** Requested Effective Term **Fall 2009**
 Course Subject **ARCH** Course Number **30022**
 Course Title **Urban Theory and Analysis**
 * Title Abbreviation **Urban Theory & Analysis**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
 Minimum Credit **03** ☐ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☐ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit **2** OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **WIC - Writing-Intensive Course**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **ARCH 20113, or (ARCH 10011 & ARCH 10012)**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, Junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description ~~The course~~ addresses the design of urban spaces through study of precedents, traditions and current directions. Readings and writing exercises provide understanding of urban theory and the role played by writing and writers in understanding the city and mapping its terrain.

Complete the following only if applicable:

Previous Title **Urban Design and Urban Writing**

Previous Subject **ARCH** Previous Number **30022**

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
2.00	The city in history
4.00	Western typologies of city form
4.00	Non-western typologies of city form
2.00	Urban spaces/gardens
6.00	Theories of urban design
6.00	The metropolis and its writing
3.00	Planning and modernism in the 20 th century
6.00	Contemporary urban design theory and practice
6.00	Contemporary writing on the city
6.00	Urban morphology/Image of the city

45.00 Total Contact Hours

Textbook(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
Writing Expectations	narrative and analytic essays
Instructor(s) Expected To Teach	C. Graves, S. Rugare, Bilek-Gollas
Instructor(s) Contributing to Content	S. Rugare, T. Stauffer, C. Graves

 REQUIRED ENDORSEMENT


 Department Chair / School Director / Campus Dean

4/28/08

WRITING-INTENSIVE COURSE (WIC) INFORMATION FORM

Revised 2007

Please consult the WIC Guidelines as you respond to each item on this form.

Course Subject and Number: ARCH 30022 **Credit Hours:** 3 **Effective Term:** Fall, 2009

Course Title: Urban Theory and Analysis

☒ **New Proposal** ☐ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and 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)

Writing assignments are concerned with the appearance, arrangement and management of cities and towns as well as the way urban public space is experienced and used.

The nature and extent of each assignment are as follows:

(Essay 1) "The City from Above" - 6-8pp. Description of an urban place based exclusively on information gained from Google Earth. The students will describe and critically evaluate the urban environment as represented through digital maps, which are increasingly becoming the common tool for urban designers, critics and theorists.

(Essay 2) "Review Essay" - 6-8pp. Review of a current writing or project in urban design, intended for a professional audience. The student will critically discuss the information and the arguments included in the chosen reading or the highlights of a chosen project.

(Essay 3) "Narrative Drive" - 6-8pp. Narrative and analytic essay based on a drive through suburban and ex-urban environments. The students will report and critically discuss the experience of perceiving the environment while driving, as one of the most recurring condition of people's inhabitation of contemporary world.

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)

All assignments relate to professional experiences of urban designers. The professor and imported speakers during the semester demonstrate how these types of writing apply to various scenarios students are likely to encounter in their professional lives. Urban design has historically been represented in written form and is therefore easily integrated into the course content including lectures, seminars and essays.

With reference to essay # 1, the professor will introduce the characteristics and the use of maps. Any urban theory is presented through the use of maps, and urban theories are the course content.

With reference to essay # 2, the professor will provide the students with a selection of case studies chosen from recent books, articles and journals as reading assignments for discussion. So, students will write about the urban environment, like all the theorists they will study in the course have done.

With reference to essay # 3, the professor will introduce the issue of the new perception of the urban environment through the driving experience. Some of the theorists discussed in the course have written extensively about it and developed their theory based on their observations on such a condition.

Writing-Intensive Course (WIC) Information Form

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)

The professor presents and discusses models. He explains methods of developing an outline, establishing goals and gathering information. Students will submit drafts of their first, second and third essays. The professor will provide comments regarding clarity and structure of text as well as appropriateness of analysis. A final revised essay will be submitted.

4. Which writing assignment(s) provide an opportunity for *revision prior to grading*? (Guidelines: Item 4)

All.

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)

All three of the writing assignment drafts will be turned in for comment at assigned dates prior to the final due dates. The instructor's comments will deal with clarity and structure of the essay, clarity of information and critical insights presentation, appropriateness of language. Students are encouraged to see the professor during office hours for additional guidance with the critical analysis of their essays.

6. What *elements of writing* are included in the *assessment* of the student's writing performance? (Guidelines: Item 5)

While attention is given to basic writing skills, assessment of writing performance is based primarily on the relevance of content of the given assigned topic and appropriateness of style as it relates to the standard in the discipline. The professor will provide students with a list of important writers on, and advocates for, urban theory to serve as examples of content and style. Each written assignment addresses a specific writing task, and each is graded accordingly.

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)

Essay # 1: "The City from Above" - 20%

Essay # 2: "Review Essay" - 20%;

Essay # 3: "Narrated Drive" - 20%

Total percentage of final course grade based on writing: 60%

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)

Priority enrollment is given to students in the ARCS major. Classes are capped at 25. There will be an additional section opened if the number of enrolled students exceeds 25.

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?

Writing-Intensive Course (WIC) Information Form

The syllabus and developed assignments are related to key activities and goals. This is the standard which attracts students to this course in its more focussed orientation and which makes it attractive to colleagues in the College of Architecture and Environmental Design, which now proposes the course to satisfy WIC requirements for the BA/ARCS students. The BA/ARCS Coordinator will explain these expectations to the faculty teaching this course. With this very specialized thrust and structure, the course must adhere strictly to the information on the basic data sheet and syllabus whenever, and by whoever, it is taught. The BA/ARCS Coordinator will ensure that these standards are maintained over time.

URCC Use Only

Date Received by URCC _____

Date Approved by EPC _____

Date Approved by URCC _____

Date Removed as WIC _____

KENT STATE
UNIVERSITY

* * * * *

College of Architecture & Environmental Design
Bachelor of Arts in Architectural Studies

Course
ARCH 30022 – 3 cr/hrs

URBAN THEORY AND ANALYSIS

Instructor
TBA

MASTER SYLLABUS

*"The course addresses the design of urban spaces through study of precedents, traditions and current directions. Readings and writing exercises provide understanding of urban theory and the role played by writing and writers in understanding the city and mapping its terrain."
(KSU Undergraduate Catalogue)*

Objectives

The course aims at:

1. helping the students grow their level of intellectual discourse about urban design;
2. furnishing the students with a critical understanding of the most important, recent and current, urban theories;
3. providing the opportunity of a writing intensive course in the ARCS major.

Assessment	See "Evaluation Criteria" below.			
Office Hours	TBA	TBA	Taylor Hall	
Contacts	e-mail	TBA	phone	(330) 672.2789

Contents

In order to meet its objectives, the course will explore some of the most important thinkers and issues of urban design and theory. The instructor will provide opportunities for the students to discuss and share ideas about the directions that urban design is (should be) taking as a discourse and intellectual practice.

The course is structured into two different series of sessions:

- LECTURES, by the instructor, where the various themes, authors and seminal theoretical works will be framed and introduced.
- SEMINARS, led by the students with the assistance of the instructor:
 - Encourage discussion of weekly assigned reading from the textbooks used in this course in addition to reprinted readings by current and historical critics;
 - Strengthen student knowledge of lecture topics through interactive dialogue

It is important that every student actively participates in the course, both during the lectures and during the seminars.

Class Participation

Class participation is meant as taking an active role in the class discussions through questions and comments during lectures and seminars. It is graded, and is expected. It is in the best interest of the student to actively participate in class for a better educational experience.

Coursework

1. EXAM

One Exam (1) will deal with the material presented and discussed during lectures and seminars. The students will refer to the readings as a basis for the exam as well.

The exam will consist of:

- a. a few straight questions
- b. a "short essay", where the students will be asked to elaborate on a given theory
 - available time: class time as scheduled
 - no book, reference or notes allowed
 - no exit during the exam

2. DISCUSSION

After each lecture, students will be prepared, by studying the materials presented and expanding in research, to respond to the presentation by a designated student as it relates to the assigned reading.

3. ESSAYS

The essays, due at the date specified in the general schedule, will be a written elaboration on the topic assigned. It will be an opportunity for the student to develop his/her own discourse on urban design and theory.

The title and topic of each essay are included in the grade structure that follows.

The essay will have:

- a title
- a body of written text as specified in the general schedule, double spaced, 11 font size

- paragraphs, structuring the text
- images attached (beyond the required pages of text)
- end-notes, credits and eventual captions as appropriate

The format will be 8 1/2" x 11", portrait.

In addition to comments on the required draft, the instructor remains available for advice at the end of classes or during office hours.

Evaluation Criteria

The coursework, for the exam, the discussion, and the essays, will be evaluated for (in order of importance):

- Clarity of argument
- Degree of information
- Critical insight
- Ability to sustain the arguments with examples

Grade Structure

- Exam 30 %
- Essay 1 "The City from Above"..... 20 %
(6-8pp. description of an urban place based exclusively on Google Earth)
- Essay 2 "Review Essay"..... 20 %
(6-8pp. review of a current writing or project in urban design, intended for a professional audience)
- Essay 3 "Narrative Drive"..... 20 %
(6-8pp. narrative and analytic essay based on a drive through suburban and ex-urban environments)
- Participation..... 10 %

Grade Definitions *as per KSU Undergraduate Catalog*

General Schedule (subject to change)

Wk 1	Day1 Day2	Introduction to the course Lecture: The City in History
Wk 2	Day 1 Day 2	Seminar on reading assignment I from textbook by Kevin Lynch Lecture: Western Typologies of City Form
Wk 3	Day 1 Day 2	Seminar on reading assignment II from textbook by Kevin Lynch Lecture: Western Typologies of City Form (cont.) Non-western Typologies of City Form
Wk 4	Day 1 Day 2	Essay 1 Draft Due Seminar on reading assignment III from textbook by Kevin Lynch Lecture: Non-western Typologies of City Form (cont.) Urban Spaces/Gardens
Wk 5	Day 1 Day 2	<i>Feed-back on Essay 1 draft</i> Seminar on reading assignment IV from textbook by Kevin Lynch Lecture: Theories of Urban Design
Wk 6	Day 1 Day 2	Essay 1 Due Seminar on reading assignment I from textbook by Jonathan Barnett Lecture: Theories of Urban Design (cont.)
Wk 7	Day 1 Day 2	Essay returned with comments Seminar on reading assignment II from textbook by Jonathan Barnett Lecture: The Metropolis and Its Writing
Wk 8	Day 1 Day 2	Essay 2 Draft DUE Seminar on reading assignment III from textbook by Jonathan Barnett Lecture: The Metropolis and Its Writing (cont.)
Wk 9	Day 1 Day 2	<i>Feed-back on Essay 2 draft</i> Seminar on reading assignment IV from textbook by Jonathan Barnett Lecture: Planning and Modernism in the 20 th Century
Wk 10	Day 1 Day 2	Essay 2 DUE Seminar on reading assignment V from textbook by Jonathan Barnett Lecture: Contemporary Urban Design Theory and Practice
Wk 11	Day 1 Day 2	Essay returned with comments Seminar on reprinted reading I Lecture: Contemporary Urban Design Theory and Practice (cont.)
Wk 12	Day 1 Day 2	Essay 3 Draft DUE Seminar on reprinted reading II Lecture: Contemporary Writing on the City
Wk 13	Day 1 Day 2	<i>Feed-back on Essay 3 draft</i> Seminar on reprinted reading III Lecture: Contemporary Writing on the City (cont.)
Wk 14	Day 1 Day 2	Seminar on reprinted reading IV Lecture: Urban Morphology/Image of the City
Wk 15	Day 1 Day 2	Essay 3 DUE Lecture: Urban Morphology/Image of the City (cont.) Class Evaluation
Finals Week		Final Exam

NB: Feed-back on the exam and on the final essay will be e-mailed. The exam hard copy and final essay, with notes and comments, will be available as the instructor announces.

Textbooks

- Theories of Urban Design, Jonathan Barnett
- A Theory of Good City Form, Kevin Lynch
- Reprinted readings by current and historical critics

Course Policies

E-Mail (KSU Account)

As per KSU Undergraduate Catalog, students are responsible for acquiring and checking their own KSU e-mail account (.....@kent.edu). For security and organizational reasons, the instructor will use only the KSU account for e-communication. Also the students are encouraged to use their KSU e-mail account for their e-communications with the instructor.

Cell Phones

Students are kindly requested to switch off all cell phones and to keep them on the non-ringing mode only in cases of extreme need. Use of cell phones is not allowed, in any mode and in all cases, during an exam. If discovered, the use of cell-phones during an exam will be considered an act of "cheating" and KSU Policy on Cheating and Plagiarism will apply.

On Cheating & Plagiarism

For their Presentation, during the Exams and for their Paper, students are advised to properly credit any quotation or incorporation into their presentation of any work from other sources. Any form of cheating and plagiarism shall NOT be tolerated and KSU Policy on Cheating & Plagiarism [3342-3-07] shall apply.

Please, check:

<http://dept.kent.edu/policyregister/register/Chapter%203/Chapter%203%20Section%203342-3-07.htm>

On Disabilities

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Disability Services (contact 330-672-3391 or visit www.kent.edu/sds for more information on registration procedures).

Additionally, students with learning disabilities, requiring special provisions for examination accommodations (time and/or environment related) are requested to contact the instructor at the beginning of the semester.

Please, check: <http://www.kent.edu/policyreg/chap3/3-01-3.cfm>

On Absences

Students are expected to attend ALL classes. If classes are missed, for whatever reason, the student remains responsible for the knowledge of the material presented during the missed classes, e.g. by relying on colleagues' notes, hand-outs or indicated readings on reserve and the reference list attached to this syllabus.

Exams and presentations must be attended and they can be missed only under extenuating circumstances to be properly documented. Missing an exam or a presentation without proper justification will result in an F grade (0 point on the 4 point scale).

On Religious Holidays

Students having conflicts with the class schedule and/or the exams schedule due to religious holidays must contact the instructor at the beginning of the semester. Adjustments to the schedule or special provisions for the students will be attempted, but cannot be guaranteed if undue hardship on the instructor or the university is involved.

CCC [College Curriculum Committee]

MEETING TUE Apr 15, 2008, 12:30 pm, Taylor 304B (faculty rm)

Attending Maurizio Sabini, Associate Dean [chair]
Beth Bilek-Golias, BA/ARCS Program Coordinator [presenting/non-voting]
Diane Davis-Sikora, Assoc. Dean for Architecture
Pamela Evans, Assoc. Dean for Interior Design
Jon Fleming
Elwin Robison
Kathryn Strand
Terry Uber

Apologies Charles Harker [Italy]

Minutes

The meeting was called to order at 12:35pm.

1. *Proposal to Assign WIC Status to ARCH 30022 – Urban Design & Urban Writing*
BBG circulated a proposal to assign WIC status to "ARCH 30022 – Urban Design & Urban Writing". Discussion followed.
ER moved the motion, which was seconded, to approve the proposal with the following corrections:
 - On "Proposal", paragraph "Impact", that "studio disciplines of architecture" be replaced with "design disciplines"
 - That the course title be changed into "Urban Theory & Analysis"The motion was approved unanimously.
2. *Other Items*
A discussion followed on broader curricular issues. In particular, the need to re-think the History (for ARCH/ARCS) and Survey (for ID) sequences was addressed, with a view of developing a college-wide history sequence. The notion of managing larger classes, with adequate TA support, was also debated.
ER to follow up with a proposal.

Being no other business to discuss, the meeting was adjourned at 1:30pm.
Approved via e-mail by those in attendance, by Thu Apr 17th.



Maurizio Sabini
Associate Dean

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **31-Mar-08**

Curriculum Bulletin _____

Effective Date **Fall 2009**

Approved by EPC _____

Department **Center for Applied Conflict Management**College **AS - Arts and Sciences**Proposal **Establish Course**Course Subject **CACM** Course Number **42020**Course Title **Qualitative Research In Conflict Management**Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input checked="" type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

Creation of this course would have no impact on CACM enrollment and staffing nor on other programs.

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

None. Creating this course would not affect other departments, programs or campuses.

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

419108

College Dean

4129108

Executive Dean of Regional Campuses

1/1/

Senior Vice President for Academic Affairs and Provost

1/1/

PL (CACM) 296

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **21-Mar-08** Requested Effective Term **Fall 2009**
Course Subject **CACM** Course Number **42020**
Course Title **Qualitative Research in Conflict Management**
Title Abbreviation **Qualitative Research in CACM**
NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
Minimum Credit **03** ☐ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours ☒ Lecture Minimum Hours **3.00** ☐ to ☐ or Maximum Hours **03.00**
Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
NOTE: Contact hours should be per week.
Repeat Status **NR - Course may not be repeated**
If repeats, course limit _____ OR maximum hours _____
Course Level **UG - Undergraduate**
Grade Rule **B - Letter**
Schedule Type(s) **LEC - Lecture**
Course Attribute(s) **WIC - Writing-Intensive Course**
Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **CACM 11001 & 2 upper-division CACM courses**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) _____

Corequisite(s) _____

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration **junior standing**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code 09

OBR Subsidy Code 08

OBR Course Level 3

CIP Code 300501

Catalog Description **An overview of qualitative research methods used to gather and analyze data in conflict management. This course gives students experience in writing a major research paper. This course may be used to satisfy the writing-intensive requirement with approval of major department.**

Complete the following only if applicable:

Previous Title **Seminar in Conflict Management**

Previous Subject **CACM** Previous Number **49091**

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

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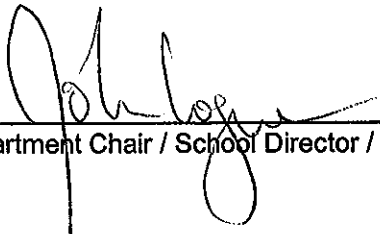
Content Outline (include contact hours for each section)

Contact Hours	Outline
15.00	Research Methodology
3.00	Project Planning
21.00	Ongoing Critique
3.00	Draft Document
3.00	Final Presentation

45 Total Contact Hours

Textbook(s) Used in this Course	Discovering Qualitative Methods: Field Research, Interviews, and Analysis by Carol A. B. Warren and Tracy X. Karner. 2004
Writing Expectations	25-30 page research paper; reaction papers to the readings
Instructor(s) Expected To Teach	Jennifer Maxwell
Instructor(s) Contributing to Content	Jennifer Maxwell

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

4/19/08

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WRITING-INTENSIVE COURSE (WIC) INFORMATION FORM

Revised 2007

Please consult the WIC Guidelines as you respond to each item on this form.

Course Subject and Number: CACM 42020 **Credit Hours:** 3 **Effective Term:** fall 09

Course Title: Qualitative Research in Conflict Management

☒ **New Proposal** ☒ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and 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)

Note: The change in this course is primarily a number and title change from CACM 49091, Seminar in Conflict Management, a writing-intensive course since Fall 1994, to CACM 42020, Qualitative Research in Conflict Management. The basic content of the course remains as it has been for at least the last decade. This course requires a 25-30 page research paper that students submit in sections, have an opportunity to revise, and finally submit as a final qualitative study on a topic of their choice pertaining to the field of conflict management.

Writing assignments:

Each student will write a 25-30 page research paper on a topic of the student's choice, chosen in consultation with the instructor. This paper will be built from a series of 12 assignments, each of which is worth a maximum of 4 points (for a total of 48 points, 48% of the grade). These assignments are designed to be incorporated into the final paper. In order to produce the highest quality paper, however, the assignments need to be woven together in an integrated manner. An additional 12 points, or 12% of the final grade, can be earned for the final synthesis of all the parts into the final written research paper. As a part of this, each student will be expected to present their topic to the rest of the class at some point during the course. After each reading assignment and class presentation, students will be asked to provide a brief one page commentary and critique. These reaction papers are worth 30 points, or 30% of the final grade. Therefore, 90% of the final grade is based on written work.

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)

Qualitative methodology, which utilizes observation, interviewing, and attending to the perspective of the individual(s) being studied, is well-suited to the discipline of conflict management, which focuses on the interactions of individuals, groups, and nations. Much of the research in the field of conflict management incorporates qualitative methodology. Throughout the course, numerous examples of studies in the field are presented, analyzed, and discussed as a basis for the students' own writing.

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)

The book chosen for the course provides instruction on how to write up a qualitative research

Writing-Intensive Course (WIC) Information Form

study according to scholarly standards of writing. In addition, students are introduced to qualitative studies throughout the course to serve as examples of quality writing. Finally, the submission of the twelve assignments, and the written feedback on these assignments, enables students to correct errors and hone their writing skills as the course progresses.

4. Which writing assignment(s) provide an opportunity for *revision prior to grading*?

(Guidelines: Item 4)

Students have the ability to revise and resubmit each of the 12 individual assignments. The assignments, taken as a whole, serve as a backbone for the final paper, and after the individual components of the paper have been submitted, there is an opportunity to revise them when the final paper is being crafted.

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)

Students submit their work on a weekly basis and receive a critique and response to it as the course progresses. Written feedback is given to each of the response papers and to each of the assignments, which provides the student with guidance in revising their papers. If there is a problem(s) with the draft, students may resubmit it.

6. What *elements of writing* are included in the *assessment* of the student's writing performance?

(Guidelines: Item 5)

The research project is required to be an integrated final piece of writing. As such, the clarity of the argument, the organization of the paper, and the presentation of the findings and conclusion are all important elements in assessing the final paper.

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)

This paper will be built from a series of 12 assignments, each of which is worth a maximum of 4 points (for a total of 48 points, 48% of the grade). These assignments are designed to be incorporated into the final paper. In order to produce the highest quality paper, however, the assignments need to be woven together in an integrated manner. An additional 12 points, or 12% of the final grade, can be earned for the final synthesis of all the parts into the final written research paper. After each reading assignment and class presentation, students will be asked to provide a brief one page commentary and critique. These weekly reaction papers are worth 30 points, or 30% of the final grade. The presentation is the only part of the grade (10%) that doesn't have to be in a written format. Therefore, 90% of the grade is based on written work.

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)

25 students

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?

Pol (CACM) 300
2 of 3

Writing-Intensive Course (WIC) Information Form

CACM faculty meet to review curricular standards and changes as well as syllabi from various courses. When a new instructor takes over a course, the individual who taught it previously meets with the new instructor to familiarize her or him with the course.

URCC Use Only*Date Received by URCC* _____*Date Approved by EPC* _____*Date Approved by URCC* _____*Date Removed as WIC* _____

POL(CACM) 301
3 of 3

Master Syllabus
CACM 42020, Qualitative Research in Conflict Management
Spring 2008

COURSE DESCRIPTION

Qualitative methodology deals with "the lived experience of individuals and meaning worlds;" it addresses "the social construction of reality—how groups and individuals define situations and give meaning to their experiences and surroundings." Ethnographic or field research focuses on behavior and interaction as well as talk—interviews focus on talk that may also include the past or the future as well as the present. "I came to ethnography because I wanted to be a storyteller who told stories about real people in real places. . . . [We go to the field] to find the stories we didn't know we were looking for in the first place." (Warren and Karner, 2004).

COURSE OBJECTIVES

Conducting qualitative field research with special attention to conflict situations is the focus of this course. Students will be introduced to and use a variety of qualitative techniques. Beyond the skills development focus, we will explore current developments and paradigms in qualitative research and the ethical issues that confront today's qualitative researchers. Significant amounts of class time will be devoted to students working with and analyzing their data and discussing their field research experiences.

The end project will be a 25-30 page research paper based on your field work and data analysis. This course may be used to satisfy the writing intensive course graduation requirement with approval of major departments. As a writing intensive course, the goals of the writing component are as follows:

1. To acquaint you with the various styles and approaches to writing up qualitative methodology research projects;
2. To enhance your ability to produce a quality written account of your analysis of whatever topic you choose to focus on;
3. To enable you to continue your studies in the field as a professional in the work force or as a graduate student able to effectively communicate your ideas in a written format.

Course sessions will combine lectures and presentations, class discussions, and individual research project presentation and feedback sessions. Please come to class prepared to participate in discussions regarding the assigned readings in the course reader, class presentations, and the constructive commentary sessions critiquing one another's in-progress

research projects. Students will be given the opportunity to utilize this feedback in the ongoing process of writing revision and resubmission.

Course Requirements and Grading

1. Twenty-five page research paper (25-30 pages, on a related topic of your choice, in consultation with instructor). This paper will be built from a series of 12 assignments, each of which is worth a maximum of 4 points (for a total of 48 points, 48% of your grade). After completing the final paper (i.e., when all the assignments are incorporated into your final paper, you can potentially earn an additional 12 points, or 12% of your grade (i.e., the skillful "putting together of all the parts" and synthesizing the components into your final written research paper). As a part of this, each student will be expected to present their topic to the rest of the class at some point during the course. You can use this time to elicit research data, feedback, or assistance from the rest of the class, or present your topic in some other manner. (Again, you need to clear the content or format of your presentation.) The reaction papers to the readings are worth 30 points, or 30%, and the classroom presentation is worth an additional 10 points, or 10%, for a possible maximum total of 100 points, or 100%.

2. Again, this paper will be "constructed" using the data from your 12 completed assignments. Since these assignments are the backbone and much of the essence of your paper, they are very important, not only to hand them in, but to complete them when they are due. Assignments must be turned in the day they are due in order to receive the full amount of available credit.

Papers—both assignments and the reaction papers—must be turned in on the day that they are due in order to receive full credit. Late papers will go down 10% for each day they are late.

If you are ill, etc, and are unable to turn in an assignment when it is due, you need to contact me via email or phone or both. If I don't answer your email, please do not assume that I have received it. E-mails do not always go through. Likewise, if you are e-mailing me your work, **keep a copy of it for yourself** in case there is a problem in transmitting it to me. It is your responsibility to make sure that I get your work if you email it, or leave it in the CACM office, or mail it to me. Again, keep copies for yourself.

Also, please be aware that plagiarism appears to be a growing problem, and CACM faculty will check papers to verify whether they are original or not. For more information on plagiarism, the Kent State University Policy Register's URL is <http://www.kent.edu/policyreg>, and the plagiarism policy number is: 3342-3-01.8

3. After each reading assignment and class presentation, you will be asked to provide a brief one page commentary and critique. Writing assignments can be turned in via email. Please include the word "seminar" in the subject line of your email as well as the date of the assignment.

4. This course will rely heavily on your participation and your presentations of your research. As such, attendance is required. Class sessions will provide a mixture of discussion and

presentations, none of which are accessible through the readings. Please come to class prepared to actively participate and discuss the material.

5. Assigned text (Discovering Qualitative Methods, see below)

Students Requiring Accessibility:

University policy 3342-3-01.3 requires that students requiring accessibility be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit <http://www.kent.edu/sas> for more information on registration procedures).

In addition, please let me know (prior to the end of the semester) if you are having ongoing problems (medical, etc) so that I can try to work to accommodate you. If you are informing me of this during the last week of classes, it is far too late for me to assist you.

Schedule Of Assigned Readings And Assignments

TEXT: Discovering Qualitative Methods: Field Research, Interviews, and Analysis (Paperback) by Carol A. B. Warren and Tracy X. Karner, Paperback: 294 pages, Publisher: Roxbury Publishing Company (December 1, 2004) ISBN: 1931719241

Week 1

Tuesday: Introduction of course and class members

Thursday: Storytelling and the qualitative researcher
READ chapters one and two for next Tuesday's class

Week 2

Tuesday: Introduction to qualitative methods (chapter one) and law, politics, and ethics of qualitative research (chapter two)
Begin assignment #1: finding an example
READ chapter 3 in preparation for this week's Thursday's class

Thursday: Field research setting and entree (chapter 3)
READ chapter 4 for next Tuesday's class

Week 3

Tuesday: Roles and relationships in field research (chapter 4)
 DUE: assignment #1; begin assignment #2: learning to observe
 Read chapter 5 for this Thursday's class

Thursday: Writing field notes (chapter 5)
 READ chapter 6 for next Tuesday

Week 4

Tuesday: The interview: from research questions to interview questions (chapter 6)
 DUE: assignment #2; begin assignment #3: research design: challenges and choices
 READ chapter 7

Thursday: The interview as social interaction and speech event (chapter 7)
 READ chapter 8 for next Tuesday's class

Week 5

Tuesday: The textual and the visual as qualitative data—documents, images and internet (chapter 8)
 DUE: assignment #3; begin assignment #4: informed consent
 READ chapter 9 for this Thursday's class

Thursday: Analyzing qualitative data: field notes, interview transcripts, images and documents (chapter 9)
 READ chapter 10 for next Tuesday's class

Week 6

Tuesday: Writing well (chapter 10)
 DUE: assignment #4; begin assignment #5: participant observation
 Read Epilogue

Thursday: The future of qualitative sociology (epilogue)

Week 7

Tuesday: DUE: assignment #5; begin assignment #6: more participant observation

Thursday: Preparing for presentations

Week 8

Class presentations will begin this week: make sure that you have signed up to do one before now and the end of the semester

Tuesday:

DUE: assignment #6; begin assignment #7: preparing to interview

Thursday:

Week 9

Tuesday:

DUE: assignment #7; begin assignment #8: informal interviews and field notes

Thursday:

Week 10

Spring Break

Week 11

Tuesday:

DUE: assignment #8; begin assignment #9: conduct two interviews

Thursday:

Week 12

Tuesday:

DUE: assignment #9; begin assignment #10: more participant observation

Thursday:

Week 13

Tuesday:

DUE: assignment #10; begin assignment #11: more participant observation

Thursday:

Week 14

Tuesday:

DUE: assignment #11; begin assignment #12: beginning your analysis

Thursday:

Week 15

Tuesday: DUE: assignment #12

Thursday:

Week 16

Tuesday:

Thursday: Evaluations

Exam week

Tuesday: Final paper due

Assignments:

Course Research in 12 Assignments

(These assignments are directly taken from *Discovering Qualitative Methods*, Warner and Karner, 2004, supplemental materials, and correspond to the text)

Assignment #1: Finding an example

1. Go to the bookstore (or check reviews on Amazon.com or Barnes & Noble's or Borders's web pages) and review a book length qualitative study. You may choose a "classic" or a more recent study. For examples of ethnographic or interview studies, check the Reference section of the text or the suggested readings at the end of each chapter.
2. Choose one text that is of interest to you. This will be the text for your evaluation project. You will need to read it and comment on how the author accomplished many of the strategies we will be covering in class. This will be due later in the class. For now you just need to chose a text and read it.
3. Write a paragraph on which text you chose and why. Send in on date due.

Assignment #2: Learning to observe

1. For this assignment, you need to choose the sensitizing concept that you will explore all semester. This can be a concept that coordinates with the exemplary text you have chosen or with another research interest you have. Choose a sensitizing concept that is somewhat broad (gender, family, transportation, race, interaction between strangers in public places, neighborhoods, etc.) that you find interesting, as it will be your focus for this class.
2. Locate a public place within which you can observe social interactions that will touch on your chosen sensitizing concept.
3. Observe in your setting for fifteen minutes. Try to observe everything that occurs within your chosen vantage point. For example, if you chose a large space (Walmart), you will not be able to observe everything that occurs. However, if you chose the candy aisle at Walmart, you will be able to observe all the activity that takes place on that one aisle.
4. After fifteen minutes, leave the setting and go directly (I really mean immediately) to a quiet place where you can write up your observations undisturbed. Set aside two to three hours for this.
5. Try to describe everything you observed:
 - a. The setting, environment, layout or floor plan
 - b. Physical descriptions of individuals you observed
 - c. All actions and interactions that took place
 - d. All conversation as close to verbatim as possible
6. Include yourself, your perspective, and your interactions in your description.

7. Your notes should not include any judgments or analysis at this point. Your goal should be to record everything you observed as neutrally and completely as possible.

8. After you finish writing your field notes (and good, complete, thick description notes will take a surprising amount of time to record), read back over them and record, in a separate section, any thoughts and/or analysis that come to mind.

- a. Include some evaluation as to how fruitful your site was for observing your sensitizing concept.

9. Type up your notes and responses and hand them in via email. Please include the following in your heading:

- a. Name
- b. Sensitizing concept
- c. Location of observation
- d. Time and day of observation

Assignment #3: Research Design Challenges and Choices

1. For this assignment, you will need to analyze the research design choices made by the author of your chosen exemplary text. Use your textbook as a reference for the various decisions that a researcher must make.

2. In essay format (3-4 pages maximum), outline the author's research design.

- a. How and why did the researcher choose the specific topic, site, or setting?
- b. How was the sample selected? Who/what was included, who/what was excluded?
- c. How was the data collected?
 - i. What methods were used?
 - ii. What constituted data? (observations, interviews, documents, etc.)
 - iii. Was it conducted covertly or overtly?
 - iv. What was missed, or not included, by using this collection design?
- d. What is the researcher's perspective?
 - i. What "frames" does s/he bring to the setting?

3. How appropriate is the design used for broadening the reader's understanding of the topic (setting or site)?

4. What oversights does the author acknowledge within the text? Is there anything the author wishes s/he had done differently?

Assignment #4: Informed Consent

1. For this assignment, you will need to analyze the informed consent choices made by the author of your chosen exemplary text. Use the text as a reference for the various decisions that a researcher must make.

2. In essay format (2-3 pages maximum), outline the author's approach to informed consent.

3. How did the consent procedure work? What was the process the author used?
 - a. Evaluate its effectiveness
 - i. For informing the research subjects
 - ii. For facilitating access to the research data
 - b. How appropriate for the setting was the process used?
4. How formal was the consent process?
 - a. Were forms signed?
 - b. Was everyone in the setting informed and asked to consent, or were selected individuals told?
 - c. Was the research conducted covertly?
5. Did the characteristics (for example, education level) of the research subjects/participants enter into how consent procedures were or were not dealt with?
6. What problems can you identify with the procedures that were used?
7. What consent issues or problems does the author acknowledge?

Assignment #5: Participant Observation There are three parts to this exercise.

Part I: Observation without sound

1. With your sensitizing concept in mind, choose a public site to observe social interaction where you can see what is occurring, but cannot hear any of the conversations.
2. Follow the same procedures as in Assignment #2.
 - a. Observe the setting for 15 minutes.
 - b. Leave the setting and immediately write up complete and thorough notes of your observations and responses.

Part II: Observation without sight

1. Return to the same site that you observed for part one of this assignment. This time orient yourself so that you cannot see the interaction, but can only hear what is occurring. You may sit with your back to the activity or sit behind a wall or partition that allows you to hear what is happening on the other side.
2. Follow the same procedures as in Assignment #2.c. Listen in the setting for 15 minutes. d. Leave the setting and immediately write up complete and thorough notes of what you heard and your responses.

Part III

1. Read over both your sets of field notes. Compare and contrast the kinds of data you were able to collect through your different positions (seeing versus listening) in the setting.

2. What can you conclude by doing this assignment about collecting data through participant observation? Hand in all three components of this assignment in typed form. Bring one copy of all components to class.

Assignment #6: More Participant Observation This week you will return to your setting and spend one hour observing (both sight and sound). After sixty minutes, leave the field and immediately write up a full set of field notes. Turn in your field notes and keep a copy for yourself. Please list your setting, time of observation, and sensitizing concept at the beginning of your field notes.

Assignment #7: Preparing to Interview Using your sensitizing concept, write up the following:

1. A paragraph fully specifying your concept
 - a. Conceptualization
 - b. Operationalization
2. Your research questions
 - a. What you hope to learn
 - b. What you want to know
3. Your potential sample subjects
 - a. Who
 - b. How would you locate them
 - c. Why are they appropriate
4. A list of 10 interview questions
 - a. May be vague and broad
 - b. In the order you would plan to ask them
 - c. Possible probes that you might use
 - d. Possible hesitation on the part of interviewees and how you might deal with it

Assignment #8: Informal Interviews and Field notes This week, return to the field with your interview questions in mind. Your assignment is to spend an hour in the field observing and interacting. Try to strike up two or three informal conversations that will allow you to ask some general questions regarding your sensitizing concept. This assignment is to get used to speaking with strangers in an informal manner to see what kind of information (data) you may be able to glean. You can use this information to adapt or adjust your interview questions for next week. While in the field, begin to think about who might be a good subject for a formal interview. Next week, your assignment will be to do two interviews using your interview questions so start thinking or planning for this now. Turn in your field notes for this week's observation which should include your informal interviews. Record these in your notes in dialogue format, such as: Interviewer: "I think I saw you last time I was here, is this where you like to study?" Subject: "Yeah, it's kind of comfortable here and I like the coffee." Interviewer: "Yeah, I really like the coffee too, Have you been coming here for long?"

Assignment #9: Conduct Two Interviews This week, using your interview questions, conduct two interviews with appropriate individuals in your setting. Try to tape record the interviews if possible. Assure your respondents that you are doing this for a class assignment and you will protect their confidentiality and you will not be publishing this information. Immediately after each interview, type your notes about the interview. Describe the respondent--appearance, attitude, body language, etc. Describe the context of the interview--location, seating, noise level, recording approach, etc. Using your recording, type up a summary of what occurred for each interview. You should, for your final project, transcribe the entire interview for your notes. Since that will take more time, you will not need to turn in the full transcripts until then. Turn in a description of each of your interviewees (including how and why you chose them), the process of conducting the interview, and the summary of the interview discussion.

Assignment #10: More Participant Observation This week you will return to your setting and spend one hour observing (both sight and sound). After sixty minutes, leave the field and immediately write up a full set of field notes. Turn in your field notes and keep a copy for yourself. Please list your setting, time of observation, and sensitizing concept at the beginning of your field notes.

Assignment #11: More Participant Observation This week you will return to your setting and spend one hour observing (both sight and sound). After sixty minutes, leave the field and immediately write up a full set of field notes. Turn in your field notes and keep a copy for yourself. Please list your setting, time of observation, and sensitizing concept at the beginning of your field notes.

Assignment #12: Beginning your analysis Read through all your data--each observation, each informal interview, and both formal interview transcripts. What patterns do you see? What have you learned about your sensitizing concept? Write up a summary statement documenting the themes you have identified. Use quotes from your field notes or interviews to illustrate your themes. Turn in your preliminary analysis. Meanwhile, begin organizing your data within each of the themes that you have identified. This will help you in preparing to write your final paper.

Final Paper

This paper is your opportunity to demonstrate what you have learned this semester. Your final paper is, in effect a summary paper of your research. This paper should include:

1. Title
2. Introduction that clearly specifies your sensitizing concept
3. Literature Review
4. Methods section that details the process by which you gathered your data
 - a. Site selection
 - b. Observation processes, timing, challenges

- c. Informal interviews
 - i. Selection
 - ii. Process
 - iii. Value of information to project
- d. Formal interviews
 - i. Selection
 - ii. Process
 - iii. Value of information to project
- 5. Analysis
 - a. Detailed discussion about how you identified your themes and analyzed your data
- 6. Results
 - a. Narrative description of your themes, findings
 - b. Quotes from field notes, interviews
- 7. Conclusions
 - a. Limitations of study
 - b. Implications for future study
- 8. Bibliography

Be sure to refer to (and cite) the textbook or other texts from class to justify your methodological or analytic decisions or process. Your paper should be 25-30 pages typed, double-spaced, with page numbers.

Writing-Intensive Course Requirement

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WRITING-INTENSIVE COURSE REQUIREMENT

The purpose of the writing-intensive course requirement is to assist undergraduates in becoming effective writers within their majors. This graduation requirement became effective for all undergraduate students who enrolled as new freshmen in fall semester 1992 or later; all students with an effective *Catalog* year of 1994 or later must fulfill this requirement. At least one upper-division course designated from the following list must be completed with minimum C (2.0) grade. While the intent is that the requirement be fulfilled within the major, students may use a writing-intensive course in another discipline to fulfill the requirement if permitted by the department/school of their major.

The following are the approved writing-intensive courses.

Accounting (ACCT)

43010 Principles of Auditing and Control3

Adolescent/Adult Education (ADED)

32142 Principles of Teaching Adolescents3

American Sign Language (ASL)

49309 Introduction to Deaf Studies3

Anthropology (ANTH)

38480 Archaeological Analysis3

48214 Politics of Culture3

48830 Human Behavioral Ecology and Evolution3

Architecture (ARCH)

30001 Site Design1

40001 Sustainable Design1

Art Crafts (ARTC)

45008 Professional Practices3

45099 Senior Project: Crafts4

Art Education (ARTE)

41003 Art Education: Field Experience3

Art Fine Arts (ARTF)

44099 Senior Project: Fine Arts3

Art History (ARTH)

42000 Research and Writing in Art History3

Biological Sciences (BSCI)

40600 Writing in the Biological Sciences1

Career Technical Teacher Education (CTTE)

46001 Organization of Career and Technical Education3

Center for Applied Conflict Management (CACM)

41010 Reconciliation Versus Revenge: Transitional Justice3

~~49001 Seminar in Conflict Management3~~

Chemistry (CHEM)

30102 Quantitative Analysis Laboratory1

30104 Instrumental Analysis Laboratory2

40251 Advanced Biological Chemistry Laboratory2

Classes (CLAS)

41503 Greek Literature in Translation3

Communication Studies (COMM)

35864 Organizational Communication3

36001 Public Communication in Society3

40001 Advanced Interpersonal Communication3

45154 Rhetorical Criticism3

45902 Communication and Influence3

45957 Language and Meaning3

Computer Science (CS)

33006 Social and Ethical Issues in Computing3

Dance Education (DAN)

47163 Dance History II3

Early Childhood (ECED)

40126 Developmental Reading and Writing: Early Years3

Economics (ECON)

42075 International Economic Relations3

42191 Senior Seminar in Economics3

English (ENG)

30001 English Studies3

31006 World Englishes3

41001 Sociolinguistics in Schooling3

49091 Senior Seminar3

Fashion Design and Merchandising (FD&M)

30083 Professional Seminar3

45035 Historic Textiles3

Finance (FIN)

46059 Financial Policy3

French (FR)

33335 Introduction to the French Theatre3

33336 Introduction to French Poetry3

33337 Introduction to the French Novel3

43230 Advanced Translation Practice: French3

Geography (GEOG)

40191 Seminar in Geography3

Geology (GEOL)

34061 Invertebrate Paleontology4

German (GER)

41216 Contemporary German Culture3

41230 Advanced Translation Practice: German3

41330 20th-Century German Authors3

41365 Classical German Literature3

Gerontology (GERO)

44030 Adult Development and Aging3

Health Education (HED)

32542 Methods and Applications of Health Education5

History (HIST)

32050 The Historian's Craft3

42297 Colloquium: China and Japan3

42397 Colloquium: Women in Europe from Antiquity

to Renaissance3

42497 Colloquium: Women in Modern Europe3

Insert 30022, Urban Theory and Analysis, 3 cr.

Insert 42020, Qualitative Research in Conflict Management, 3 cr.

delete

Writing-Intensive Course Requirement

Spanish (SPAN)

38330 Early Spanish Literature	3
38331 Recent Spanish Literature	3
38334 Early Spanish-American Literature	3
38335 Recent Spanish-American Literature	3
48230 Advanced Translation Practice: Spanish	3

Special Education (SPED)

43020 Assessment in Special Education	3
43309 Introduction to Deaf Studies	3

Speech Pathology and Audiology (SP&A)

44492 Clinical Preparation In Speech Language Pathology	2
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Sport Administration (SPAD)

40300 Sport Enterprise	3
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Technology (TECH)

31000 Cultural Dynamics of Technology	3
33056 Cooperative Education-Professional Development	1
41001 Methods in Technology Education	3
45030 Aircraft Systems II	3
45791 Aviation Security and Policy Seminar	3

Theatre (THEA)

41026 Playwriting	3
41110 Theatre Criticism	3

Visual Communication Design (VCD)

49198 Senior Research Paper Graphic Design/Illustration	2
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Insert 44000, Graphic Design
Perspectives, 3 cr.



INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Dr. Don Williams, Chair, URCC

From: Diedre Badejo, Associate Dean of Curriculum
College of Arts and Sciences

Date: April 25, 2008

Subject: WIC/LER Status Requests for URCC Consideration

The following curricular changes were approved at the April 17, 2008 meetings of the College of Arts and Sciences Curriculum Committee:

A. DEPARTMENT OF ENGLISH

1. Revise Course – ENG 21054, Introduction to Shakespeare [03-03] LER
Prerequisites: None
Credit by Exam N-Credit by Exam Not Approved
2. Revise Course – ENG 22071, Great Books I [03-03] LER
Prerequisites: None
3. Revise Course – ENG 22072, Great Books II [03-03] LER
Prerequisites: None
4. Revise Course – ENG 22073, Major Modern Writers: British and United States [03-03] LER
Prerequisites: None

B. DEPARTMENT OF GEOLOGY

1. Revise Course – GEOL 34061, Invertebrate Paleontology [04-04] WIC
Prerequisites: GEOL 11042 and GEOL 11043; and either BSCI 10110 or BSCI 20560

C. DEPARTMENT OF PAN-AFRICAN STUDIES

1. Revise Course – PAS 23002, Black Experience II [03-03] LER
Prerequisite: None
Description: Study and analysis of the African Experience from 1865 to the present. This course may be used to satisfy the Liberal Education Requirement (LER) and the diversity requirements.

D. DEPARTMENT OF POLITICAL SCIENCE (CACM)

1. Establish Course – CACM 22020, International Conflict Resolution [03-03] DIVG
Prerequisites: None
Description: Provides a wide view of the main theories on causes, expressions and consequences of international conflicts, and explores differing mechanisms for their prevention, resolution and management. Students are familiarized with how and why international conflicts appear and peacekeeping and peacebuilding practices. Conflicts covered include international and devil wars as well as topics such as international terrorism.

Schedule Type: LEC-Lecture
Grade Rule: B-Letter
Credit by Exam: N-Not Approved

2. Revise Course – CACM 41010, Reconciliation Versus Revenge:
Transitional Justice [03-03]

WIC/DIVG

Prerequisites: CACM 22020 and 1 upper-division CACM course

3. Establish Course – CACM 42020, Qualitative Research in Conflict Management [03-03] wic

Prerequisites: CACM 11001 and 2 upper –division CACM courses

Description: An overview of qualitative research methods used to gather and analyze data in conflict management. This course gives students experience in writing a major research paper. This course may be used to satisfy the writing-intensive requirement with approval of major department.

Schedule Type: LEC-Lecture

Grade Rule: B-Letter

Credit by Exam: N-Not Approved

Writing-Intensive: Status

4. Revise Course – CACM 49091, Seminar in Conflict Management [03-03]

wic

Title/Abbreviation: Variable Seminar/Conflict Management

Credit Hours: 01-03

Prerequisites: None

Description: (Repeated registration permissible) Seminar devoted to detailed study of various topics in field of conflict management. Specific topics will be announced in the Schedule of Classes and on the CACM web site.

Writing-Intensive: Status

To: Don Williams, Interim Dean, Honors College
From: AnnMarie LeBlanc, Director, School of Visual Communication Design
Date: 03.31.08
Re: VCD Writing Intensive Course Proposal

44010 This academic year a new course in The School of Visual Communication Design, VCD 44000: Graphic Design Perspectives, was proposed, successfully circulated through committee, and approved. Prior to this action, a version of this course content was offered to VCD students in the art history course, ARTH 42070: History of Graphic Design and also as a Special Topics course in the School of Visual Communication Design.

44010 Presently, The School of Visual Communication Design has proposed, with additional and appropriate writing components, VCD 44000: Graphic Design Perspectives become a Writing Intensive Course. It is for this reason I am writing today.

Attached you will find a Certification of Curriculum Proposal, a Basic Data Sheet, a Writing Intensive Course Proposal, and a course syllabus. If you have any questions or concerns, please do not hesitate to contact me (x23417).

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **4-Apr-08**

Curriculum Bulletin _____

Effective Date **Fall 2009**

Approved by EPC _____

Department **Visual Communication Design**
 College **CI - Communication and Information**
 Proposal **Establish**
 Course Subject **VCD** Course Number **44000-44010**
 Course Title **Graphic Design Perspectives**
 Minimum Credits **3** Maximum Credits **3**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input checked="" type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input checked="" type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

This course has been offered as a VCD Special Topics offering for several semesters. With this proposal and due to enrollment increases in VCD two (2) sections will be offered each fall and each spring for a total of four (4) sections offered per academic year. The course will be required of all VCD undergraduate majors. Establishing this course as a WIC will mean that we will be able to meet this academic requirement for our own students.

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

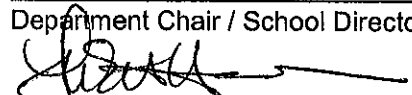
NA

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

05 / 06 / 08



College Dean

5 / 6 / 08

Executive Dean of Regional Campuses

 / /

Senior Vice President for Academic Affairs and Provost

 / /

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date	4-Apr-08	Requested Effective Term	Fall 2009
Course Subject	VCD	Course Number	44000 44010
Course Title	Graphic Design Perspectives		
Title Abbreviation	GD Perspectives		
NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)			
Slash Course	4 / 5 / 4/5, 4/5/7 or 6/7	Cross-listed with	Cross-list Banner code _____ NOTE: To be completed by Curriculum Services.
Minimum Credit	3 <input checked="" type="checkbox"/> to <input type="checkbox"/> or	Maximum Credit	3 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours	<input checked="" type="checkbox"/> Lecture	Minimum Hours	3.00 <input checked="" type="checkbox"/> to <input checked="" type="checkbox"/> or
Per Week	<input type="checkbox"/> Laboratory	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or
	<input type="checkbox"/> Other	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or
	NOTE: Contact hours should be per week.		
Repeat Status	NR - Course may not be repeated If repeats, course limit OR maximum hours		
Course Level	UG - Undergraduate		
Grade Rule	B - Letter		
Schedule Type(s)	LEC - Lecture		
Course Attribute(s)	WIC - Writing-Intensive Course		
Credit By Exam	N - Credit by Exam Not Approved		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s)

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration **VCD majors**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description **A comprehensive exploration of design through history. Topics include the early alphabet, print processes, illustration, photography, corporate design, modern design and digital processes.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
2.50	Intro to Course and Learning Outcomes : Early Writing Systems
3.50	Alphabets and Symbols : Asia : Illuminated Manuscripts
3.50	Printing in Europe : German Illustrated Book
1.75	Renaissance Design
3.50	Typographic Genius : Industrial Revolution
3.50	Early Photography : Arts and Crafts Movement
3.50	Art Nouveau : Genesis of 20th Century Design
1.75	Early Illustration
3.50	Modern Art: Pictorial Modernism
3.50	Revolutions : Bauhaus : Modernism In USA
1.75	International Style
3.50	NY School : Corporate Identity
3.50	Modernism In USA : The Conceptual Image & contemporary illustration
4.00	Global v National : Postmodern Design
1.75	Contemporary Eclecticism & Digital Revolution

45.00 Total Contact Hours

Textbook(s) Used in this Course

Meggs' History of Graphic Design

Writing Expectations

Two papers required: Analysis and comparison of historical design works found in KSU Library Special Collections; Research and analysis of individuals, genre, or movement in 20th Century graphic design.

Instructor(s) Expected To Teach

Inderhees / Simmons

Instructor(s) Contributing to Content

Inderhees / Simmons

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

05, 06, 08

WRITING-INTENSIVE COURSE (WIC) INFORMATION FORM

Revised 2007

Please consult the WIC Guidelines as you respond to each item on this form.

Course Subject and Number: ⁴⁴⁰¹⁰~~44000~~ **Credit Hours:** 3 **Effective Term:** Fall 2009

Course Title: Graphic Design Perspectives

REVISED 4.4.08

☒ **New Proposal** ☐ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and 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)

Paper One: Critical Study of the Design of Historic Works Housed in the KSU Library Special Collections

Students are required to write four (4) pages of analysis and comparison of two (2) works from KSU Library Special Collections. Items available are European manuscripts from 1400s-1550, and printed works dated 1460-1700s. As though they have been contacted by an arts reporter for the local paper, the student is to write the paper to serve as a source for an exhibition at a local museum. Written with the knowledge and background of the reader in mind, the paper is to help the reader see these works through the eyes of a designer. The paper is to include photographs of the designs.

Paper Two: In-depth Study of a Single Designer, Media, or Genre

This ten (10) page research paper is to focus on a key individual, genre, or movement in the history of 20th century graphic design. The paper is to be composed as though it will be the text of an exhibition catalog which will be used as a marketing tool for the museum. The student is to assume the voice of the exhibition curator. A list of topics will be provided, but the student also has the option of proposing a topic upon the approval of the instructor. Not simply a biography, the paper should promote and inform the museum guest as to the significance of this topic's impact on public life and justify its inclusion in the annals of visual communication.

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)

While the discipline of visual communication design is not necessarily one which regularly requires significant amounts of writing, designers often have the opportunity and need to communicate in non-visual ways to:

- (a) describe the nature and style of their work to both clients and the general public,
- (b) comment on the design of public works, both historic and current,
- (c) write marketing materials for clients, and
- (d) edit any written materials provided by their clients.

Writing Assignment #1 is an exercise in verbal description and explanation of visual phenomena which addresses the first two points (a) and (b). Here the students practice and expand their design vocabulary as well as their skills in analysis and description.

Writing-Intensive Course (WIC) Information Form

Writing Assignment #2 addresses all four points (a–d), by requiring students to both explain the components and significance of noted graphic design and place the work in context, as well as provide commentary and copy for marketing materials. One key portion of this assignment involves a peer critique and editing process, in which students are instructed and evaluated on editing skills, and eventually edit each other's writing before the first draft is submitted for the instructor's guided revision.

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)

Early in the semester, the students will read an essay from either the American Institute of Graphic Arts' web site (www.aiga.org), or one provided by the instructor. The assigned essay topic will be an individual designer mentioned in the textbook. A portion of one class will be used to study the structure of the essay.

In addition to assigning texts and articles which provide instruction and insight into writing skills (such as "The Trouble with Type" by Rudy Vanderlans or "End Bad Breath: A Poster by Seymour Chwast" from "Design Literacy" by Steven Heller), one separate and additional, in-class exercise will involve reading a design-related critical essay and analyzing its structure.

4. Which writing assignment(s) provide an opportunity for *revision prior to grading*? (Guidelines: Item 4)

Both assignments.

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)

Paper One will be submitted in two (2) parts:

week four: first draft due (to be returned no later than one week with suggested revisions)

week six: final version due

Paper Two will be submitted in four (4) parts:

week six: proposal due

week eight: outline due

week eleven: first draft due

week fifteen: final version due

Instructors will not only be noting areas on all drafts where students should revise grammar, punctuation, and usage, but also considering, noting and giving suggestions about the student's organization of ideas and development of theme.

For both projects, only the final version will be given a grade. All other components will be graded **ONLY** for timely completion and submission.

Within two weeks each first draft will be given critique by the instructor and papers will be returned with any notes and suggestions for possible revisions, with opportunities to meet in person.

Writing-Intensive Course (WIC) Information Form

6. What *elements of writing* are included in the *assessment* of the student's writing performance? (Guidelines: Item 5)

The organization, quality of information, mechanics, amount of information, sources, paragraph construction and image references will be assessed. A rubric has been provided for this process: "Research Report: GD Perspectives." (Attached)

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)

Tests 1-4	4 @ 10%	40%
Paper One		20%
Paper Two Proposal & Outline		5%
Paper Two final version		35%

55% of the final course grade comes from the writing assignments found in Paper 1 and Paper 2.

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)

22 students; combined undergraduate and graduate

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?

All course materials are archived onto CDs and located in the School of Visual Communication Design office. Copies will be provided to all instructors. A faculty of the unit will be designated as course coordinator to ensure continuity.

URCC Use Only

Date Received by URCC _____

Date Approved by EPC _____

Date Approved by URCC _____

Date Removed as WIC _____

Graphic Design Perspectives :: VCD 44000-44010

REVISED 4.4.08

Joan Inderhees, assistant professor, School of VCD

218f Art :: 672.9708 :: jinderhe@kent.edu :: office hours: mon-thurs 1-3:30PM

1	Jan. 14		Introduction	
	Jan. 16	Meggs 1-2	Early writing systems	
2	Jan. 21		MARTIN LUTHER KING DAY. NO CLASS.	
	Jan. 23	Meggs 3	Asia	Class discussion of assigned reading.
3	Jan. 28	Meggs 4	Illuminated Manuscripts.	
	Jan.30	Meggs 5	Printing in Europe	
4	Feb. 4	Meggs 6	German books; Renaissance design	Paper 1 first draft.
	Feb. 6		Test 1 :: Chapters 1-6	
5	Feb. 11	Meggs 7	Renaissance design	
	Feb. 13	Meggs 8	Era of Typographic Genius	
6	Feb. 18	Meggs 9	Industrial Revolution	Paper 1 due.
	Feb. 20		Early Photography	Paper 2 topic proposals.
7	Feb. 25	Meggs 10	Arts and Crafts Movement	
	Feb. 28	Meggs 11	Art Nouveau	
8	Mar. 3	Meggs 12	Genesis of 20th Design	Paper 2 outline due.
	Mar. 5		Test 2 :: Chapters 7-12+	
9	Mar. 10		Early Illustration	
	Mar. 12	Meggs 13	Influence of Modern Art	
			SPRING BREAK	
10	Mar. 24	Meggs 14	Pictorial Modernism	
	Mar. 26	Meggs 15	Revolutions	
11	Mar. 31	Meggs 16	Bauhaus	
	Apr. 2	Meggs 17	USA	Paper 2 first draft due.
12	Apr. 7	Meggs 18	Internationalism	
	Apr. 9		Test 3 :: Chapters 13-18+	
13	Apr. 14	Meggs 19	New York School	
	Apr. 16	Meggs 20	Corporate Identity	Paper 2 first draft returned.
14	Apr. 21	Meggs 21	The Conceptual Image :: contemporary Illustration	
	Apr. 23	Meggs 22	Global v National	
15	Apr. 28	Meggs 23	Postmodern Design	
	Apr. 30	Meggs 24	Contemporary Eclecticism	Paper 2 final version due.
	May 7	10:15-12:30	Test 4 :: Chapters 19-24	

The instructor reserves the right to change or update the course calendar/schedule at any time.

COURSE OBJECTIVES AND GOALS

This course examines design trends in aesthetics and theory from earliest writing to present-day work. The student will learn how to identify styles and understand their significance to contemporary design. They will develop their ability to write personal commentary of a particular design subject, as well as their ability to research and present current viewpoints of a 20th-century design topic. Since current design trends include nostalgic and appropriated styles, this course will increase the student's understanding of the roots of visual design.

Four tests will be given on the dates listed above. They will include image identification, dates, terminology covered in class and listed chapters in Meggs' book. It will also include one short essay question.

Written Component of the Class:

As you learn more about past design trends, it will help you understand current work. Designers are regularly asked to justify their design decisions, and to explain nuances of graphic communications to clients and the general public. The written assignments have been created to develop your skills in the use of design terminology in effective written communication, as well as to allow you the opportunity to examine design specimens and topics that are part of the KSU Library holdings.

Paper 1: The newspaper/magazine article

- 4 pages of analysis and comparison of 2 works from KSU Library Special Collections. (see information in the class file on the server) Items available are European manuscripts from 1400s-1550, and printed work dated 1460-1700s. You might consider making a chart of each work's features before you begin writing. Write this with the education of the reader in mind; help them see this work through the eyes of a designer. Consider that you have been contacted by a arts reporter for the local paper to serve as a source about an exhibition at a local museum. Include photographs of the work. The staff requests that you do NOT use a flash because it will damage the specimens.
- Consider going to Special Collections TWICE: first to look at the works selected for critique; second to do your analysis
- Use pencils only; they do not permit pens near their documents.
- Regular hours: 1–5pm M–F.
Call in advance for morning appt. hours. 672-2270. Contact Cara Gilgenbach at cgilgenb@kent.edu to set up an appt.
- The staff cannot do photocopies of the document due to their delicate condition.

Paper 2: The Museum Catalog

Research paper on a key individual or movement in the history of graphic design in the 20th century.

Compose your paper as though it will be the text of a show catalog of an exhibit for which you serve as a curator. I have provided a list of topics for you to consider; you may propose a different topic for my approval by the date listed above.

This should not be simply a biography. Your paper should enlighten the museum guest of the significance of this topic's impact on public life and the reason it's included within the annals of visual communication design. Likewise, as with all printed collateral, this document would be a component of the museum's marketing strategy.

GET APPROVAL OF YOUR TOPICS BY THE DATE POSTED BEFORE BEGINNING YOUR WORK.

SUGGESTED TOPICS

Josef Albers	Barabara Kruger	America)
Saul Bass	Willi Kunz	Rolling Stone magazine
Herbert Bayer	Sheila Levrant De Bretteville	design for protest
Lester Beall	Leo Lionni	Cranbrook
Robert Bringhurst	Herb Lubalin	environmental graphics
Neville Brody	Bruce Mau	Design Writing Research
Jean Carlu	Katherine McCoy	Grapus
David Carson	Bruno Monguzzi	comic strips
Jackie Casey	Pentagram	comic books
A M. Cassandre	Robert Slimbach	editorial cartoons
Art Chantry	Pushpin Studio	graphic novels
Ivan Chermayeff	Paul Rand	information graphics
Muriel Cooper	Alexander Rodchenko	minimalism
Theo Van Doesberg	Paula Scher	MTV
Gert Dumbar	Kurt Schwitters	
Emigre	Erik Spiekermann	
Eric Gill	Jan Tschichold	
Milton Glaser	Edward Tufte	
April Greiman	Michael Vanderbilt	
Walter Gropius	Massimo Vignelli	
John Heartfield	Wolfgang Weingart	
Tibor Kalman	CCA (Container Corp. of	

RESEARCH PAPER 2 OUTLINE INCLUDES:**Theme**

A paragraph that identifies the central idea of your research paper and explains how you will go about developing it. You might consider this to be a press release prior to the show's opening.

Outline

Draft a format for the presentation and development of your theme.

Annotated Bibliography

A list of sources that you will be using for your research paper with a sentence or two explaining how each source will be useful to the writing of your paper.

RESEARCH PAPER SPECIFICATIONS

Research papers must be typed and presented in hard copy. Please follow the directions below carefully when writing your papers to receive full credit.

Include an introduction which will identify the central idea and how you will go about presenting it.

The body of the essay will support this theme.

This is NOT written in first-person.

End with a conclusion which restates, not repeats, the theme.

SUBMIT BOTH A PRINTED AND DIGITAL COPY (Word) OF YOUR PAPERS. Server location will be announced in class.

Number of essay pages

Ten pages. This DOES NOT INCLUDE the cover page, bibliography or image pages.

Cover

Include the following on the cover: title of paper, your name, course name, and date the paper is turned in.

Margins

1-inch margins at top, bottom, left and right.

Type specifications

12/24 Times, or 12pt Times that is double line-spaced.

Images

Include images of the work about which you are writing with captions on separate pages following the ten text pages.

Do not place images within the text pages. Images, footnotes, and endnotes are in addition to the pages required.

Number and identify the images; for example, "Figure 1: Armin Hofmann, logotype for the Basel Civic Theater, 1954."

To reference the images in the text of your paper to show the relationship of the images to your writing, add the note (figure 1) in the text of your essay.

Sources

At least 5 sources must be used, 3 of which must be reference **books**. Other sources may include: films or videos; interviews; articles in publications; the textbook; and viable websites. **Note: Wikipedia is NOT a viable source for research papers.** Cite all sources.

Bibliography

Include a bibliography including all source materials. Use a standard form and style for notes and bibliography in MLA Style.

In addition to *Writing for the Visual Arts* by Mashey Bernstein and George Yatchisin, here are other references on writing form and style:

Barnet, Sylvan. *A Short Guide to Writing about Art*. 2nd edition. Boston: Little, Brown and Co., 1985.

Memering, Dean. *The Prentice Hall Guide to Research Writing*. 2nd edition. New Jersey: Prentice Hall, 1989.

MLA Notation Example:

"French capital was poured into the country to enable the Japanese to build shipyards and iron-foundries and in return Japanese goods were imported into France" (Battersby, 8).

Bibliography Example:

Battersby, Martin. *Art Nouveau*. Middlesex: Hamlyn Publishing Group, 1969.

RESOURCES

KSU Library
Kent Free Library
Stow Library

Graphic Design Organizations' Sites
American Institute of Graphic Arts (AIGA)
<http://www.aiga.org>

Design Innovation Institute (DII)
<http://www.designnovation.org>

International Congress of Graphic Design Associations
(ICOGRADA)
<http://www.icograda.org>

Society for Environmental Graphic Designers (SEGD)
<http://www.segd.org>

Society of Type Afficionados (SOTA)
<http://www.sota.org>

Museum Web Sites

Museum of Contemporary Art
<http://www.mcasd.org>

Museum of Photographic Art
<http://www.mopa.org>

Mingei International Museum
<http://www.mingei.org>

Getty Museum
<http://www.getty.edu>

Cooper-Hewitt, National Design Museum
<http://ndm.si.edu>

The Huntington Library
<http://www.huntington.org>

Design Museum, London
<http://www.designmuseum.org>

Museum of Modern Art
<http://www.moma.org>

Dutch Design
http://www.moma.org/exhibitions/1996/dutch_design/index

Museum of Modern Art
moma.org

Reference Materials

Writing for the Visual Arts
Mashey Bernstein and George Yatchisin
Pearson Education
ISBN: 0-13-022548-7

Looking Closer Three: Classic Writings on Graphic Design
Steven Heller and Rick Poyner
Allworth Press
ISBN: 1-58115-022-9

Magazines

Baseline

www.baselinemag.com

Communication Arts (CA)

www.commarts.com

CMYK

www.cmykmag.com

Eye

www.eyemagazine.com

How

www.howdesign.com

ID

www.idonline.com

Metropolis

www.metropolismag.com

Print

www.printmag.com

Step-by-Step

www.stepinsidedesign.com

Visible Language

www.id.iit.edu/visiblelanguage

Wired

www.wired.com

Web Sites

www.designobserver.com

typophile.com

typeculture.com

www.underconsideration.com/speakup

RESEARCH PAPER GRADING

A to A-

Papers that are well written, proofed and edited, spell checked and grammar checked, and adhere to the specifications; contain a clear thesis statement and defend/support the thesis thoroughly; papers that evidence depth of research and informed theoretical and contextual interpretation and analysis.

B+ to B-

Papers that are well written, proofed and edited, spell checked and grammar checked, and adhere to the specifications; papers that evidence research (at least 4 credible sources beyond the general information sources, such as the basic textbook, encyclopedia, and typical Internet sources) and present background and biographical material on the designer/design firm, formal analysis of and background material on the work.

C+ to C-

Papers that are well written, proofed and edited, spell checked and grammar checked, and adhere to the specifications; that basically fulfill the assignment. No meaningful research beyond the general information sources, such as the basic textbook, encyclopedia, and typical Internet sources.

D+ to D-

Papers that are not well written, not proofed and edited, do not adhere to the specifications, and have not been spell checked and grammar checked. Papers that are acceptable but do not fulfill the assignment.

F

Papers that are not well written, not proofed and edited, do not adhere to the specifications, and have not been spell checked and grammar checked. Papers that are not complete, do not fulfill the assignment, and are otherwise not acceptable.

FINAL GRADE FOR THE CLASS

The School of VCD Attendance Policy is in effect for this class.

The undergraduate grade will be calculated as follows:

Tests 1-4	4 @ 10%	40%
Paper 1		20%
Paper 2 Outline/theme/bbl		05%
Paper 2		35%

REVISED 4.4.08

Research Report : GD Perspectives

Student Name: _____

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Image References	All topics were clearly supported by at least one image.	Most topics were clearly supported by at least one image.	Few topics were clearly supported by images, or images chosen were inappropriate.	Most or all support images chosen were inappropriate.

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost
From: Don Williams, Dean; Co-chair, URCC
Subject: Course Proposals for EPC Action
Date: May 6, 2008



The University Requirements Curriculum Committee has approved the following course proposal to remove Writing-Intensive Course status, effective Fall 2009:

CACM 49091, Seminar in Conflict Management, 3 cr. (WIC)

This course will be replaced by CACM 42020 in providing the WIC for students pursuing the Applied Conflict Management major.

Relevant cover memos, CCP, and catalog change are attached.

Cc: Therese Tillett, Curriculum Services
Diedre Badejo, Arts and Sciences
URCC

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **31-Mar-08**

Curriculum Bulletin _____

Effective Date **Fall 2009**

Approved by EPC _____

Department **Center for Applied Conflict Management**College **AS - Arts and Sciences**Proposal **Revise Course**Course Subject **CACM** Course Number **49091**Course Title **Seminar in Conflict Management**Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input checked="" type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

No encroachment or duplication

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

None

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

4/9/08

College Dean

4/28/08

Executive Dean of Regional Campuses

 / /

Senior Vice President for Academic Affairs and Provost

 / /

POL (CACM) 315

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **31-Mar-08** Requested Effective Term **Fall 2009**
 Course Subject **CACM** Course Number **49091**
 Course Title **Variable Title Seminar in Conflict Management**
 Title Abbreviation **~~Variable Seminar/Conflict Mgmt~~ SEM: Conflict Management**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
 Minimum Credit **01** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
 Per Week ☐ Laboratory Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
☒ Other Minimum Hours **01.00** ☒ to ☐ or Maximum Hours **03.00**
 NOTE: Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit **99** OR maximum hours **99**
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **SEM - Seminar**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s)

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration **senior standing**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code 09

OBR Subsidy Code 08

OBR Course Level 3

CIP Code 300501

Catalog Description **(Repeated ^{the} registration permissible) Seminar devoted to detailed study of various topics in field of conflict management. Specific topics ~~will be~~ announced in Schedule of Classes and on the CACM web site.** *are*

Complete the following only if applicable:

Previous Title **Seminar in Conflict Management**

Previous Subject _____ Previous Number **POL (CACM) 316**

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact
Hours

Outline

45.00 Possible seminar titles:

Personality and Conflict
Approaches to Conflict Management Training
Aggression and Violence
Moral and Ethical Issues in Conflict Management
Emerging Issues in Conflict Management
Post-traumatic Stress
Conflict Resolution and Human Rights

45.00 Total Contact Hours

Textbook(s) Used in this Course

Will vary depending upon the topic

Writing Expectations

Regular short papers reacting to the readings and/or several 4-5 page papers addressing central topics and/or a 15-18 page research paper

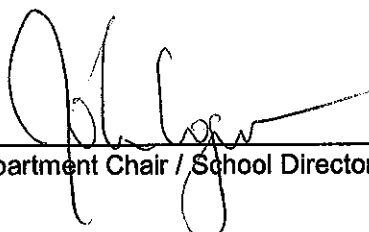
Instructor(s) Expected To Teach

any of the CACM full-time or adjunct faculty

Instructor(s) Contributing to Content
Cunningham

Patrick Coy, Jennifer Maxwell, Landon Hancock, Karen

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

4 19 108

POL (CACM) 317

WRITING-INTENSIVE COURSE INFORMATION FORM

Department Abbreviation CACM (CPC)

Course Number 49091

1. List the writing assignments for this course. Please describe the extent and character of each.

Please note: The Center for Peaceful Change is currently in the process of changing the name of the Center to the "Center for Applied Conflict Management," and the departmental major and minor from "Peace and Conflict Studies" to "Applied Conflict Management." The course, CACM 49091, *Research Seminar in Conflict Management*, has been taught for many years under the CPC 49091 designation.

Research Seminar in Conflict Management is a senior level course requiring a 25-30 page research paper. An investigation of an appropriate research methodology is included in the coursework. Students choose a topic relating to the field of conflict management and turn in sections of the paper on specified dates.

2. In what ways does this course include opportunities for guided revision before grading occurs?

Students turn in segments of the paper which are critiqued and returned to the student for corrections and revisions.

3. In what ways does the grade in this course reflect the student's writing performance?

The grade for the course is based on a grade for the individual segments of the paper and the grade for the final revised paper.

4. How frequently will this Writing-Intensive course be offered?

This course is offered each semester.

5. What is the expected class size? 5 - 10 students

POL (CACM) 318

Center for Peaceful Change
(216) 672-3143



DATE: June 6, 1993
TO: Gayle L. Ormiston, Chair, EPC Subcommittee on Writing
FROM: Jennifer P. Maxwell, *J. Maxwell* Center for Applied Conflict Management (Center for Peaceful Change)
SUBJECT: Writing-Intensive Course Proposal - CACM 49091

In answer to the questions posed by the committee (May 20, 1993 memo):

- ✓ 1. The course content of CACM 49091 varies only to the extent that the individual research topics to be addressed by the student varies. The research paper is always required, and will continue to be a requirement every semester.
2. Each segment of the paper is read both for the purposes of guided revision and, following revision, for the purposes of assigning a grade. Segments are collected, read, and returned to the student with comments regarding revisions. Suggestions for revisions may include an explanation of what would be required for the segment to be considered "excellent" and a description of what is expected of a major research paper in order to receive an "A" grade, or a "B" grade, etc. The segments are then resubmitted for a segment grade. Segment grades can be improved by a further revision when the final paper is submitted. Segment grades are negatively impacted by a student's failure to turn them in by the required due date. (This requirement was added to stress the importance of students handing in the segments on the due dates, rather than waiting until the last minute to turn papers in; when students did not turn in segments when required, there was a substantial decrease in their ability to respond to revision suggestions.)

Pol (CACM) 319



INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Dr. Don Williams, Chair, URCC

From: Diedre Badejo, Associate Dean of Curriculum
 College of Arts and Sciences

Date: April 25, 2008

Subject: WIC/LER Status Requests for URCC Consideration

The following curricular changes were approved at the April 17, 2008 meetings of the College of Arts and Sciences Curriculum Committee:

A. DEPARTMENT OF ENGLISH

1. Revise Course – ENG 21054, Introduction to Shakespeare [03-03] LER
 Prerequisites: None
 Credit by Exam N-Credit by Exam Not Approved
2. Revise Course – ENG 22071, Great Books I [03-03] LER
 Prerequisites: None
3. Revise Course – ENG 22072, Great Books II [03-03] LER
 Prerequisites: None
4. Revise Course – ENG 22073, Major Modern Writers: British and United States [03-03] LER
 Prerequisites: None

B. DEPARTMENT OF GEOLOGY

1. Revise Course – GEOL 34061, Invertebrate Paleontology [04-04] WIC
 Prerequisites: GEOL 11042 and GEOL 11043; and either BSCI 10110 or BSCI 20560

C. DEPARTMENT OF PAN-AFRICAN STUDIES

1. Revise Course – PAS 23002, Black Experience II [03-03] LER
 Prerequisite: None
 Description: Study and analysis of the African Experience from 1865 to the present. This course may be used to satisfy the Liberal Education Requirement (LER) and the diversity requirements.

D. DEPARTMENT OF POLITICAL SCIENCE (CACM)

1. Establish Course – CACM 22020, International Conflict Resolution [03-03] DIVG
 Prerequisites: None
 Description: Provides a wide view of the main theories on causes, expressions and consequences of international conflicts, and explores differing mechanisms for their prevention, resolution and management. Students are familiarized with how and why international conflicts appear and peacekeeping and peacebuilding practices. Conflicts covered include international and devil wars as well as topics such as international terrorism.

 Schedule Type: LEC-Lecture
 Grade Rule: B-Letter
 Credit by Exam: N-Not Approved

2. Revise Course – CACM 41010, Reconciliation Versus Revenge:Transitional Justice [03-03]

WIC/DIVG

Prerequisites: CACM 22020 and 1 upper-division CACM course

3. Establish Course – CACM 42020, Qualitative Research in Conflict Management [03-03] wic

Prerequisites: CACM 11001 and 2 upper-division CACM courses

Description: An overview of qualitative research methods used to gather and analyze data in conflict management. This course gives students experience in writing a major research paper. This course may be used to satisfy the writing-intensive requirement with approval of major department.

Schedule Type: LEC-Lecture

Grade Rule: B-Letter

Credit by Exam: N-Not Approved

Writing-Intensive: Status

4. Revise Course – CACM 49091, Seminar in Conflict Management [03-03]

WIC

Title/Abbreviation: Variable Seminar/Conflict Management

Credit Hours: 01-03

Prerequisites: None

Description: (Repeated registration permissible) Seminar devoted to detailed study of various topics in field of conflict management. Specific topics will be announced in the Schedule of Classes and on the CACM web site.

Writing-Intensive: Status



Writing-Intensive Course Requirement

WRITING-INTENSIVE COURSE REQUIREMENT

The purpose of the writing-intensive course requirement is to assist undergraduates in becoming effective writers within their majors. This graduation requirement became effective for all undergraduate students who enrolled as new freshmen in fall semester 1992 or later; all students with an effective *Catalog* year of 1994 or later must fulfill this requirement. At least one upper-division course designated from the following list must be completed with minimum C (2.0) grade. While the intent is that the requirement be fulfilled within the major, students may use a writing-intensive course in another discipline to fulfill the requirement if permitted by the department/school of their major.

The following are the approved writing-intensive courses.

Accounting (ACCT)

43010 Principles of Auditing and Control3

Adolescent/Adult Education (ADED)

32142 Principles of Teaching Adolescents3

American Sign Language (ASL)

49309 Introduction to Deaf Studies3

Anthropology (ANTH)

38480 Archaeological Analysis3

48214 Politics of Culture3

48830 Human Behavioral Ecology and Evolution3

Architecture (ARCH)

30001 Site Design1

40001 Sustainable Design1

Art Crafts (ARTC)

45008 Professional Practices3

45099 Senior Project: Crafts4

Art Education (ARTE)

41003 Art Education: Field Experience3

Art Fine Arts (ARTF)

44099 Senior Project: Fine Arts3

Art History (ARTH)

42000 Research and Writing in Art History3

Biological Sciences (BSCI)

40600 Writing in the Biological Sciences1

Career Technical Teacher Education (CTTE)

46001 Organization of Career and Technical Education3

Center for Applied Conflict Management (CACM)

41010 Reconciliation Versus Revenge: Transitional Justice3

~~49091 Seminar in Conflict Management3~~

Chemistry (CHEM)

30102 Quantitative Analysis Laboratory1

30104 Instrumental Analysis Laboratory2

40251 Advanced Biological Chemistry Laboratory2

Classics (CLAS)

41503 Greek Literature in Translation3

Communication Studies (COMM)

35864 Organizational Communication3

36001 Public Communication in Society3

40001 Advanced Interpersonal Communication3

45154 Rhetorical Criticism3

45902 Communication and Influence3

45957 Language and Meaning3

Computer Science (CS)

33006 Social and Ethical Issues in Computing3

Dance Education (DAN)

47163 Dance History II3

Early Childhood (ECED)

40126 Developmental Reading and Writing: Early Years3

Economics (ECON)

42075 International Economic Relations3

42191 Senior Seminar in Economics3

English (ENG)

30001 English Studies3

31006 World Englishes3

41001 Sociolinguistics in Schooling3

49091 Senior Seminar3

Fashion Design and Merchandising (FD&M)

30083 Professional Seminar3

45035 Historic Textiles3

Finance (FIN)

46059 Financial Policy3

French (FR)

33335 Introduction to the French Theatre3

33336 Introduction to French Poetry3

33337 Introduction to the French Novel3

43230 Advanced Translation Practice: French3

Geography (GEOG)

40191 Seminar in Geography3

Geology (GEOL)

34061 Invertebrate Paleontology4

German (GER)

41216 Contemporary German Culture3

41230 Advanced Translation Practice: German3

41330 20th-Century German Authors3

41365 Classical German Literature3

Gerontology (GERO)

44030 Adult Development and Aging3

Health Education (HED)

32542 Methods and Applications of Health Education5

History (HIST)

32050 The Historian's Craft3

42297 Colloquium: China and Japan3


42397 Colloquium: Women in Europe from Antiquity

to Renaissance3

42497 Colloquium: Women in Modern Europe3

HONORS COLLEGE

Interdepartmental Correspondence

To: Gayle Ormiston, Associate Provost
From: Don Williams, Dean; Co-chair, URCC 
Subject: Course Proposals for EPC Action
Date: May 6, 2008

The University Requirements Curriculum Committee has approved the following courses for Global Diversity status, effective Fall 2009:

CACM 22020, International Conflict Resolution, 3 cr.

CACM 41010, Reconciliation versus Revenge, 3cr.

Relevant cover memos, CCP, BDS, Diversity questionnaire, sample syllabi, and catalog changes are attached.

Cc: Therese Tillett, Curriculum Services
Diedre Badejo, Arts and Sciences
URCC



INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Dr. Don Williams, Chair, URCC

From: Diedre Badejo, Associate Dean of Curriculum
 College of Arts and Sciences

Date: April 25, 2008

Subject: WIC/LER Status Requests for URCC Consideration

The following curricular changes were approved at the April 17, 2008 meetings of the College of Arts and Sciences Curriculum Committee:

A. DEPARTMENT OF ENGLISH

1. Revise Course – ENG 21054, Introduction to Shakespeare [03-03] LER
 Prerequisites: None
 Credit by Exam: N-Credit by Exam Not Approved
2. Revise Course – ENG 22071, Great Books I [03-03] LER
 Prerequisites: None
3. Revise Course – ENG 22072, Great Books II [03-03] LER
 Prerequisites: None
4. Revise Course – ENG 22073, Major Modern Writers: British and United States [03-03] LER
 Prerequisites: None

B. DEPARTMENT OF GEOLOGY

1. Revise Course – GEOL 34061, Invertebrate Paleontology [04-04] WIC
 Prerequisites: GEOL 11042 and GEOL 11043; and either BSCI 10110 or BSCI 20560

C. DEPARTMENT OF PAN-AFRICAN STUDIES

1. Revise Course – PAS 23002, Black Experience II [03-03] LER
 Prerequisite: None
 Description: Study and analysis of the African Experience from 1865 to the present. This course may be used to satisfy the Liberal Education Requirement (LER) and the diversity requirements.

D. DEPARTMENT OF POLITICAL SCIENCE (CACM)

1. Establish Course – CACM 22020, International Conflict Resolution [03-03] DIVG
 Prerequisites: None
 Description: Provides a wide view of the main theories on causes, expressions and consequences of international conflicts, and explores differing mechanisms for their prevention, resolution and management. Students are familiarized with how and why international conflicts appear and peacekeeping and peacebuilding practices. Conflicts covered include international and civil wars as well as topics such as international terrorism.

 Schedule Type: LEC-Lecture
 Grade Rule: B-Letter
 Credit by Exam: N-Not Approved

2. Revise Course – CACM 41010, Reconciliation Versus Revenge:Transitional Justice [03-03]

WIC/DIVG

Prerequisites: CACM 22020 and 1 upper-division CACM course

3. Establish Course – CACM 42020, Qualitative Research in Conflict Management [03-03] wic

Prerequisites: CACM 11001 and 2 upper-division CACM courses

Description: An overview of qualitative research methods used to gather and analyze data in conflict management. This course gives students experience in writing a major research paper. This course may be used to satisfy the writing-intensive requirement with approval of major department.

Schedule Type: LEC-Lecture

Grade Rule: B-Letter

Credit by Exam: N-Not Approved

Writing-Intensive: Status

4. Revise Course – CACM 49091, Seminar in Conflict Management [03-03]

wic

Title/Abbreviation: Variable Seminar/Conflict Management

Credit Hours: 01-03

Prerequisites: None

Description: (Repeated registration permissible) Seminar devoted to detailed study of various topics in field of conflict management. Specific topics will be announced in the Schedule of Classes and on the CACM web site.

Writing-Intensive: Status



**CENTER FOR APPLIED CONFLICT MANAGEMENT
POLITICAL SCIENCE DEPARTMENT**

Interdepartmental Correspondence

TO: Diedre Badejo, Associate Dean of Curriculum
College of Arts and Sciences

FROM: Patrick Coy, Director
Center for Applied Conflict Management

DATE: April 9, 2008

SUBJECT: CACM Curricular Revisions Proposed for Fall 2009

JGC
4/9/08

The Center for Applied Conflict Management is proposing the creation of two new courses, International Conflict Resolution and Qualitative Research in Conflict Management, designation of International Conflict Resolution and another course, Reconciliation Versus Revenge: Transitional Justice as global diversity courses, renaming one course, changing the catalog descriptions of several courses, and changing several course prerequisites. In addition, minor changes are proposed to the applied conflict management (ACM) major and minor requirements. Applied Conflict Management, major and minor code ACM.

The CACM Faculty Committee agreed unanimously to these proposed changes at its meeting of October 2, 2007. The Political Science Undergraduate Studies Committee reviewed and approved this proposal on March 31, 2008.

Three types of actions are included in this proposal:

A. Addition of two new courses

1. CACM 22020, International Conflict Resolution, would be a required course in the ACM major. In the minor it would be an optional course. CACM is requesting that this course be designated as a diversity course.

Need: In order to broaden the CACM curriculum beyond its current focus on interpersonal and intergroup conflict, our last search for a full time, tenure track

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faculty member was targeted toward finding a conflict management scholar with a specialty in international conflict. This search was successful with the hiring of Dr. Landon Hancock in August 2006. Creating a course in International Conflict Resolution and requiring it for majors strengthens our degree program and also resonates with the specialty of our newest faculty member.

Another reason for creating the International Conflict Resolution course is to prepare ACM majors and minors for one of CACM's senior level courses, CACM 41010, Reconciliation Versus Revenge: Transitional Justice. At this time Reconciliation Versus Revenge is the main CACM course in the curriculum with a transnational/comparative perspective. Consequently, we have found that too many of our majors and minors are insufficiently prepared for the transnational/comparative approach taken in this course. We have designed the International Conflict Resolution course to remedy this problem, including making it a 20000 level course and making it a prerequisite for Reconciliation Versus Revenge. We see these two courses as a sequence.

Precursors: International Conflict Resolution has been taught as a CACM Special Topics course twice, in Spring 2006 and Spring 2008. Both times it has been co-delivered with POL 40995, Selected Topics in Political Science.

Audience:

ACM majors would be among the audience for this course since it would be a required course for them. In addition, some ACM minors would be interested in this course. Certainly some International Relations and Political Science majors would take the course, and we suspect that students in History, Geography, and Pan African Studies would be interested as well.

Effect on current offerings:

International Conflict Resolution would be added to the list of required courses for ACM majors. In order not to increase the number of required courses, CACM 21010, Cross-cultural Conflict Management, which is currently a required course, would become one of five courses from which majors select one course.

Effect on staffing:

This course has been offered twice as a Special Topics course, two years apart. We plan to offer this new course once a year since it will be a required course for ACM majors. CACM proposes a maximum student enrollment of 45 students. Dr. Landon Hancock developed this course and will be the primary faculty member teaching it. Dr. Patrick Coy may also teach this course. No additional resources would be required in order to offer this course once a year.

Dr. (Landon) 248

Effect on other units or programs

The Political Science Undergraduate Studies Coordinator expressed no concerns about encroachment or duplication in respect to this course. Mary Ann Haley, Director of the International Relations program, indicated that she has no objection to the course.

International Conflict Resolution has been taught twice as CACM's 30000 level special topics class, both times co-scheduled with POL 40995, Selected Topics in Political Science. The new course International Conflict Resolution would be a 20000 level course for two reasons: it would be a prerequisite for CACM 41010, Reconciliation Vs. Revenge, and we want to give CACM students plenty of opportunity to fit International Conflict Resolution into their schedules before they take CACM 41010 as seniors. Second, CACM has only three other 20000 level courses, one of which is rarely offered.

Once International Conflict Resolution is taught as CACM 22020, CACM will no longer be able to co-schedule it with a Political Science special topics course, since Political Science has no 20000 level special topics course. It is likely that fewer Political Science and International Relations students will enroll in International Conflict Resolution once it becomes a sophomore level course. However, this decline in enrollment will be offset by an increase in enrollment by CACM majors, since they will be required to take International Conflict Resolution as one of their core courses.

2. Creation of CACM 42020, Qualitative Research in Conflict Management

Need: The new course, CACM 42020, Qualitative Research in Conflict Management, currently being taught as CACM 49091, Seminar in Conflict Management, is being created because over the years CACM 49091 has become a single topic course, not a variable topic seminar. Therefore, the CACM qualitative research course needed a new number and title. CACM 42020 is proposed to be a writing intensive course, as CACM 49091 has been.

Besides the number and title, the only differences between CACM 42020 and CACM 49091 as it has been taught for at least the last decade are an update of the course description and change in prerequisites. The first sentence of the catalog description of CACM 49091 reads, "An overview of qualitative and quantitative research methods..." The words "and quantitative" have been dropped in the CACM 42020 course description because CACM 49091 has been taught solely as a qualitative research methods course for more than the last decade, and the Center faculty work primarily out of the qualitative tradition. The prerequisite for CACM 42020 will be "CACM 11001, two upper division CACM courses, and junior standing" rather than CACM 49091's current prerequisite of "junior standing and special approval." This is so students will have a sufficient background in conflict management for this senior level course.

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B. Application for diversity course status for the CACM courses International Conflict Resolution (CACM 22020) and Reconciliation Versus Revenge: Transitional Justice (CACM 41010)

1. International Conflict Resolution

International Conflict Resolution examines the sources and methods of international conflict and its resolution from the perspectives of the field of conflict management. Particular emphasis is placed upon how unequal and/or discriminatory treatment affects the outbreak of conflicts, how racial or ethnic perceptions, attitudes and stereotypes affect conflict dynamics and how paying attention to diverse traditions—locally as well as internationally—often holds the key to successful resolution of these deeply rooted, protracted social conflicts.

Impact on students in this unit and in other units or programs:

This course is designed primarily to introduce conflict management students to the wider world of international conflict resolution and conflict management, building upon other foundation courses such as Introduction to Conflict Management and Conflict Theory. ACM majors would be required to take this course. ACM minors could choose this course as one of eight courses from which they select two courses. This course would also be beneficial to students majoring in political science or international relations, particularly by providing a more diverse approach to why international and ethnic conflicts take place and the methods by which they can be resolved.

Enrollment/Staffing:

International Conflict Resolution would have no prerequisite. CACM proposes a maximum student enrollment of 45 students, which would be large enough to accommodate ACM majors and minors as well as non majors who want to take the course. International Conflict Resolution would be taught most often by Landon Hancock. Patrick Coy may occasionally teach the course. With current resources the center would be able to offer only one section per year.

2. Reconciliation Versus Revenge: Transitional Justice

→ This is an upper-division course that examines the dilemmas that many societies face when emerging from violent conflict and transitioning to a peaceful post-conflict existence, including whether to seek reconciliation with past enemies or exact revenge for their deeds. The course focuses primarily on international cases but also covers domestic cases. Among the cases examined are South Africa, Rwanda, Sierra Leone, East Timor, and Latin American countries. The course also examines how the United States has handled the legacies of widespread discrimination against Native Americans, Japanese Americans, and African-Americans.

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Diversity issues are embedded within the structure of the course. Students examine how race, ethnicity, gender and culture may express conflict, and how transitional justice methods may be based upon local indigenous traditions such as Gacaca courts in Rwanda. The course incorporates culturally diverse models of post-conflict reconstruction and transformation as elements of creating stable societies in areas of the world emerging from violent conflict.

Impact on students in this unit and in other units or programs

This course has been offered regularly since fall of 2004. Each time it has been taught, it has been co-scheduled with either POL 40995 (Selected Topics in Political Science) or POL 40591 (Seminar in International Relations-Comparative Politics). In the past two semesters the course has been taught, the Political Science section has filled completely at 12-15 students, and the CACM section enrollment has been 9-10, with a cap of 12 students. If this trend continues, there would be a small number of seats available for nonmajors to take this proposed diversity course, although the course's writing-intensive status and prerequisites of CACM 22020 and one upper-division CACM course might deter some of them. ACM majors are required to take this course; ACM minors can choose this course as one of eight courses from which they select two courses.

Enrollment and Staffing:

As mentioned above, the designation of CACM 41010 as a diversity course would not significantly affect enrollment since the CACM section of Reconciliation vs. Revenge is capped at 12 due to its being a writing-intensive course and being co-scheduled with POL 40591. As it is a required course for CACM majors, it is likely to continue to fill close to its enrollment cap.

Currently this course is being taught by Dr. Landon Hancock, who holds a degree in conflict resolution from George Mason University and has taken coursework on reconciliation as well as having served as a reviewer for texts and articles on the subject. The course was developed by Dr. Patrick Coy, director of CACM, whose experience in the field of transitional justice includes having worked in the field in the ethnic conflict of Sri Lanka with local human rights activists supporting transitional justice programs. Dr. Coy regularly offers a doctoral-level course on transitional justice, and he envisions teaching this undergraduate course again as well. With current resources this course can only be offered once a year.

C. Revisions

1. Change the title of CACM 35050, Public Sector Dispute Resolution, to Environmental Conflict Resolution

There are four reasons for proposing this change:

- a. To closely and accurately reflect the actual content of the course as it has been taught over the past decade and as we intend to continue to teach it.

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- b. Major conflicts are emerging over natural resource management, access to water, development, global warming, etc. Environmental conflicts will be front and center in public sector disputes for a long time to come.
 - c. We feel the new name is more easily understandable than the old with regard to what students can expect in the course. While “public sector dispute resolution” often has to be explained to prospective students, “environmental conflict resolution” will not have to be and students without the opportunity to consult an advisor will know what the course is about.
 - d. We suspect that students will be more interested in a course with the new name. Beyond ACM majors and minors, the course will probably appeal to some urban studies and planning minors and to students in the natural sciences.
- 2. a. Change the catalog description of CACM 35095, Special Topics, from

"This course is designed to provide students from other majors with special interest subjects related to their field. Prerequisite: none"

to

“(Repeated registration permissible) Designed to provide an in-depth examination of topics and issues of interest to faculty and students. Specific topics are announced in the Schedule of Classes and on the Center’s web site. Prerequisite: none”

The CACM Special Topics course has evolved such that the overwhelming majority of the students who take this course are applied conflict management majors or minors. This change in course description would reflect the reality of the course enrollment history over the last decade.
- b. The course title will be updated from “Special Topics” to “Special Topics in Conflict Management” as required by the *Curriculum Guidelines*.
- 3. Change the prerequisite for CACM 41010, Reconciliation Versus Revenge: Transitional Justice, from “none” to “CACM 22020, one upper-division CACM course, and junior standing.” In addition, CACM proposes that this course become a global diversity course.

Insofar as Reconciliation Versus Revenge: Transitional Justice has heretofore been the main required CACM course with a transnational/comparative perspective, we have found that too many of our majors and minors are insufficiently prepared for the transnational/comparative approach taken in this course. We have designed the International Conflict Resolution course to remedy

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this problem, including making it a 20000 level course and making it a prerequisite for Reconciliation Versus Revenge. An upper-division CACM course and junior standing are proposed as additional prerequisites because Reconciliation Versus Revenge is a senior level course.

4. Change the title, course description, prerequisite, and credit hours of CACM 49091, Seminar in Conflict Management

We recently learned that courses ending in "91" should be variable title seminar courses. Over the years CACM 49091, Seminar in Conflict Management, has become a single title course no longer taught in seminar format. To correct this, the qualitative research course which has been taught as CACM 49091 for at least the last decade will be given a new course number and title: CACM 42020, Qualitative Research in Conflict Management. CACM 49091 will go back to being a variable title seminar course. Its writing-intensive course status is proposed to be removed since the content of this course has effectively been transferred to CACM 42020, which we intend to keep as a writing-intensive course. Insofar as our curriculum will continue to require two writing-intensive courses for our majors (CACM 41010 and CACM 42020), there is no need for CACM 49091 to be writing-intensive.

- a. The course title will change slightly from "Seminar in Conflict Management" to "Variable Title Seminar in Conflict Management."
- b. The CACM 49091 course description, currently the description of the qualitative research course, will become: "(Repeated registration permissible.) Seminar devoted to detailed study of various topics in field of conflict management. Specific topics will be announced in Schedule of Classes and on the CACM web site."
- c. The prerequisite for CACM 49091 is currently "junior standing and special approval." It will become "senior standing." Since this course is a detailed study of various topics, the likelihood of meaningful and successful participation in the seminar will be increased insofar as students are in their senior year. Special approval was part of the prerequisite for the qualitative research course in order to help ensure that CACM majors graduating within the upcoming year were able to secure a seat in the class, limited in size due to its writing-intensive status and offered only once a year. Since CACM 49091 will not be a required course for majors nor a writing-intensive course, there will be no need to require special approval.
- d. The number of credit hours for this course will change from "3" to "1-3." This course is being redesigned from a research methodology course to a course focused on intensive treatment of selected topics. Some topics may best be dealt with in a 1-2 credit format rather than a full 3 credit format. Finally, this also gives our curriculum a bit more flexibility.

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5. In the ACM major, International Conflict Resolution will become a required, core course and CACM 21010, Cross-cultural Conflict Management, currently a core course, will become one of five courses from which majors must select one course. CACM 42020, Qualitative Research in Conflict Management, will replace CACM 49091, Seminar in Conflict Management, as a core course.

Cross-Cultural Conflict Management is being changed from a required course for ACM majors to one of a list of courses from which ACM majors choose one in part so that the number of required courses for the major (nine) will remain the same. Many students find our major relatively late in their undergraduate careers. Therefore, we do not want to increase the number of required courses, which would have the effect of making our degree less accessible.

6. The following changes are proposed for the ACM minor:

- a. The language for the optional courses in the minor will change from "choose [6 hours] from the following" to "choose two courses from the following, one of which must be upper-division."

CACM faculty traditionally advise students to focus their electives on upper level courses as we think this will better prepare them to work in the field of applied conflict management.

- b. The International Conflict Resolution course will be added to the "choose two courses from the following" list.

We are adding International Conflict Resolution to the minor electives list for two reasons: 1) exposure to the field of international conflict resolution will result in more well-rounded graduates, and 2) the course will be regularly available to minors since it will be offered once a year as a core course for majors.

- c. CACM 35095, Special Topics, will be removed from the list of elective courses from which minors must choose two courses.

At 21 hours, we require only an average number of credit hours for the minor. Some Special Topic courses are highly specialized. We would rather our minors focus their electives on courses and topics that are more central and less highly specialized. Removing this course as an optional course would not impact minors because there would still be eight optional courses from which to choose the required two courses.

Timetable and Actions Required

Expected timetable: Arts and Sciences Curriculum Committee meeting of 4/17/08; University Requirements Curriculum Committee meeting of 5/2/08; then first EPC meeting of the 08-09 academic year.

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KENT STATE UNIVERSITY CACM 22020

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **14-Mar-08**

Curriculum Bulletin _____

Effective Date **Fall 2009**

Approved by EPC _____

Department **Center for Applied Conflict Management**College **AS - Arts and Sciences**Proposal **Establish Course**Course Subject **CACM** Course Number **22020**Course Title **International Conflict Resolution**Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input checked="" type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

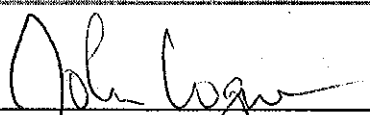
Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):

None; there are no courses with a similar title or similar content in the Undergraduate Catalog.

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

Political Science Department, International Relations program (Mary Ann Haley)

REQUIRED ENDORSEMENTS


Department Chair / School Director / Campus Dean

4/9/08


College Dean

4/28/08

Executive Dean of Regional Campuses

 / /

Senior Vice President for Academic Affairs and Provost

 / /

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BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **03/14/08** Requested Effective Term **Fall 2009**
 Course Subject **CACM** Course Number **22020**
 Course Title **International Conflict Resolution**
 Title Abbreviation **International Conflict Resolut**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03** ☒ to ☐ or Maximum Hours **03**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **DIVG - Diversity/Global**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **None**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **09**

OBR Subsidy Code **02**

OBR Course Level **1**

CIP Code **300501**

Catalog Description **Provides a wide view of the main theories on causes, expressions and consequences of international conflicts, and explores differing mechanisms for their prevention, resolution and management. Students are familiarized with how and why international conflicts appear and progress and learn recent developments on early warning methods, negotiation techniques and peacekeeping and peacebuilding practices. Conflicts covered include international and civil wars as well as topics such as international terrorism.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

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Term Start

Term End

NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	The Nature of International and Ethnic Conflict
6.00	Theories of Conflict
3.00	Conflict Dynamics
3.00	Conflict Intervention and Ethics
3.00	Early Warning and Conflict Prevention
3.00	Peacekeeping
9.00	Peacemaking
3.00	Post-Conflict Reconstruction
3.00	Peacebuilding
3.00	Terrorism
3.00	Gender & Conflict Resolution
3.00	Culture & Conflict Resolution

45.00 Total Contact Hours

Textbook(s) Used in this Course

Contemporary Conflict Resolution: the Prevention, Management and Transformation of Deadly Conflicts. By Oliver Ramsbotham, Tom Woodhouse, and Hugh Miall. 2005.

Writing Expectations

One 15-20 page research paper

Instructor(s) Expected To Teach

Landon E. Hancock

Instructor(s) Contributing to Content

Landon E. Hancock, Patrick Coy

REQUIRED ENDORSEMENT


Department Chair / School Director / Campus Dean

419108

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Center for Applied Conflict Management

From: YANTEK, THOMAS
Sent: Friday, March 14, 2008 2:49 PM
To: Center for Applied Conflict Management
Subject: encroachment check

To: Pat Coy, Director, Center for Applied Conflict Management

Pat,

Thank you for giving me the opportunity to review the materials for your proposed, new course, CACM 22020 – International Conflict Resolution. The course looks to be a worthy addition to your curriculum.

The Political Science Department sees no problem of encroachment with our own course offerings.

Best of luck,

Thom

Thom Yantek
Department of Political Science
Kent State University
Kent, OH 44242-0001
Ph: 330.672.8929
Fax: 330.672.3662

"The moral arc of the universe is long, but it bends toward justice."

- Theodore Parker, Unitarian preacher and theologian, 19th century

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Center for Applied Conflict Management

From: HALEY, MARY
Sent: Friday, March 21, 2008 2:00 PM
To: Center for Applied Conflict Management
Subject: RE: proposed International Conflict Resolution course

Hi Mary Anne,

Thank you for informing me about the proposal for CACM 22020, International Conflict Resolution. The International Relations program has no objection to this course.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
International Relations Director
Assistant Professor, Geography
Kent State University
435 McGilvrey Hall
330-672-3223

From: Center for Applied Conflict Management
Sent: Monday, March 17, 2008 4:47 PM
To: HALEY, MARY
Subject: proposed International Conflict Resolution course

Hello Dr. Haley,

The Center for Applied Conflict Management is proposing the creation of a new course, CACM 22020, International Conflict Resolution. The course would have no prerequisite and would be a required course for Applied Conflict Management majors.

Please let us know if you have any encroachment or duplication concerns.

Thanks!

Mary Anne Skinner
Secretary
Center for Applied Conflict Management
Political Science Department
Kent State University
P.O. Box 5190
302 Bowman Hall
Kent, OH 44242-0001
(330) 672-3143 (phone)
(330) 672-3362 (fax)
<http://www.kent.edu/cacm>

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Diversity Course Proposal Questionnaire

Please review the Diversity Requirement Objectives and Criteria before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Certification of Curriculum Proposal (CCP), Basic Data Sheet (BDS) and a typical course syllabus.

Department/School: Center for Applied Conflict Management, Political Science Department

Course Number: CACM 22020

Credit Hours: 03

Course Title: International Conflict Resolution

Diversity Category: Global

Prerequisite(s): None

Your responses should reflect the needs and resources of the integrated eight-campus system.

1. Explain how the course addresses specific diversity requirement objectives and criteria as a primary purpose. Please be explicit and concrete; this is the heart of the proposal.

Several aspects of diversity are addressed in the International Conflict Resolution Course. These include:

- a) Addressing diversity issues, particularly those involving unequal and/or discriminatory treatment.
- b) Encouraging global awareness and sensitivity.
- c) Engaging issues of racial or ethnic perceptions, attitudes and stereotypes.
- d) Exploring ways to communicate and participate constructively in a diverse community.
- e) Learning systematic approaches to understanding cultural differences and commonalities.
- f) Studying Western and non-Western cultures in a world context or from a comparative perspective.

This is a lower-division course that examines the sources and methods of international conflict and its resolution from the perspectives of the field of conflict management, an interdisciplinary field that is increasingly attentive to the diversity dimensions of many conflicts and attempts to manage them. As such, particular emphasis is placed upon how unequal and/or discriminatory treatment affects the outbreak of conflicts, how racial or ethnic perceptions, attitudes and stereotypes affect conflict dynamics and how paying attention to diverse traditions—locally as well as internationally—often holds the key to successful resolution of these deeply rooted, protracted social conflicts.

Diversity issues are embedded within the structure of the course, from examinations of race, ethnicity, gender and culture as sources of conflict, to intervention methods based upon local traditions and to incorporating culturally diverse models of post-conflict reconstruction and transformation as elements of creating stable societies in areas of the world torn by violent conflict.

Diversity Course Proposal Questionnaire

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 meet the objectives and criteria of the diversity requirement?

This course has been offered as a special topics course in Spring 2006 and Spring 2008. The course has not been modified to meet the objectives and criteria of the diversity requirement as these objectives are fully integrated in the course design and delivery and the multidisciplinary approach of the conflict management field.

3. For what audience would this be a particularly good diversity course? Explain.

This course is designed primarily to introduce conflict management students to the wider world of international conflict resolution and conflict management, building upon other foundation courses such as Introduction to Conflict Management and Conflict Theory. In addition, this course would also be beneficial to students majoring in political science or international relations, particularly by providing a more diverse approach to why international and ethnic conflicts take place and the methods by which they can be resolved.

4. What faculty will teach this course? Have any special efforts been made to prepare these faculty members to deal with the diversity issues of this course? Explain.

Dr. Hancock developed this course and will be the primary faculty member teaching it. Dr. Hancock's degree is in Conflict Resolution and he has experience working in conflict zones such as Northern Ireland, Israel/Palestine and the Republic of Georgia. Dr. Patrick Coy, the Director of the Center for Applied Conflict Management, may also teach this course. He has worked in the field in the ethnic conflict in Sri Lanka.

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?

The course will be capped at 45 students and we anticipate offering one section per academic year. No additional resources will be needed.

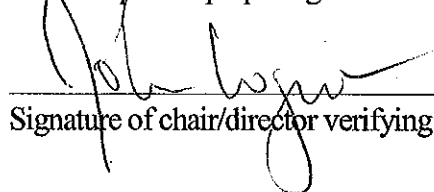
6. How will the teaching and learning be evaluated? How will the effectiveness of the course, specifically its diversity aspect, be assessed?

Students are required to participate in classroom discussions, write a mid-term and final exam and will be required to write one research paper analyzing an international conflict and/or its resolution. The application of theories of conflict and approaches to resolution will reflect the embedded nature of diversity in the course content.

7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues, or both? Explain.

This course addresses primarily global diversity issues.

Name of person preparing form: Landon Hancock Submission date: 2/28/08



Signature of chair/director verifying curriculum committee approval

4-9-08

Date

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Special Topics:
International Conflict Resolution
CACM 35095-001 & POL 40995-003
Center for Applied Conflict Management
Kent State University

Semester: Spring 2008, Tuesdays & Thursdays 3:45—5:00pm. Bowman 223.

Instructor: Landon E. Hancock, Ph.D.
e-mail: lhancoc2@kent.edu
tel.: 330-672-0904
Office: Bowman 302, Office 25

Office Hours: Monday & Wednesday 2:00—3:30pm
Tuesday & Thursday 9:00—10:00am or by Appointment

COURSE DESCRIPTION

This course will provide a wide review of main theories on causes, expression and consequences of international conflicts, and to explore different mechanisms of prevention, management and resolution of international conflicts. Students will be familiarized with how and why international conflicts appear and develop and will learn recent developments on early warning methods, negotiation techniques, and peacekeeping and peacebuilding theories. International conflicts to be covered will include international wars and civil wars but also topics such as international terrorism. The course will be a combination of lecture and group discussions with the possibility of role-playing exercises and simulations. Students are required to read and think through the issues and questions raised by the assigned readings and participate in class activities.

COURSE MATERIALS

- Ramsbotham, Oliver, Tom Woodhouse, and Hugh Miall. 2005. *Contemporary conflict resolution: the prevention, management and transformation of deadly conflicts*. Edited by T. Woodhouse and H. Miall. 2nd ed. Cambridge, UK; Malden, MA: Polity.
- Course Reader, Packet #48 (Purchased at WordSmiths Copy Center, 677-9673).
- The Survival Guide, Packet #49 (Purchased at WordSmiths Copy Center).

COURSE REQUIREMENTS

Participation: (10%) Learning is not a spectator sport, nor is teaching a performance activity. Consequently we will aim for an interactive course, where we will all learn with and from each other. Successful course dynamics will require all of us to come to class sessions with readings prepared in advance and to be willing and able to discuss them meaningfully. This also assumes regular attendance.

Mid-Term Exam: (20%) This exam will be a take-home essay exam based on the readings and class discussions. Typically you will answer two questions selected from six possibilities. More detail about the exam will be given in class. Exams must be turned in to the Political Science/CACM office by noon on the due date. Late exams—without an acceptable excuse—will be penalized one point for each day they are late.

Final Exam (30%) This exam will be an in-class essay exam based on the readings and class discussions. Typically you will answer three questions selected from nine possibilities. More detail about the exam will be given in class.

Research Paper: (30%) Students are required to write a research paper between 3,500 and 5,000 words in length (that's between 15 and 20 double-spaced pages), *excluding* bibliography and notes.

You should take care to write several drafts of your term paper. I will not only grade for content; I will also grade for clarity, structure, logic, grammar and spelling. If you feel you need extra assistance with your writing, please be sure to schedule an appointment with me and/or avail yourselves of the services provided by KSU and described below.

- The Survival Guide: Research Papers and Presentations.
- KSU's Writing Center. The Writing Center can provide a writing consultant to offer comments and advice on your work for a KSU course at any point in the writing process. It also offers workshops, support groups and on-line assistance. The Writing Center is in 318 Satterfield Hall, 330-672-1787, writing@kent.edu.

Presentation: (10%) Students will condense their research papers into presentations lasting 10 to 15 minutes with 15 minutes for questions and answers. Some form of visual aid should be used (typically PowerPoint) and students should follow the guidelines laid out in the Survival Guide.

CELL PHONES, PAGERS AND OTHER ELECTRONIC DEVICES

Please turn off all cell phones, pagers and other electronic devices that could be distracting during class. If you have an emergency situation that requires you to be contacted quickly, let me know at the beginning of class and an exception may be made.

GRADING SYSTEM

The final course grade will be based on the sum of the actual points received (no curve) for each of the components and will be given as follows:

93 - 100 A	73 - 76 C
90 - 92 A-	70 - 72 C-
87 - 89 B+	67 - 69 D+
83 - 86 B	60 - 66 D
80 - 82 B-	0 - 59 F
77 - 79 C+	

Students with Disabilities:

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit <http://www.kent.edu/sas> for more information on registration procedures).

Cheating & Plagiarism:

Be sure your work is your own. You are responsible for knowing, understanding, and following KSU's Administrative Policy on Cheating and Plagiarism, online at <http://www.kent.edu/policyreg>, policy # 3342-3-01.8. Be sure to cite all sources on which you rely, use quotation marks when language is taken directly from others' work, and know how to use your own language to paraphrase a source (hint: changing a few words is not sufficient). *If you cite a direct quote, you must provide a page number for the citation.*

Electronic Resources:

This course will use the university's WebCT Vista program to provide you with extra materials. To login to the system, point your browser to <http://vista.kent.edu>, click the link for Kent State University and login using your Flashline ID and password. You can also access Vista through the Flashline portal by clicking the "My Courses" tab and "Vista Single Sign On." Materials on Vista will include a copy of this syllabus, links to electronically available readings and Notes Pages for Class Lectures. Notes Pages may be downloaded and printed approximately 1 to 3 days before the class. If you have any difficulty using the Vista system, point your browser to <http://vistahelp.kent.edu> for assistance.

CLASS SCHEDULE AND ASSIGNMENTS

Note: Reading and assignments listed for a class should be prepared for and completed **before** that date.

- 1/15: Introduction to the Course.
- 1/17: The Changing Nature of Conflict.
 Reading: Contemporary Conflict Resolution, Chapters 1 & 3.
 Connor (2004), In Reader
- 1/22: Theories of Conflict I.
 Reading: Contemporary Conflict Resolution, Chapter 4.
 Burton (1990), Cavanaugh (2000). In Reader
- 1/24: Theories of Conflict II.
 Reading: Brock-Utne (1989), Dugan (1996), Rubenstein (1999). In Reader
- 1/29: Theories of Conflict III. ** Note, class will run late this evening.
 Video: "Why We Fight" (99 Minutes)
- 1/31 Conflict Dynamics.
 Reading: d'Estrée (2003), Kreisberg (2003). In Reader
- 2/5: Conflict Dynamics II.
 Reading: Zartman (2003), Hancock (2001), Mitchell (1999). In Reader
- 2/7: Conflict Intervention & Ethics
 Reading: Contemporary Conflict Resolution, Chapter 13.
 Fast et al (2002). In Reader
- 2/12 Early Warning & Conflict Prevention
 Reading: Contemporary Conflict Resolution, Chapter 5.
 Lund (2004). In Reader
- 2/14 Early Warning & Conflict Prevention Cases
 Reading: Vankovska-Cvetkovska (1998) available online at:
http://www.trinstitute.org/ojpcr/2_1vankov.htm
 Petroska-Beska & Najcevska (2004) available online at:
<http://www.usip.org/pubs/specialreports/sr115.html>
 de Waal (2007). In Reader

- 2/19: Peacekeeping
 Reading: Contemporary Conflict Resolution, Chapter 6.
 Roberts (1996), McLean (1996)
- 2/21: Peacekeeping Cases
 Reading: Adebajo (2000), Suhrke (2001). In Reader
- 2/26: Peacemaking I
 Reading: Contemporary Conflict Resolution, Chapter 7.
 Weiss (1998). In Reader
- 2/28: Peacemaking II (Negotiation in Peace Processes)
 Reading: Druckman (2007), Saunders (1996), Weiss (2003). In Reader
- 3/4: Negotiation Simulation I
 Hand Out Take Home Mid-Term Exam.
- 3/6: Negotiation Simulation II
- 3/11: Peacemaking III (Mediation in Peace Processes)
 Reading: Bercovitch (2007), Mitchell (2003), Kelman (2000). In Reader
- 3/13: Peacemaking Cases (Sri Lanka)
 Reading: Hancock (1999), Bullion (2001), Höglund (2005). In Reader
- 3/14: (Friday, noon). *Due*: Take Home Mid-Term. Drop off at CACM (Preferred), or submit electronically as a Word Document (not vista).
- 3/18 & 3/20: Spring Break
- 3/25: Peacemaking Cases (Israel/Palestine)
 Video: Shattered Dreams of Peace Pt. 1
- 3/27: Peacemaking Cases (Israel/Palestine)
 Video: Shattered Dreams of Peace Pt. 2
- 4/1: Post-Conflict Reconstruction
 Reading: Contemporary Conflict Resolution, Chapter 8.
- 4/3: Post-Conflict Reconstruction II
 Reading: Knight & Özerdem (2004), Day & Freeman (2003). In Reader
- 4/8: Peacebuilding I
 Reading: Contemporary Conflict Resolution, Chapter 9.

- 4/10: Peacebuilding II (Zones of Peace)
Reading: Avruch & Jose (2007), Rojas (2007), Hancock (2007). In Reader
- 4/15: Terrorism
Reading: Contemporary Conflict Resolution, Chapter 11.
- 4/17: Terrorism II
Reading: Benjamin et al (2003) Available Online at:
<http://www.usip.org/pubs/specialreports/sr111.html>
TBA—likely available on WebCT Vista.
- 4/22: Presentations I
- 4/24: Presentations II
- 4/29: Presentations III
- 5/1: Presentations IV (wrap up)
- 5/2: (Friday, noon). *Due*: Final Paper in Required Format.
- 5/5: Final Exam Monday, 5/5, 7:45am to 10:00am.

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CACM - Spring 2006										INSTRUCTOR REPORT		05-23-2006	
INSTRUCTOR	CALL#	DEPT	COURSE TITLE	BLDG ROOM	TIME	DAYS	ENROLLED	SURVEYS	NORMING GROUP				
KAMARALI	11190	CACM	35095 ST: INTERNATL	CONFILCT RES	BOW	00207 0530PM	W	11	9	Entire Department			
STUDENT ITEMS													
1 I am taking this course for:				MAJOR	MINOR	1ER	ELECTIVE	OTHER	OMITTED				
				55.6%	11.1%	11.1%	22.2%						
2 How many classes did you miss?				0	1-2	3-5	6-8	9+					
				44.4%	55.6%								
3 The grade I expect to receive in this course				A	B	C	D	F					
				88.9%	11.1%								
4 What is your current KSU Grade Point Average?				0.0-1.9	2.0-2.5	2.6-3.0	3.1-3.6	3.7-4.0					
				11.1%	44.4%	33.3%	11.1%						
STUDENT COMMITMENT AND LEARNING													
5 I did the required preparations for each class.				55.6%	33.3%	11.1%							
				33.3%	55.6%	11.1%							
6 I learned valuable information/skills from this course.				33.3%	55.6%	11.1%							
INSTRUCTOR ITEMS													
COURSE ORGANIZATION													
7 Expectations were clear to me throughout the course.				44.4%	33.3%	11.1%	11.1%						
				55.6%	33.3%	11.1%							
8 The structure/organization of the course helped me learn.				55.6%	33.3%	11.1%							
				55.6%	33.3%	11.1%							
9 The course materials/activities helped me learn.				55.6%	33.3%	11.1%							
EVALUATION PRACTICES													
10 The assignments and tests allowed me to demonstrate what I learned.				44.4%	55.6%								
				33.3%	55.6%	11.1%							
11 I received feedback about my progress throughout the course.				33.3%	55.6%	11.1%							
INSTRUCTOR CHARACTERISTICS													
12 The instructor gave clear written/oral explanations.				22.2%	55.6%	22.2%							
				44.4%	55.6%								
13 The instructor motivated me to think about the subject.				55.6%	44.4%								
				55.6%	44.4%								
14 The instructor demonstrated knowledge of the subject matter.				55.6%	44.4%								
				55.6%	44.4%								
15 The instructor showed respect for students.				44.4%	33.3%	22.2%							
				44.4%	33.3%	22.2%							
16 The instructor was available for individual consultation.				45.6%	44.4%	8.9%	1.1%						
				45.6%	44.4%	8.9%	1.1%						
**Total of Instructor Items 7-16				4.34	0.69	4.29	0.83						

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qe906ssi Student Survey of Instruction

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CACM - Spring 2006

INSTRUCTOR REPORT

05-23-2006

CONTINUATION:

CALL# 11190

STRONGLY AGREE	AGREE	NEITHER A/D	DISAGREE	STRONGLY DISAGREE	OMITTED	SECTION MEAN SD	NORMS MEAN SD
11.1%	55.6%	22.2%	11.1%			3.67 0.82	4.01 0.83
22.2%	33.3%	33.3%	11.1%			3.67 0.94	3.91 0.89

PHYSICAL FACILITIES, EQUIPMENT AND TECHNOLOGY
 17 The classroom and physical facilities support
 the learning activities in this course.
 18 Equipment and technology used supported the
 learning activities in this course.

SUMMARY QUESTION
 19 Overall, how would you rate your learning
 experience in this course?

EXCELLENT	VERY GOOD	GOOD	FAIR	POOR	
22.2%	55.6%	11.1%	11.1%		3.89 0.87
					3.99 1.03

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KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **31-Mar-08**

Curriculum Bulletin _____

Effective Date **Fall 2009**

Approved by EPC _____

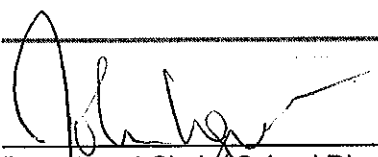
Department **Center for Applied Conflict Management, Political Science Department**
 College **AS - Arts and Sciences**
 Proposal **Revise Course**
 Course Subject **CACM** Course Number **41010**
 Course Title **Reconciliation Versus Revenge: Transitional Justice**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input type="checkbox"/> Description	<input checked="" type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

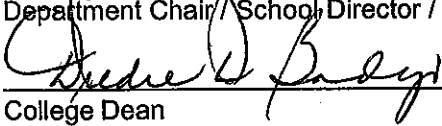
Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
Changing the course prerequisite and making this a diversity course would not affect other policies, programs or procedures.

Units consulted (other departments, programs or campuses affected by this proposal):
None

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

4/9/08


 College Dean

4/28/08

Executive Dean of Regional Campuses

 / /

Senior Vice President for Academic Affairs and Provost

 / /

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BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	31-Mar-08	Requested Effective Term	Fall 2009
Course Subject	CACM	Course Number	41010
Course Title	Reconciliation Versus Revenge: Transitional Justice		
Title Abbreviation	Reconciliation Vs Revenge		
	NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)		
Slash Course	/ /	Cross-listed with	Cross-list Banner code _____
	4/5, 4/5/7 or 6/8		NOTE: To be completed by Curriculum Services.
Minimum Credit	03 <input checked="" type="checkbox"/> to <input type="checkbox"/> or	Maximum Credit	03 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours	<input checked="" type="checkbox"/> Lecture	Minimum Hours	03.00 <input checked="" type="checkbox"/> to <input type="checkbox"/> or
Per Week	<input type="checkbox"/> Laboratory	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or
	<input type="checkbox"/> Other	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or
	NOTE: Contact hours should be per week.		
Repeat Status	NR - Course may not be repeated		
	If repeats, course limit OR maximum hours		
Course Level	UG - Undergraduate		
Grade Rule	B - Letter		
Schedule Type(s)	LEC - Lecture		
Course Attribute(s)	WIC - Writing-Intensive Course DIVG - Diversity/Global		
Credit By Exam	N - Credit by Exam Not Approved		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **CACM 22020 and one upper-division CACM**

course

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration **junior standing**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code 09

OBR Subsidy Code 08

OBR Course Level 3

CIP Code 300501

Catalog Description **"Transitional justice" refers to civil and political processes used to move from violence and tyranny to peace and democracy. War crimes tribunals, truth and reconciliation commissions, apologies, forgiveness, reparations and memorials are will be examined.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

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Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	The Evolution of Human Rights
3.00	Protracted Conflicts
3.00	Nuremburg and Tokyo War Crimes Tribunals
3.00	Tribunals for Rwanda and Former Yugoslavia
3.00	The International Criminal Court
3.00	Vengeance and Forgiveness
6.00	Apologetic Discourses
9.00	Comparative Perspectives on Truth Commissions
9.00	Case Studies on Reparations: Tulsa, Rosewood, Japanese American Internments, Slavery
3.00	Memorials and Commemorations

45.00 Total Contact Hours

Textbook(s) Used in this Course

- **Between vengeance and forgiveness: facing history after genocide and mass violence.** Minow, Martha. 1998.
- **Mea culpa: a sociology of apology and reconciliation.** Tavuchis, Nicholas. 1991.
- **Style Manual for Political Science.** American Political Science Association. 2006.
- **Course Reader (Purchased at WordSmiths Copy Center, 677-9673).**
- **Term Paper Survival Guide (Purchased at WordSmiths Copy Center).**

Writing Expectations

2 to 3 page response paper on the readings, due four times throughout the semester; 20-30 page research and analysis paper

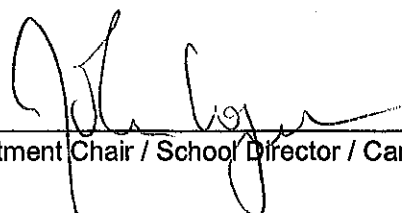
Instructor(s) Expected To Teach

Landon Hancock, Patrick Coy

Instructor(s) Contributing to Content

Patrick Coy, Landon Hancock

REQUIRED ENDORSEMENT


 Department Chair / School Director / Campus Dean

419108
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Diversity Course Proposal Questionnaire

Please review the Diversity Requirement Objectives and Criteria before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Certification of Curriculum Proposal (CCP), Basic Data Sheet (BDS) and a typical course syllabus.

Department/School: Center for Applied Conflict Management, Political Science Department

Course Number: CACM 41010

Credit Hours: 03

Course Title: Reconciliation Versus Revenge: Transitional Justice

Diversity Category: Global

Prerequisite(s): CACM 22020, one upper-division CACM course, and junior standing

Your responses should reflect the needs and resources of the integrated eight-campus system.

1. Explain how the course addresses specific diversity requirement objectives and criteria as a primary purpose. Please be explicit and concrete; this is the heart of the proposal.

Several aspects of diversity are addressed in Reconciliation Versus Revenge: Transitional Justice. These include:

- a) Addressing diversity issues, particularly those involving unequal and/or discriminatory treatment.
- b) Encouraging global awareness and sensitivity.
- c) Examine patterns and trends of diversity in the United States.
- d) Engaging issues of racial or ethnic perceptions, attitudes and stereotypes.
- e) Learning systematic approaches to understanding cultural differences and commonalities.
- f) Learning systematic techniques for dealing constructively with problems arising out of cultural differences.
- g) Studying Western and non-Western cultures in a world context or from a comparative perspective.

This is an upper-division class that examines the dilemmas that many societies face when emerging from violent conflict and transitioning to a peaceful post-conflict existence, including whether to seek reconciliation with past enemies or exact revenge for their deeds. Problems related to apologies, forgiveness, reconciliation, truth commissions, amnesties, tribunals and reparations are examined, many in light of tensions between ethnic or religious minority/majority populations. The course focuses on both international and domestic cases including South Africa, Rwanda, Sierra Leone, East Timor, Latin American countries, and how the United States has handled the legacies of widespread discrimination against Native Americans, Japanese Americans, and African-Americans.

Diversity issues are embedded within the structure of the course. Students examine how race, ethnicity, gender and culture may express conflict, and how transitional justice methods may be

Diversity Course Proposal Questionnaire

based upon local indigenous traditions—such as Gacaca courts in Rwanda. The course incorporates culturally diverse models of post-conflict reconstruction and transformation as elements of creating stable societies in areas of the world emerging from violent conflict.

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 meet the objectives and criteria of the diversity requirement?

This course has been a part of the core CACM curriculum since fall of 2004. In addition, each time it has been taught, it has been co-scheduled with either POL 40995 (Selected Topics in Political Science) or POL 40591 (Seminar in International Relations-Comparative Politics). Course offerings include:

- Fall 2007 as CACM 41010 & POL 40591. Landon Hancock. Enrollment 10-CACM; 13-POL (Enrollment Cap 24 due to the fact that it is a writing intensive course)
- Spring 2007 as CACM 41010 & POL 40591. Landon Hancock. Enrollment 9-CACM; 15-POL (Enrollment Cap 24)
- Spring 2006 as CACM 41010 & POL 40591. Jean-Marie Kamatali. Enrollment 11-CACM; 9-POL (Enrollment Cap 20)
- Spring 2005 as CACM 41010 & POL 40995. Patrick Coy. Enrollment 9-CACM; 4-POL
- Fall 2002 as CACM 35095 & POL 40995. Patrick Coy. Enrollment 19-CACM; 6-POL

The course has not been modified to meet the objectives and criteria of the diversity requirement as these objectives are fully integrated in the course design and delivery and the multidisciplinary approach of the conflict management field.

3. For what audience would this be a particularly good diversity course? Explain.

This course is primarily designed to address the dilemmas faced by societies emerging from conflict as well as examining how modern, democratic societies such as the US, Australia, Germany and others address the past and current violations of the human rights of their own citizens. Since the victims of many of these acts are determined based upon their race, ethnicity and/or culture, this course would be of interest to students of conflict management, political science, international relations and many other cognate programs.

4. What faculty will teach this course? Have any special efforts been made to prepare these faculty members to deal with the diversity issues of this course? Explain.

Currently the course is being taught by Dr. Hancock, who holds a degree in conflict resolution from George Mason University and has taken coursework on reconciliation as well as having served as a reviewer for texts and articles on the subject. The course was developed by Dr. Coy, director of CACM, whose experience in the field of transitional justice includes having worked in the field in the ethnic conflict of Sri Lanka with local human rights activists supporting transitional justice programs. Dr. Coy's syllabus for this course has been published in two outlets: by Sarafundi: The Journal of South African and American Comparative Studies, January, 2005, and in Teaching the Sociology of Peace, War, and Social Conflict: A Curriculum Guide, John MacDougall and Morten G. Ender, editors, Washington, D.C.: American Sociological Association, 2003, Third Edition. Dr. Coy regularly offers a doctoral-level course on transitional justice, and he envisions teaching this undergraduate course again as well.

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Diversity Course Proposal Questionnaire

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?

The current maximum enrollment for this course is 12 students for the CACM section and 12 for the POL section. This is due to the requirements and guidelines for writing intensive courses. The course is currently offered once an academic year. No plans are currently being made to offer it more often.

6. How will the teaching and learning be evaluated? How will the effectiveness of the course, specifically its diversity aspect, be assessed?

This course is a senior seminar and, as such, is dominated by discussion of readings on the subject matter. Other course requirements include four 3-5 page reading reflection and analysis papers, a take-home mid-term exam and a 25-30 page research paper on a transitional justice topic. The embedded nature of diversity issues is evident in all forms of teaching and learning in the course, with discussions, assignments and exams all highlighting the importance of diversity in ensuring successful transitional justice.

7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues, or both? Explain.

While this course addresses both U.S. and global issues within the framework of transitional justice, apologies and reparations for past actions, the emphasis is on global diversity.

Name of person preparing form: Landon Hancock Submission date: 02/28/08

Signature of chair/director verifying curriculum committee approval

Date

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**Reconciliation vs. Revenge:
Searching for Transitional Justice
CACM 41010 & POL 40591
Kent State University**

Semester: Fall 2007. Mondays & Wednesdays, 11:00am to 12:15pm, Bowman 313.

Instructor: Landon E. Hancock, Ph.D.*
e-mail: lhancoc2@kent.edu
tel.: 330-672-0904
Office: Bowman 302, Office 25

Office Hours: Mondays & Wednesdays 3:30—5:00pm
Tuesdays 10:00am—12:00pm, or by appointment.

COURSE DESCRIPTION

Most genocide and major collective atrocities that dominated the 20th Century have been identified as the result of a vicious cycle of violence and refusal to address historical grievances. In most cases they were the result of the failure of concerned communities to build a strong transition between the past, the present and the future. Currently a new and fast growing area of study called transitional justice is attempting to study these phenomena. How do we deal with past atrocities or conflicts and still build strong foundations communities to live together? Is justice or forgiveness the best option? Are these the only options possible? Does truth-telling provide a guarantee that communities will be able to live together again? Is justice required for painful memories of past acts to be put to rest? Is it possible to pursue both justice and reconciliation at the same time? These are just some of the questions we will ask and attempt to answer in this class.

In this class we will examine the dilemma that many societies face when emerging from violent conflict and transitioning to a peaceful post-conflict existence; whether to seek reconciliation with past enemies or exact revenge for their deeds. Problems related to apologies, forgiveness, reconciliation, truth commissions, amnesties, tribunals, and reparations will be examined. We will focus on many case studies, including South Africa, Rwanda, Guatemala, Sierra Leone and how the US has handled issues such as relations with Native Americans, Japanese internment and lingering questions regarding the legacy of slavery.

* Much thanks to Dr. Patrick Coy, the creator of the original course, for his reference materials on assignments, evaluation protocols, and reference materials.

COURSE MATERIALS

- Minow, Martha. 1998. *Between vengeance and forgiveness: facing history after genocide and mass violence*. Boston: Beacon Press.
- Tavuchis, Nicholas. 1991. *Mea culpa: a sociology of apology and reconciliation*. Stanford, Calif.: Stanford University Press.
- American Political Science Association. 2006. *Style Manual for Political Science*.
- Course Reader, Packet #29 (Purchased at WordSmiths Copy Center, 677-9673).
- Term Paper Survival Guide, Packet #30 (Purchased at WordSmiths Copy Center).

COURSE REQUIREMENTS

Participation: (15%) Learning is not a spectator sport, nor is teaching a performance activity. Consequently we will aim for an interactive course, where we will all learn with and from each other. Successful course dynamics will require all of us to come to class sessions with readings prepared in advance and to be willing and able to discuss them meaningfully. This also assumes regular attendance.

Mid-Term Exam: (15%) This exam will be a take-home essay exam based on the readings and class discussions. Typically you will answer three questions selected from nine possibilities. More detail about the exam will be given in class. Exams must be turned in to the Political Science/CACM office by noon on the due date. Late exams—without an acceptable excuse—will be penalized one point for each day they are late.

Reading Response Papers: (20%) A 2 to 3-page, double-spaced, typewritten and stapled response paper on the readings is due four (4) times throughout the semester, with about 5 times as many opportunities for you to choose from. At least one of your response papers must be from the *Mea Culpa* book.

Devote a couple of paragraphs to describing what you thought were the central arguments and most significant points made in the reading(s). The remainder, and majority, of the response paper should focus on your reactions to the reading(s), including your critical analysis of the material and your personal responses to the material. Proper grammar, spelling, punctuation, etc. are all expected.

Response papers are due at the beginning of class on the day the reading is assigned and may not be handed in after that class. This is to help ensure productive class discussions of the assigned readings. No electronic submissions will be accepted. Since there are about 5 times as many opportunities available as there are required response papers, no exceptions will be granted to this policy. Please plan accordingly. Each response paper will be worth 5% of your grade, total 20% for the assignment.

Only those weeks with a “***” are eligible for response papers. If there are two readings assigned, respond to both of them. If there are three or more assigned, respond to the majority of them.

Research Paper: (50%) This seminar is designed as a writing intensive course to give you the opportunity to develop and apply your writing skills to your discipline. To that end you will be required to write an extensive research and analysis paper of between 5,000 and 7,500 words in length (that's between 20 and 30 double-spaced pages), *excluding* bibliography and notes. In order to successfully complete this assignment, you must start your research early and stick with it throughout the semester

The break-down of points and due dates for your term paper are as follows:

- 9/19 One-page paper proposal; describing intended research and possible thesis statement.
 - 10/5 (Friday, Noon) An annotated bibliography with a minimum of three book sources and seven refereed journal articles or chapters. Each annotation should be at least one paragraph describing the material and its intended usefulness for your paper.
 - 10/26 (Friday, Noon) A three to five page full-form outline with properly numbered headers and short paragraphs for each section describing what you will cover in that section.
- (The items above are collectively worth 10% of your grade.)*

(The items below are collectively worth 40% of your grade.)

- 11/16 (Friday, noon) Complete draft of paper. Drop off at CACM (preferred), or submit it electronically as Word document.
- 12/14 (Friday, noon) Final version of paper. You must submit this in hard-copy format following conventions laid down in the Research Paper Survival Guide.

You should take care to write several drafts of your term paper. I will not only grade for content; I will also grade for clarity, structure, logic, grammar and spelling. If you feel you need extra assistance with your writing, please be sure to schedule an appointment with me and/or avail yourselves of the services provided by KSU and described below. Additional details can be found in the Survival Guide.

GRADING SYSTEM

The final course grade will be based on the sum of the actual points received (no curve) for each of the components and will be given as follows:

93 - 100 A	73 - 76 C
90 - 92 A-	70 - 72 C-
87 - 89 B+	67 - 69 D+
83 - 86 B	60 - 66 D
80 - 82 B-	0 - 59 F
77 - 79 C+	

CELL PHONES, PAGERS AND OTHER ELECTRONIC DEVICES

Please turn off all cell phones, pagers and other electronic devices that could be distracting during class. If you have an emergency situation that requires you to be contacted quickly, let me know at the beginning of class and an exception may be made.

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 Accessibility Services (contact 330-672-3391 or visit <http://www.kent.edu/sas> for more information on registration procedures).

Cheating & Plagiarism:

Be sure your work is your own. You are responsible for knowing, understanding, and following KSU's Administrative Policy on Cheating and Plagiarism, online at <http://www.kent.edu/policyreg>, policy # 3342-3-01.8. Be sure to cite all sources on which you rely, use quotation marks when language is taken directly from others' work, and know how to use your own language to paraphrase a source (hint: changing a few words is not sufficient). If you cite a direct quote, you must provide a page number for the citation.

General Guidance:

The following advice and resources are intended to help you make the most of – and get the most from – your time in this course.

- Come to class, be prepared, and participate actively.
- Ask questions and raise concerns. If something is unclear or is not working effectively for you educationally, please tell me or bring it up in class.
- Pay attention your writing. Your ability to write papers that are clear, analytical and your own work is critical to achieving good grades. If you aren't already good at this, you can learn. These resources are available to you:
 - The APSA Style Guide.
 - The Research Paper Survival Guide.
 - KSU's Writing Center. The Writing Center can provide a writing consultant to offer comments and advice on your work for a KSU course at any point in the writing process. It also offers workshops, support groups and on-line assistance. The Writing Center is in 318 Satterfield Hall, 330-672-1787, writing@kent.edu.

CLASS SCHEDULE AND ASSIGNMENTS

Note: Reading and assignments listed for a class should be prepared for and completed **before** that date.

- 8/27 **Course Overview**
- 8/29 **The Nature of Violence & Ethnic Conflict**
Reading: Hedges (2002) Chapters 3 & 4; Connor (2004). In Reader
- 9/3 **Labor Day, No Class.**
- 9/5 **After the Conflict: Dealing with the Post-Conflict Environment****
Reading: Hedges (2002) Chapter 5 & Amstutz (2005) Chapter 1. In Reader
- 9/10 **Vengeance & Justice****
Reading: Minow (1998) Chapter 1, 2
Govier (2002) Chapter 1, Jacoby (1983) Chapters 1 & 4. In Reader
- 9/12 **Vengeance & Justice II**
Reading: Same as Above.
- 9/17 **Trials & Tribunals****
Reading: Minow (1998) Chapter 3
Mertius (2000). In Reader
- 9/19 **The Nuremberg War Crimes Tribunal**
In Class: Video: Nuremberg: Tyranny on Trial
Due: One-Page Paper Proposal @ Beginning of Class.
- 9/24 **Yugoslavia & Rwanda: The ICTY & ICTR****
Reading: Barria & Roper (2005a) & Yacoubian (2003). In Reader
- 9/26 **Other Criminal Trials: Sierra Leone & Cambodia****
Reading: Barria & Roper (2005b), Dougherty (2004), & Dickenson (2003). In Reader
- 10/1 **The International Criminal Court (ICC)**
Reading: UN's Overview document on the ICC: <http://www.un.org/law/icc/general/overview.htm>
UN's FAQ about the ICC: <http://www.un.org/news/facts/iccfact.htm>
Human Rights Watch's FAQ about the ICC: <http://www.hrw.org/campaigns/icc/qna.htm>
- 10/3 **The Debate: The US & the ICC****
Reading: Scheffer (1999). In Reader
"Myths and Facts about the ICC" <http://www.hrw.org/campaigns/icc/facts.htm>
"Q & A about the ICC and the US" <http://www.hrw.org/campaigns/icc/usqna.htm>
"US State Dept Fact Sheet on ICC" <http://www.state.gov/t/pm/rls/fs/2002/23426.htm>
"FAQ about US Policy and the ICC," US State Dept: <http://www.state.gov/t/pm/rls/fs/23428.htm>
"US Hague Invasion Act Becomes Law" <http://www.hrw.org/press/2002/08/aspa080302.htm>
"In Dutch with America," L. Comiteau, *Chicago Tribune*, <http://www.converge.org.nz/pma/cra0682.htm>
"US Campaign for Permanent Immunity Fails" <http://www.hrw.org/english/docs/2002/07/12/usint4120.htm>
"American Justice and the ICC," John Bolton, US Dep't. of State <http://www.state.gov/t/us/rm/25818.htm>

"Resist Washington's Arm Twisting," Kenneth Roth, in *International Herald Tribune*

<http://www.commondreams.org/views02/0930-02.htm>

"Why the US Needs this Court," Steve Crawshaw, Human Rights Watch

<http://www.hrw.org/english/docs/2003/06/15/usint12954.htm>

"US Should End Bully Tactics Against Court," Human Rights Watch <http://hrw.org/press/2003/07/usa070103.htm>

- 10/5 (Friday, noon). *Due*: Annotated Bibliography Drop off at CACM (preferred), or submit it electronically as Word document.
- 10/8—10/19 Schedule a meeting with me regarding your research paper. Bring sources to meeting.
- 10/8 **The Nature of Reconciliation****
Reading: Kriesberg (1998) & Gloppen (2005). In Reader
- 10/10 **Forgiveness & Truth****
Reading: Govier (2002) Chapters 6 & 8. In Reader
To Do: Pickup Take Home Mid-Term Exam.
- 10/15 **Truth Telling & Truth Commissions****
Reading: Minow (1998) Chapter 4
Hayner (2002) Chapters 4 & 5 & Brahm (2007). In Reader
- 10/17 **The South African TRC I****
Reading: Villa-Vicencio (2001), van der Merwe (2001), & Oppelt (199). In Reader
- 10/19 (Friday, noon) *Due*: Take Home Mid-Term Exam. Submit it electronically as Word document, or drop off at CACM.
- 10/22 **The South African TRC II****
Reading: Chapman (2007) & Gibson (2005). In Reader
- 10/24 **Other TRC's El Salvador, Honduras & Sierra Leone****
Reading: Kaye (1997), Lamin (2003). In Reader
Shaw, Rosalind. (2005). Rethinking truth and reconciliation commissions: lessons from Sierra Leone. Washington DC: United States Institute of Peace. Available online at:
<http://www.usip.org/pubs/specialreports/sr130.html>.
- 10/26 (Friday, noon). *Due*: Detailed 4-5 page outline, plus revised annotated bibliography. Drop off at CACM (preferred), or submit it electronically as Word document.
- 10/29 **Other Mechanisms: Gacaca & Nahe Biti**
In Class Video: "In the Tall Grass: Inside the citizen-based justice system in Gacaca"
Reading: Ulvin & Mironko (2003), & Babo-Soares (2004). In Reader
- 10/31 **Truth & Justice Revisited****
Reading: Goldstone (1996), Call (2004) & McGregor (2006). In Reader
- 11/5 **Apologies & Forgiveness****
Reading: Govier (2002) Chapters 3 & 4, Schimmel (2002). In Reader
- 11/7 **The Social Import of Apologies****
Reading: Tavuchis (1991) Chapters 1 & 2.
- 11/12 **Third Parties & Apologies****
Reading: Tavuchis (1991) Chapter 3.

- 11/14 **Multiple Modes of Apologies****
Reading: Tavuchis (1991) Chapters 4 & 5.
- 11/16 (Friday, noon) **Complete draft of paper. Drop off at CACM (preferred), or submit it electronically as Word document.**
- 11/19 **The Real & Symbolic Functions of Reparations****
Reading: Minow (1998) Chapter 5.
Yamamoto (1999). In Reader
- 11/21 **Thanksgiving: No Class**
- 11/26 **Japanese-American Internment; US Apology & Reparations****
Reading: Taylor (1999), "Report" (1999), Daniels (1999) & Hatamiya (1999). In Reader
- 11/28 **Apology & Reparations for Slavery in the US****
Reading: Hall (1999), US News (1999), Conyers (1999), Salzberger & Turck eds. (2004), Howard-Hassmann (2003). In Reader
- 12/3 **Reparations for Native Americans****
Reading: French (1999) & Corlett (2001). In Reader
- 12/5 **Facing History with Commemorations, Monuments & Memorials****
Reading: Minow (1998) Chapter 6.
Laffey & Welles (2004). In Reader
- 12/14 (Friday, noon) **Final version of paper. Drop off hard copy in final format at CACM.**

Reconciliation vs. Revenge: Searching for Transitional Justice
Center for Applied Conflict Management
Kent State University
Fall, 2007

Evaluation Protocol for Reading Response Papers

Response papers will be given three separate grades, which will then be averaged to produce a single grade for each paper. The grades will run on a five point scale, with "5" being the highest, signifying excellent, superlative work in all respects. A "3" will signify good work, acceptable, and slightly above average-level.

The three individual domains that each paper will be graded on are as follows:

- ❑ *Narrative description of the article*
This should include a succinct, accurate description of the central points and/or most important arguments you thought were made in the article.
- ❑ *Constructive and critical analysis*
This is the heart of the paper and must include your critical, but constructive analysis of the material
- ❑ *Grammar, construction, punctuation, presentation.*
If this needs to be explained further in an upper-level class at a major state university, we are all in trouble...

Papers should be double-spaced, stapled, and two pages in length. It is OK to go beyond the length limit if you want or need to, but not expected or necessary. They must be handed in at class time: no late papers accepted, for reasons explained in class.

As far as possible, I will try to return graded papers to you within a week of having received them.

If you ever have any questions about a paper, please feel free to talk to me about it.

Pol (CAEM) 292

Appendix

Internet Resources on Transitional Justice:

The amount of information on the Internet on transitional justice is little short of staggering. Here are just a few of the more important and useful websites, for starters:

International Center for Transitional Justice: <http://www.ictj.org/default.asp>

U. S. Institute of Peace, Rule of Law Program: <http://www.usip.org/rol.html>

U. S. Institute of Peace, Truth Commissions Digital Collection,
<http://www.usip.org/library/truth.html>

U. S. Institute of Peace, Trauma and Conflict Web Links:
<http://www.usip.org/library/topics/trauma.html>

United Nations, International Law: <http://www.un.org/law/index.html>

South Africa's Truth and Reconciliation Commission:
<http://www.doj.gov.za/trc/index.html>

South Africa's Centre for the Study of Violence & Reconciliation:
<http://www.csvr.org.za/>

The Website of Brandon Hamber (Noted academic on reconciliation & truth commissions): <http://www.brandonhamber.com/>

Coalition for an International Criminal Court: <http://www.iccnw.org/>

War Crimes Research Portal <http://www.law.case.edu/war-crimes-research-portal/>

The Global Policy Forum <http://www.globalpolicy.org/>

Bibliographies on Transitional Justice:

Much of the best information is NOT available on-line; much has been published in journals and books, and is easily available in our library, or via Ohio-Link, provided you work on your research in a timely fashion.

Here are three online bibliographies that will direct you to both online and paper resources:

- The Institute for Justice and Reconciliation (located in South Africa) has an incredible 100-page bibliography on-line, with a search engine that allows you to refine your research queries: <http://www.ijr.org.za/research.html>
- Gunnar Theissen at the Transitional Justice Project in Berlin has published a useful bibliography on transitional justice, which includes both on-line documents and library documents: <http://userpage.fu-berlin.de/~theissen/biblio/>
- Catherine Morris has a smaller bibliographic listing at:
<http://www.peacemakers.ca/bibliography/bib26reconciliation.html>

POL (CAEM) 293

CACM - Fall 2007

INSTRUCTOR REPORT

01-09-2008

INSTRUCTOR CALL# DEPT COURSE TITLE

BUDG ROOM TIME DAYS ENROLLED SURVEYS

NORMING GROUP

HANCOCK 20349 CACM 41010 RECONCILIATION VS. REVENGE

BOW 00317 1100AM MW 10 4 Entire Department

STUDENT ITEMS

1 I am taking this course for:

MAJOR	MINOR	IER	ELECTIVE	OTHER	OMITTED
75.0%	25.0%				

2 How many classes did you miss?

0	1-2	3-5	6-8	9+
100.0%				

3 The grade I expect to receive in this course

A	B	C	D	F
50.0%	50.0%			

4 What is your current KSU Grade Point Average?

0.0-1.9	2.0-2.5	2.6-3.0	3.1-3.6	3.7-4.0
50.0%	50.0%	50.0%		

STRONGLY AGREE	AGREE	NEITHER A/D	DISAGREE	STRONGLY DISAGREE	OMITTED

STUDENT COMMITMENT AND LEARNING

5 I did the required preparations for each class.

75.0%	25.0%	SECTION MEAN	SD	NORMS MEAN	SD
75.0%	25.0%	4.75	0.43	4.21	0.80

6 I learned valuable information/skills from this course.

50.0%	50.0%	4.50	0.50	4.27	0.81
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INSTRUCTOR ITEMS

COURSE ORGANIZATION

7 Expectations were clear to me throughout the course.

75.0%	25.0%	4.75	0.43	4.40	0.72
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8 The structure/organization of the course helped me learn.

50.0%	50.0%	4.50	0.50	4.20	0.83
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9 The course materials/activities helped me learn.

25.0%	75.0%	4.25	0.43	4.20	0.88
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EVALUATION PRACTICES

10 The assignments and tests allowed me to demonstrate what I learned.

75.0%	25.0%	4.50	0.87	4.29	0.75
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11 I received feedback about my progress throughout the course.

100.0%		5.00	0.00	4.11	0.92
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INSTRUCTOR CHARACTERISTICS

12 The instructor gave clear written/oral explanations.

50.0%	50.0%	25.0%	25.0%	3.75	1.30	4.36	0.72
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13 The instructor motivated me to think about the subject.

50.0%	50.0%	4.50	0.50	4.28	0.83
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14 The instructor demonstrated knowledge of the subject matter.

100.0%		5.00	0.00	4.65	0.55
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15 The instructor showed respect for students.

50.0%	50.0%	4.50	0.50	4.69	0.53
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16 The instructor was available for individual consultation.

75.0%	25.0%	4.75	0.43	4.37	0.76
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**Total of Instructor Items 7-16

65.0%	27.5%	5.0%	2.5%	4.55	0.71	4.35	0.78
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POL (CACM) 294

CONTINUATION:

CALL# 20349

STRONGLY AGREE	NEITHER A/D	DISAGREE STRONGLY DISAGREE	OMITTED

SECTION		NORMS	
MEAN	SD	MEAN	SD

PHYSICAL FACILITIES, EQUIPMENT AND TECHNOLOGY
17 The classroom and physical facilities support
the learning activities in this course.
18 Equipment and technology used supported the
learning activities in this course.

50.0%	25.0%	25.0%	4.25	0.83	3.98	0.92
50.0%	25.0%	25.0%	3.25	0.83	3.99	0.89

	50.0%	25.0%	25.0%	3.25	0.83	3.99	0.69
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EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
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50.0%	25.0%	25.0%	4.25	0.83	4.08	1.00
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SUMMARY QUESTION
19 Overall, how would you rate your learning experience in this course?

POL (CARM) 295

Diversity Requirement

Insert: 22020, International Conflict Resolution, 3 cr.
41010, Reconciliation vs. Revenge, 3 cr.

Art History (ARTH)	
L 22020 Art of Africa, Oceania and the Americas	3
42025 Art of West Africa	3
42026 Art of Nigeria	3
42027 Art of Central Africa	3
Center for Applied Conflict Management (CACM)	
*L 11001 Introduction to Conflict Management	3
21010 Cross-Cultural Conflict Management	3
Classical Studies (CLAS)	
L 21404 The Greek Achievement	3
L 21405 The Roman Achievement	3
Communication Studies (COMM)	
*L 26000 Criticism of Public Discourse	3
35852 Intercultural Communication	3
* 35912 Gender and Communication	3
Dance (DAN)	
L 27076 Dance as an Art Form	3
Economics (ECON)	
* 32083 Economics of Poverty	3
English (ENG)	
* 21001 Introduction to Ethnic Literature of the U.S.	3
* 21002 Introduction to Women's Literature	3
* 21003 Introduction to LGBT Literature	3
* 33011 African-American Literature	3
* 34021 Women's Literature	3
Geography (GEOG)	
L 17063 World Geography	3
*L 17064 Geography of the United States and Canada	3
L 22061 Human Geography	3
32080 Politics and Place	3
36065 Cities and Urbanization	3
37040 Geography of Africa	3
37050 Geography of Russia and the Commonwealth of Independent States	3
37066 Geography of Europe	3
37070 Geography of East and Southeast Asia	3
37079 Geography of South Asia	3
37084 Geography of South America	3
37085 Geography of Central America and Mexico	3
Gerontology (GERO)	
*L 14029 Introduction to Gerontology	3
History (HIST)	
L 11050 History of Civilization I	3
L 11051 History of Civilization II	3
*L 12070 History of the United States: the Formative Period	3
*L 12071 History of the United States: the Modern Period	3
31140, Modern Latin America	3
31143 The African-Brazilian Experience in Culture and Literature	3
* 41056 History of Colonial America, 1492-1714	3
* 41057 Eighteenth-Century America, 1714-1789	3
* 41070 American Social and Intellectual History, 1790-1876	3
* 41071 American Social and Intellectual History, 1876-Present	3
W 42397 Colloquium: Women in Europe from Antiquity to Renaissance	3
W 42497 Colloquium: Women in Modern Europe	3
Honors (HONR)	
L 13197 Colloquium: History of Civilization I	3
L 13297 Colloquium: History of Civilization II	3
*L 13397 Colloquium: U.S. History I	3
*L 13497 Colloquium: U.S. History II	3
*L 15297 Colloquium: American Politics	3
L 15397 Colloquium: World Politics	3
L 15497 Colloquium: Comparative Politics	3
Human Development and Family Studies (HDFS)	
* 24011 Interpersonal Relationships and Families	3
Journalism and Mass Communication (JMC)	
*L 20001 Media, Power and Culture	3
Justice Studies (JUS)	
* 37311 Minorities in Crime and Justice	3
* 37411 Women in Crime and Justice	3
Modern and Classical Language Studies (MCLS)	
21417 Multiculturalism in Today's Germany	3
22217 Diversity in Today's Russia	3
23217 The Francophone Experience	3
28404 The Latin American Experience	3
28405 The Spanish Experience	3
30376 Novels of Pierre Loti	3
37143 The African-Brazilian Experience in Culture and Literature	3
Music (MUS)	
L 22121 Music as a World Phenomenon	3
Pan-African Studies (PAS)	
L 23001 Black Experience I: Beginnings to 1865	3
*L 23002 Black Experience II: 1865 to Present	3
24407 Caribbean Studies	3
* 30010 African and African-American Philosophies	3
* 33100 African-American Family in Historical Perspectives	3
* 33110 The Black Woman: Historical Perspectives	3
* 33171 The African-American Community	3
* 33310 Latinos, the African Diaspora and American Society	3
34000 Introduction to African World View	3
37143 The African-Brazilian Experience in Culture and Literature	3
Philosophy (PHIL)	
L 11001 Introduction to Philosophy	3
L 21001 Introduction to Ethics	3
L 21020 Comparative Religious Thought I	3
L 21021 Comparative Religious Thought II	3
* 31035 Philosophy and Justice	3
* 31040 Women and Philosophy	3

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 29-Apr-08

Curriculum Bulletin _____

Effective Date Fall 2009

Approved by EPC _____

Department FDM *School of Fashion Design and Merchandising*
 College CA - The Arts
 Degree
 Program Name Program Code
 Concentration(s) Concentration(s) Code(s)
 Proposal Revise Policy - *Admissions*

Description of proposal:

Revises the freshman admissions policy for programs within FDM to allow consideration for students with a 3.0 or higher high school GPA whose ACT/SAT scores do not meet the current minimum.

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

Current total credit hours: Proposed total credit hours


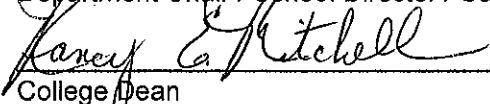
Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

None

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

N/A

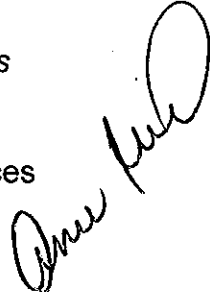
REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director / Campus Dean	5, 5, 08 _____
 _____ College Dean	5, 5, 08 _____
_____ Executive Dean of Regional Campuses	____/____/____ _____
_____ Senior Vice President for Academic Affairs and Provost	____/____/____ _____

Interdepartmental Correspondence
COLLEGE OF FINE AND PROFESSIONAL ARTS
COLLEGE OF COMMUNICATION AND INFORMATION

Office of Academic Services
Kent State University

TO: Therese Tillett, Director, Curriculum Services
FROM: Anne Reid, Academic Program Director
SUBJECT: Curricular Proposal, School of Fashion Design and Merchandising
DATE: April 29, 2008



I am sending to you a proposal to change the admissions policy within the School of Fashion Design and Merchandising. This change will allow more flexibility to admit students who have a high school GPA of at least a 3.0 but whose ACT/SAT scores are lower than the school's standards. Fashion Design students will continue to submit a skills assessment.

PROPOSAL SUMMARY

Title: Revision to admission requirements for the School of Fashion Design and Merchandising

Subject Specification

The Fashion School requests a change in the freshman admission policy for programs within Fashion Design and Merchandising (BA Fashion Design and BS Fashion Merchandising) to allow consideration for students with a 3.0 or higher high school GPA whose ACT/SAT score does not meet the current minimum.

Background Information

In FDM, the current standard for freshman admission requires a minimum high school GPA of 2.75 in a college preparatory curriculum and a composite ACT score of no less than 21 or SAT combined score of no less than 980. Freshmen who do not meet this minimum requirement are admitted to the Fashion Preparatory category (PFDM).

For many years, the School has allowed students who were admitted to the University but who did not meet the FDM criteria for direct admission to enter the major by completing 12 hours of (non-remedial) course work with a 2.5 during their first term of enrollment. These students may have been admitted to a “general” category in the College (either FPAG or CAG) or to majors in other Colleges. More recently, these “general” students have been placed into the Fashion Preparatory category. A recent study of these students reveals that once they are admitted to the major they graduate with a GPA similar to the students who were directly admitted to one of the major programs. In addition, current research studies reveal that the best indicator of degree completion is the GPA in high school. In many fields, standardized tests such as the ACT are not good indicators of college success.

Based on these factors, FDM is requesting a modification to the criteria for admission of new freshman applicants to the major. The new policy will specify the following criteria for both Fashion Design and Fashion Merchandising majors:

Freshman applicants must have a minimum high school GPA of 2.75 in a college preparatory curriculum and a composite ACT score of no less than 21 or SAT combined score of no less than 980. Students with a 3.0 or higher high school GPA whose ACT or combined SAT score does not meet the minimum may be considered for admission.

In addition, Fashion Design students will continue to be required to submit a portfolio for skills assessment prior to admission.

Effect/Impact:

This new admissions policy will allow the School to admit students directly into FDM programs if they have demonstrated the potential to succeed based on high school GPA. This action should increase matriculations of students who might otherwise decide to go elsewhere.

Timetable and Actions Required:

This proposal was approved by the school FAC in January of 2008. It will be considered at the April CCC meeting and forwarded to EPC for adoption effective Fall 2009.

DRAFT**2009**

College of the Arts

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THE SHANNON RODGERS AND JERRY SILVERMAN SCHOOL OF FASHION DESIGN AND MERCHANDISING

Founded in 1983, the Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising has received widespread support from the fashion industry, corporations and the public. Kent State initiated baccalaureate studies in fashion merchandising in 1971 and in fashion design in 1982.

The school offers four-year baccalaureate programs leading to Bachelor of Arts and Bachelor of Science degrees. The curricula combine professional preparation in fashion design and merchandising with a foundation in the liberal arts and business. Course offerings are regularly supplemented by lectures and seminars, visiting fashion professionals, study tours throughout the United States and abroad and internships in the fashion industry.

Students are encouraged to participate in school governance and develop leadership skills through involvement in student organizations.

ADMISSION TO THE FASHION MERCHANDISING PROGRAM

Admission to the major is selective. Freshman applicants must have a minimum high school GPA of 2.75 in a college preparatory curriculum and a composite ACT score of no less than 21 or SAT combined score of no less than 980. ↑

Postundergraduate students or transfer students with a cumulative GPA of 2.50 based on 24 or more semester hours from an accredited institution may be considered for admittance to the program. Transfer students meeting the GPA requirements with less than 24 semester hours will be evaluated as new freshmen. Priority application deadline is March 15. Transfer and postundergraduate students should contact the school office once they receive a credit evaluation from the Admissions Office.

Those applying to fashion merchandising and fashion design who do not have the appropriate academic credentials or have not yet passed the design portfolio assignment are admitted to the Fashion Design and Merchandising Preparatory category (PFDM) and may remain in that category for two semesters.

Students currently enrolled at Kent State University may be considered for change of major. Approval is based on a minimum of 12 credit hours completed with a 2.50 cumulative GPA excluding developmental courses. Students should schedule an appointment with the school before applying. Freshmen and transfer students who do not meet minimum requirements for admission to the school may be admitted to the fashion preparatory category (PFDM) and should remain in that category for no more than two semesters.

ADMISSION TO THE FASHION DESIGN PROGRAM

All students wishing to be admitted to fashion design must pass an entrance portfolio assignment, described on the school Web site (www.fashionschool.kent.edu). Admission is a two-step process:

Step One:

Students must apply to KSU and have a minimum high school 2.75 GPA and a minimum 21 ACT score or 980 SAT score. ↑

Transfer students may be admitted if they have completed a minimum of 24 semester hours of coursework with a minimum 2.5 GPA.

Change-of-major students at KSU may pass Step One if they have completed 12 semester hours of nondevelopmental coursework with a minimum 2.5 GPA.

Step Two:

After successful completion of Step One, students are invited to submit a portfolio project. Based upon portfolio scores, 90 students are selected for admission to the program in the fall semester. Freshmen, transfer students and change-of-major students all are admitted based upon the portfolio review process.

A portfolio review committee, which includes fashion design and merchandising faculty members, determines which portfolios demonstrate the skills essential to successfully complete the fashion design coursework. Remember that the school is looking for potential, so students should submit a portfolio.

To be eligible for review, the portfolio must adhere to the following criteria:

- Be submitted by an invited applicant.
- Conform to the exact standards specified by the school.
- Be complete.
- Have the applicant's name on the lower right corner of the back of each page of the assignments (except the cover sheet) and on the cardboard inside the sewn sample.

Applicants are required to sign a Statement of Authenticity verifying that all work submitted is their own.

Submissions become property of Kent State University and will not be returned to applicants.

All portfolios must be received by the published deadlines to be considered.

Students who submitted an invited portfolio receive notification via the U.S. Postal Service as to whether they have been accepted to the fashion design program. Notices are mailed in the beginning of

Students with a 3.0 or higher high school GPA whose ACT or combined SAT score does not meet the minimum may be considered for admission.

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March to addresses submitted by students on the admissions application. Please notify the Office of Admissions of change of address.

Following directions exactly and interpreting information accurately is essential to success in the field of fashion design. All applicants are working from the same information; please do not contact the school for clarification of instructions in completing the portfolio. This includes an understanding and mastery of tech packs, the creation of spec sheets and the process of correcting fit.

The admissions status is valid for one year. After that, applicants must repeat the process.

SELECTION OF A CONCENTRATION

- Upon acceptance into the Fashion Design Program, students will be admitted under the classification of "Fashion Design", with no selection of a concentration.
- First year fashion design majors must enroll in FDM 10140 Foundations of Fashion Drawing during the spring semester.
- During the spring semester, the fashion design faculty teaching FDM 10140 Foundations of Fashion Drawing will meet with students to advise them on which concentration they should pursue in the subsequent fall semester. This meeting will be completed in a time frame that allows students sufficient time to register for the appropriate courses in the fall semester.
- Students must complete the required form that declares which concentration they will pursue no later than the start of the second year in the Fashion Design Program.

COMBINED BACCALAUREATE/MASTER'S PROGRAM

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, he or she should apply for conditional admission to the M.B.A. 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. Students accepted into the program may use 12 hours

chosen from the following courses to meet both support core requirements in their undergraduate program and program requirements within the M.B.A.:

BAD 63037 Financial Accounting (in lieu of ACCT 23020)
 BAD 63038 Accounting for Managerial Action and Evaluation
 BAD 64042 Management Information Systems

Two of the following (the one not taken will be taken later)

- BAD 66061 Financial Management I
- BAD 64271 Human Resource Management
- BAD 64005 Statistics for Management

The international elective required in the M.B.A. program may be waived if the FDM student has participated in the Hong Kong or Florence fashion experiences. The M.B.A. internship may be waived if the FDM student has done a business-related fashion internship. Thirty-three hours of M.B.A. coursework is required after the completion of the undergraduate degree in fashion merchandising.

B.A. in Fashion Design

Students pursuing the Bachelor of Science in Fashion Design choose from two concentrations.

Conceptual Concentration provides an understanding of the design process, from concept to creation, including research, illustration, flat sketches and garment construction appropriate to a specific market.

Conceptual designers' responsibilities are most directly related to the preliminary design concepts and ideas for any given season. This includes an understanding and mastery of research, color and story boards, the creation of original designs and the presentation of designs.

Technical Concentration provides an understanding of garment construction, including the ability to analyze a garment and communicate to a factory how to construct it using the industry finishes appropriate to a specific market. This includes an understanding and mastery of tech packs, the creation of spec sheets and correcting fit.

Technical designers' responsibilities are to communicate to factories the process required to perfect a design into a style and make the style producible so that the quality is appropriate for a specific market. Technical designers are extremely proficient in solving problems and paying attention to detail.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 26-Mar-08 Curriculum Bulletin _____
 Effective Date FALL 2009 Approved by EPC _____

Department Biological Sciences
 College AS - Arts and Sciences
 Degree MA - Master of Arts
 Program Name **Biology** Program Code **BSCI**
 Concentration(s) Concentration(s) Code(s)
 Proposal Revise *Policy for Admission*

Description of proposal:

Revision of admission requirements for the M.A. non-thesis option in Biological Sciences.

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

Current total credit hours: 32 Proposed total credit hours 32

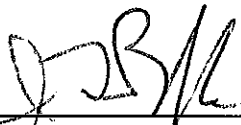
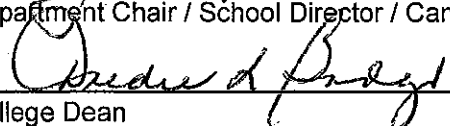
Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

There should be no impact on any program outside Biological Sciences. The changes will not require any changes in staffing and would increase enrollment in the graduate program. The target for this change are students interested in a Masters degree in Biological Sciences but who do not need the credentials of a research-based degree.

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

None

REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director / Campus Dean	<u>3/26/08</u>
 _____ College Dean	<u>4/14/08</u>
_____ Executive Dean of Regional Campuses	<u> / / </u>
_____ Senior Vice President for Academic Affairs and Provost	<u> / / </u>

BSCI 3

TO: Dr. Diedre Badejo
Associate Dean for Curriculum
College of Arts and Sciences

FROM: Robert Carlson
Undergraduate Coordinator
Biological Sciences

SUBJECT: Revisions to the MA degree in the Biological Sciences

DATE: March 26, 2008

The purpose of this submission is to request revision of the MA degree in Biological Sciences. The current program only admits students with a teaching certificate. This proposal will change the entry requirements in order to allow applicants without a teaching certificate to apply for admission to the program.

The department's Graduate Studies Committee recommended approval for this program and the faculty voted unanimously to accept the recommendation.

BSC1 1

Transmittal Memo

This curricular proposal is for a change in the Master of Arts degree program in the Department of Biological Sciences. The current program only admits students with a teaching certificate. This proposal will change the entry requirements in order to allow applicants without a teaching certificate to apply for admission to the program, subject to the minimum requirements of an overall undergraduate GPA of 2.75 or better, an undergraduate major or minor in biological sciences or related field, and appropriate background in biology, chemistry, and mathematics.

A second change was made to the course options. These were made more flexible to accommodate students with different disciplinary interests.

The department's Graduate Studies Committee recommended approval for this program and the faculty voted unanimously to accept the recommendation.

BSC 1 2

PROPOSAL SUMMARY

Title: MASTER OF ARTS DEGREE PROGRAM: NON-THESIS OPTION

Subject Specification: Proposal will expand the current BSCI – M.A. degree program to allow students without teaching certificates to enroll, and modify the curriculum to accommodate students with different disciplinary interests.

Background Information

The Department of Biological Sciences currently offers the M.A. degree without a thesis requirement for students who hold a teaching certificate. The enrollment in this program is currently very low (less than 5 students per semester). This proposal seeks to expand this program by opening it up to any qualified student seeking a classroom based Masters degree. The goal of this proposal is to increase enrollment in our graduate course offerings while providing a degree that serves the community. Examples of individuals who have shown interest in a program such as this include patent attorneys and postbaccalaureate students looking to enhance their transcripts for medical school applications. This change in the M.A. degree will have no negative impact on our current programs and offerings. In fact, it will enhance our M.S. and Ph.D. programs by providing the enrollment to increase the variety of course offerings in the department. No changes in resources or staffing are necessary to support this programmatic change.

Alternatives and consequences: If this proposal is not approved, then we will not offer the M.A. degree to anyone but those applicants that hold a teaching certificate. This would be very detrimental to the growth of interdisciplinary programs that are in development with other units such as the College of Business and the Integrated Life Sciences program.

Specific Recommendation and Justification: We request approval of this proposal to make the M.A. non-thesis degree in Biological Sciences accessible to the substantial population of individuals interested in graduate study in Biological Sciences but do not need the research credentials provided by going through the process of researching and writing a master's thesis. We also request approval of the change in course requirements to make them more accessible to a wider range of students.

Timetable: Proposal can go into effect immediately upon completion of the curricular review process. We expect to admit students into this program immediately upon its approval – as early as the 2008 summer session.

BSCI 4

Biological Sciences

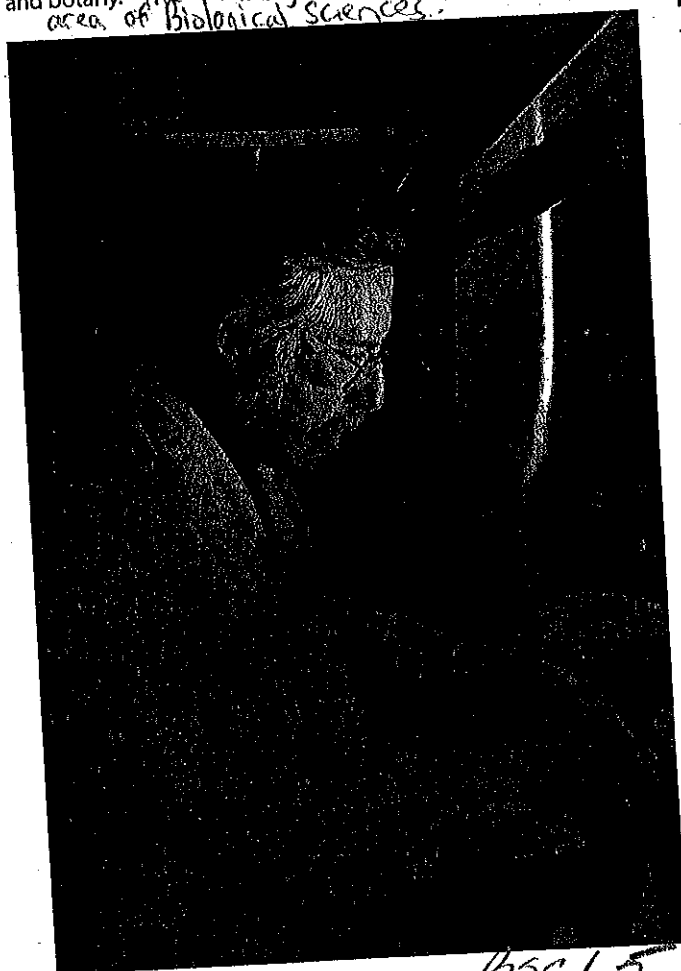
BIOLOGICAL SCIENCES

James Blank, Chair
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Ferenc de Szalay, Coordinator of Graduate Studies

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The Department of Biological Sciences offers graduate courses and research leading to the Master of Arts, Master of Science and Doctor of Philosophy degrees. ~~The M.A. degree program is discipline-oriented for science teachers.~~ Areas of study include: aquatic ecology, microbial ecology, vertebrate ecology, entomology, systems ecology, vertebrate morphology, molecular biology, vertebrate physiology, environmental physiology, immunology, mammalian physiology, physiological zoology, reproductive physiology, endocrinology, plant morphology and plant taxonomy. The Ph.D. dissertation research may be conducted in ecology, physiology or cell biology. The M.S. degree is offered in the fields of ecology, physiology, cell biology and botany. *The M.A. degree is offered in the area of Biological Sciences.*



or an undergraduate degree in biological sciences or related field.

For more information, visit the departmental Web site at <http://www.kent.edu/biology/GraduatePrograms/index.cfm>.

Master's Degree Programs

The M.A. nonthesis program is open to qualified persons, on a part-time or full-time basis, who have received a teaching certificate. The M.S. program is normally open to qualified students who can enroll full time. Students meeting all other requirements may be permitted to enroll on a part-time basis as long as registration is limited to formal courses and seminars. Registration for "Research" and "Thesis" is open only to full-time degree candidates. Completion of the M.S. program requires a minimum of two semesters of full-time residency. There is no curricular language requirement for the master's degree in the department. A thesis and final oral examination are required of candidates for the M.S. degree. A total of 32 hours is required for the completion of the M.A. and M.S. degrees. Other requirements for the two master's degrees are listed under the degree requirements in this catalog. Additional information regarding specific requirements is available upon request from the coordinator of graduate studies, Department of Biological Sciences.

Doctoral Program

The Ph.D. program is normally open only to qualified individuals who can enroll as full-time students. Students meeting all other requirements for entry into the doctoral program may be permitted to enroll on a part-time basis as long as registration is limited to formal courses and seminars. Registration for "Research" and "Dissertation" is permitted only of full-time doctoral candidates. The department does not have a curricular language requirement for the Ph.D. degree. Completion of the doctoral program requires a minimum of one year of full-time resident study. Prerequisites for registration in 70000 and 80000 courses include the master's degree or equivalent.

Additional information regarding specific requirements is available, upon request, from the coordinator of graduate studies, Department of Biological Sciences.

GENERAL REQUIREMENTS

The general regulations of the university are followed along with the additional departmental requirements listed below. The general test of the Graduate Record Examination is required for admission into the M.S. and Ph.D. programs.

Admission of a student to the ^{M.S.}master's program normally requires a grade point average of 3.0 (A=4.0) based on all coursework, both graduate and undergraduate, and acceptance of the student by a faculty advisor. Applicants with grade point averages less than 3.0 may be considered for a conditional admission if strong letters of recommendation and high Graduate Record Examination scores justify that admission. *Admission to the M.A. program normally requires a GPA of 2.75 or a teaching certificate.*

BSCI 5

DEPARTMENT OF BIOLOGICAL SCIENCES KENT STATE UNIVERSITY

MASTER OF ARTS DEGREE PROGRAM: NON-THESIS OPTION

The Department of Biological Sciences at Kent State University has a Masters of Arts degree program with a non-thesis option for students interested in biosciences.

Minimum qualifications for entrance into the program include:

- An overall undergraduate GPA of at least 2.75
- The equivalent of an undergraduate major or minor in biological sciences or related field OR a teaching certificate
- Appropriate background in biology, chemistry and mathematics.

Although minor exceptions to these qualifications will be considered, applicants must be cognizant that they will be taking graduate courses in biology. Courses required to meet minimum requirements may be taken during the first year of a student's program.

Students entering the program should consult with the M.A. Non-thesis Program Coordinator (who will serve as their advisor) to structure a course of study applicable to their professional needs, academic training, and interests and complete a program of study form. All graduate students, including those in the MA program, are subject to the rules and regulations specified in the graduate catalog. Students in the program should be familiar with academic rules and university organization/policies (<http://www.kent.edu/rags/GraduateStudies/Graduate-Catalog.cfm>, hard copies are also available).

Graduation requirements include an overall GPA of 3.0 for all graduate work completed and at least 32 semester hours of course work which include completion of at least 23 hours in Biological Sciences. A total of 4 credit hours can be earned through workshops. The department frequently offers special topics classes in specialized areas of interest which can count towards the degree when part of the approved program of study.

Students interested in *Cell/Molecular/Biomedical/Biotechnology related areas* are encouraged to select courses from among the following:

- BSCI 50158 Molecular Biology
- BSCI 50143 and 60144 Eukaryotic Cell Biology and readings
- BSCI 50174 Immunology
- BSCI 50142 Bioenergetics
- BSCI 50433 and 50434 Mammalian Physiology I and II
- BSCI 50432 Endocrinology

Students interested in *Ecology* are encouraged to select courses from among the following.

- BSCI 50372 Populations, Communities and Ecosystems
- BSCI 50163 Organic Evolution
- BSCI 60371 Evolutionary Ecology
- BSCI 50364 Limnology
- BSCI 50368 Wetland Ecology and Management

BSCI 6

BSCI 50556 Vertebrate Zoology
BSCI 50374 Conservation Biology
BSCI 50363 Microbial Ecology

K-12 Teachers holding or pursuing a teaching certificate who are working on the Biology MA must take at least 18 hours of biological sciences courses and are encouraged to select courses from among the following.

BSCI 50163 Organic Evolution
BSCI 60080 Experimental Methods in Biology
BSCI 50196 Individual Investigation

For all students, a maximum of 12 semester hours of credit may be accepted by transfer from accredited institutions offering the master's degree, but *the grades will not be calculated into the GPA*. The credits will be accepted provided

- (1) graduate credit was received from that institution;
- (2) the work was of "A" or "B" quality;
- (3) the work fits into the program;
- (4) credit is less than six years old at the time the degree is conferred at Kent;
- (5) an official transcript *with an accompanying explanatory letter* is filed in the department;
- (6) the student's adviser, department graduate committee and the dean approve.

The MA degree program is considered a terminal degree in the biological sciences and, thus, is not recommended for those who plan to pursue a Ph.D. in the biological sciences.

In addition to the application for admission, certain material should be provided directly to the department. Three letters of reference should be mailed directly to the Department of Biological Sciences Graduate Studies Office along with a statement describing your career goals and why you would like to enroll in this program.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 24-Mar-08

Curriculum Bulletin _____

Effective Date Fall 2009

Approved by EPC _____

Department Modern & Classical Language Studies

College AS - Arts and Sciences

Degree

Program Name **Minor in Chinese** Program Code **CHIN**

Concentration(s) Concentration(s) Code(s)

Proposal Establish Program

Description of proposal:

Establish a Minor in Chinese requiring 26 hours beyond the Intermediate II level (20 hours required, 6 hours electives)

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

Current total credit hours: 0

Proposed total credit hours 26

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

Additional staffing will be required

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

Art History, History

REQUIRED ENDORSEMENTS

Gregory M. Shave
Department Chair / School Director / Campus Dean

3 / 31 / 08

David L. Buege
College Dean

4 / 28 / 08

Executive Dean of Regional Campuses

 / /

Senior Vice President for Academic Affairs and Provost

 / / *MCLS 238*

Proposal to establish a minor in Chinese

Below is a proposal for establishing a Chinese minor using the CHIN prefix.

Background Information:

- (1) *Description of action, including its intended effect:* Establish a minor in Chinese with the addition of 5 language courses and 1 culture course. This would build on existing undergraduate courses to provide a Chinese minor and would make two new elective options available to students in the planned M.A. in Translation (Chinese).
- (2) *Conformity of action with mission of sponsoring unit:* Chinese language courses up to Intermediate II and a Special Topics (30095) in Chinese are already offered by the Department of Modern & Classical Language Studies. Two elementary and two intermediate sections are offered on the Kent campus each year. The Department has become increasingly interested in "critical languages" such as Chinese, because of increasing national interest in the language due to China's global status and its economic ties with the United States. Enrollment growth in lower-division courses (32% over the last six years) and the apparent overall growth of interest in Chinese language in the United States indicate that the Department should focus on developing Chinese as part of its ongoing mission. MLA statistics show that the most dramatic increases in enrollment of all foreign languages between 2002 and 2006 in the United States were in Arabic (126.5%) and Chinese (51.0%).¹
- (3) *Rationale:* The highly successful Ohio Board of Regents Foreign Language Academy for high-school students in summer 2007 demonstrated a high degree of interest in Chinese, with approximately 75 students (out of 380 total application) competing for the 12 available positions. While the Academy was quite successful, it also highlighted a problem with Kent State's Chinese offerings: we cannot meet any demand for Chinese beyond the lower-division sequence. Chinese is also being offered in an increasing number of Ohio high schools, including several in the immediate region (including Brecksville, Shaker Heights and Solon). This provides a potential pool of students who will be interested in pursuing upper-division Chinese courses. However, we are ill-prepared to meet the expected demand for Chinese language instruction. We cannot offer sufficient Chinese coursework to produce even minimal language proficiency because our program currently consists only of the four-course Elementary and Intermediate language sequence. We believe offering more a more coherent Chinese offering in the form of a major will increase enrollments, provide an inducement for students to continue to communicative proficiency and allow serious students of Chinese, including Foreign Language Academy graduates, to continue their studies. All Chinese courses are taught by part-time instructors and have been since the inception of Chinese instruction at Kent State University almost a decade ago. The lack of a trained instructor with the expertise to teach the more demanding undergraduate courses, develop the curriculum, establish study abroad programs, and mentor upper-division students is a serious obstacle to improving the quality of Chinese teaching at Kent State. A Chinese minor would broaden course offerings beyond basic language skills, enabling students to gain advanced language training as well as the broader understanding of Chinese society and culture that is essential to true intercultural communication. Approval of a Chinese minor would make KSU the only state university in Northeast Ohio with such a

¹ Nelly Furman, David Goldberg, and Natalie Lusin. Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2006. Web publication, 13 November 2007. *Modern Language Association*.

program.² Chinese, like Chinese and Arabic, has the problem that there is evidence of increasing interest but the lack of a minor or major means that students completing the intermediate sequence have little choice but to drop the language in favor of other programs offering a minor or major or to pursue advanced studies in Chinese outside of Northeast Ohio. The lack of an upper-division curriculum is also a major obstacle to retaining students entering Kent from high school with Chinese advanced placement or students graduating from the Regents Foreign Language Academy. Such students have completed or placed out of the Elementary sequence, but can only gain six more credits in Chinese. We have attracted bright new language students to Kent State University, but then can offer them only a sparse curriculum. A minor would provide the opportunity for the further linguistic and cultural development that students clearly desire but which is currently lacking. In addition it would allow articulation to the planned M.A. in Chinese translation.

- (4) *Effect on current programs, offerings, students, staff:* The minor would attract students who have completed lower-division Chinese courses at KSU (including the Language Academy) or at regional universities that lack upper-division Chinese courses (i.e., current students plus new students). The inclusion of electives from the existing interdisciplinary Asian Studies Minor would not only ease staffing pressures but also have a synergistic effect between the two minors. The provision of upper-division slash courses in Chinese Culture would also provide electives for students in the M.A. in Translation (Chinese) program. A minor would also support our current and future exchanges with Chinese universities.
- (5) *Scope of action:* In addition to students interested in pursuing the Chinese language professionally, a Chinese minor would be of particular interest to students pursuing a Business degree and would also be attractive to students pursuing the Asian Studies minor.
- (6) *Fiscal and staffing impact:* Implementation of a Chinese minor would require hiring at least an NTT to teach 7 courses (see below) and act as Undergraduate Chinese Coordinator. Three of the electives consist of upper-division courses ARTH 42022 The Arts of China; HIST 31112 Chinese Civilization (3); and HIST 41112 History of Modern China (3) that are already taught by faculty in History and Art, so these entail no extra staffing. An office would be required for the new NTT, and the additional courses would add slightly to classroom demands. Implications for the library and media would be minimal, as already there is an adequate collection of China-related resources. Over time, however, the collection would be gradually expanded and updated through the regular acquisitions process. There would no direct implications for support services.
- (7) *Evidence of need and sustainability:* See *Rationale* above in relation to need, and the MLA Survey with respect to sustainability. The surge of interest in Chinese popular culture and the expectation of ongoing trade ties with China are strong indicators of sustained interest in Chinese language and culture.

Alternatives and Consequences: Without a Chinese minor, KSU will continue to lose its best potential and actual Chinese language students to programs outside of Northeast Ohio. Without a full-time instructor who is solely dedicated to the undergraduate Chinese program, the range

² The University of Akron has some Chinese courses, but no minor or major. Cleveland State University offers only elementary- and intermediate-level Chinese, but no minor. Chinese is not offered at all at Youngstown State University. MCLS has commenced preliminary talks on a consortial arrangement for language teaching with other state universities in Northeast Ohio.

of offerings will remain restricted to basic language literacy, with limited cultural literacy, and the quality of teaching will not improve.

Specific Recommendation and Justification: It is recommended that a minor in Chinese be established and that a non-tenure track faculty member be hired to coordinate the existing undergraduate Chinese courses and teach 6 new upper-division courses (*Advanced Intermediate Chinese I, Advanced Intermediate Chinese II, Advanced Chinese I and Advanced Chinese II, Business Chinese, Chinese Culture*), as well as other Chinese courses as necessary.

Timetable and Actions Required: Review/approval of proposal by Arts and Sciences Curriculum Committee and EPC during AY 2007/08. Institute a search for an NTT in late fall 2008, to commence employment in fall 2009, when the first round of new upper-division courses would be offered.

Certification of Curriculum Proposal:

Assessment Plan: Student learning will be assessed periodic assessment of language skills (reading, writing, speaking listening) according to the standards outlined by the American Council of Teachers of Foreign Languages. The primary assessment instrument for oral proficiency will be the ACTFL Oral Proficiency Interview to be given at the end of the minor course of study.

Internal memos: No internal communication.

Catalog Copy

Chinese Minor

Prerequisites

Prerequisites may be waived by demonstrated proficiency.

CHIN	15101	Elementary Chinese I	5
	15102	Elementary Chinese II	5
	25201	Intermediate Chinese I	5
	25202	Intermediate Chinese II	5

Minor Requirements

CHIN	35201	Advanced Intermediate Chinese I	5
	35202	Advanced Intermediate Chinese II	5
	45201	Advanced Chinese I	5
	45202	Advanced Chinese II	5
Elective			6
Total			26

Electives

Choose six credits from the following:

CHIN	45301	Chinese Culture	3
CHIN	45302	Business Chinese	3
CHIN	30095	Special Topics in Chinese	3

ARTH	42022	The Arts of China	3
HIST	31112	Chinese Civilization	3
HIST	41112	History of Modern China	3

Minimum cumulative 2.00 GPA required for graduation.

The Department reserves the right to substitute appropriate courses.

Graduation Requirement Sheet: A minor in Chinese would require 26 credit hours beyond the prerequisites. This would consist of 20 hours of required courses and 6 hours of elective courses.

Chinese Minor (23 credit hours, beyond the prerequisites)			
Prerequisites:			
15101	Elementary Chinese I	5	Part-time Faculty
15102	Elementary Chinese II	5	Part-time Faculty
25201	Intermediate Chinese I	5	Part-time Faculty
25202	Intermediate Chinese II	5	Part-time Faculty
Required Courses:			
35201	Advanced Intermediate Chinese I	5	NTT
35202	Advanced Intermediate Chinese II	5	NTT
45201	Advanced Chinese I	5	NTT
45202	Advanced Chinese II	5	NTT
Total hours of required courses		20	
Electives (any 2 of the following):			
30095	Special Topics. Study of a particular topic relating to Chinese language or culture, or study in an approved program in China. ³ This course may be repeated with a change in topic.	3	NTT and/or TT or faculty from the Asian Studies minor (depending on topic);
45301	Chinese Culture	3	NTT or team-taught by NTT and faculty from the Asian Studies minor
45302	Business Chinese	3	NTT
ARTH 42022	The Arts of China	3	Examination of sources and styles of Chinese art from prehistoric to recent times. Prerequisite: junior or senior standing.
HIST 31112	Chinese Civilization	3	General survey of evolution of Chinese civilization

³ Students are strongly encouraged to participate in short-term, semester-long, or year-long study programs in China. All efforts will be made to grant appropriate credit for approved courses taken at a Chinese university.

			from the Bronze Age to the rise of communism. Prerequisite: none.
HIST 41112	History of Modern China	3	Disintegration of the Chinese empire amid Western challenge and internal disorder and the subsequent rise of communism. Prerequisite: junior standing.
Total hours of elective courses		6	
Total required hours for Chinese major		26	

PROPOSED

Course Listing

CHIN 35201 Intermediate Advanced Chinese I (5): Prerequisite: CHIN 25202 Advanced Intermediate Chinese or equivalent. Continuation of Intermediate Chinese II. Emphasis is on building active vocabulary for comprehension, reading authentic texts, writing of connected discourse, and the development of conversational proficiency.

CHIN 35202 Intermediate Advanced Chinese II (5): Prerequisite: CHIN 35201 Advanced Chinese I or equivalent. Continuation of Intermediate Advanced Chinese I. Emphasis is on building active vocabulary for comprehension, reading authentic texts, writing of connected discourse, and the development of conversational proficiency.

CHIN 45201 Advanced Chinese I (5): Prerequisite: CHIN 35202 Advanced Intermediate Chinese II or equivalent. Continuation of Advanced Intermediate Chinese II. Emphasis is on building active vocabulary for comprehension, reading authentic texts, writing of connected discourse, and the development of higher levels of conversational proficiency.

CHIN 45202 Advanced Chinese II (5): Prerequisite: CHIN 45201 Advanced Chinese I or equivalent. Continuation of Advanced Chinese I. Emphasis is on building active vocabulary for comprehension, reading authentic texts, writing of connected discourse, and the development of higher levels of conversational proficiency.

CHIN 45203 Business Chinese (3): Prerequisite: CHIN 35202 Advanced Intermediate Chinese II or equivalent. Study of the business protocol, language functions, texts and vocabulary associated with travel and business in the Chinese-speaking world.

CHIN 45301 Chinese Culture (3): Prerequisites: None. Survey of Chinese culture covering ethnic, religious and linguistic diversity and the roots of China's current socio-cultural context.

FRY, HAROLD

From: SHREVE, GREGORY
To: FRY, HAROLD
Cc:
Subject: FW: Chinese Minor Proposal Endorsement from History
Attachments:

Sent: Tue 3/25/2008 3:55 PM

From: HEISS, ANN
Sent: Monday, March 24, 2008 3:23 PM
To: SHREVE, GREGORY
Subject: RE: Chinese Minor Proposal

Dear Greg,

The Department of History supports the creation of a Chinese minor and endorses the inclusion of History 31112 (Chinese Civilization) and History 41112 (History of Modern China) as possible electives within that program. Our current Asianist specializes in Japan and is not likely to offer these courses, but we have no plans at the moment to delete them from our inventory. (They have been offered in recent years on the Tuscarawas Campus and I think Stark as well.)

Best, Ann

Mary Ann Heiss
Assoc Prof and Interim Chair
Department of History
Kent State University
(330) 672-2882 (phone)
(330) 672-2943 (fax)

From: SHREVE, GREGORY
Sent: Monday, March 24, 2008 2:26 PM

MCLS 245

To: HAVICE, CHRISTINE; HEISS, ANN
Cc: FRY, HAROLD
Subject: Chinese Minor Proposal

Colleagues from Art and History,

Please find attached a new Chinese minor we are proposing to EPC.

Several courses from your academic units have been mentioned as possible electives.

ARTH	42022	The Arts of China
HIST	31112	Chinese Civilization
HIST	41112	History of Modern China

If you wish us to list other courses as electives, please indicate and we will be happy to do so.

Could you respond to this email with an indication that I have consulted with you and you support this minor?

Thank you!

Greg Shreve

MCLS 246

CATALOG COPY: CHINESE

15101 Elementary Chinese I (5)
[no change to description]

15102 Elementary Chinese II (5)
[no change to description]

25201 Intermediate Chinese I (5)
[no change to description]

25202 Intermediate Chinese II (5)
[no change to description]

~~35~~201 Advanced Intermediate Chinese I (5)
Continuation of Intermediate Chinese II. Emphasis is on building active vocabulary for comprehension, reading authentic texts, writing of connected discourse, and the development of conversational proficiency. Prerequisite: CHIN 2520~~2~~

35202 Advanced Intermediate Chinese II (5)
Continuation of Advanced Intermediate Chinese I. Emphasis is on building active vocabulary for comprehension, reading authentic texts, writing of connected discourse, and the development of conversational proficiency. Prerequisite: CHIN 35201.

45201 Advanced Chinese I (5)
Continuation of Advanced Intermediate Chinese II. Emphasis is on building active vocabulary for comprehension, reading authentic texts, writing of connected discourse, and the development of higher levels of conversational proficiency. Prerequisite: CHIN 35202.

~~45~~202 Advanced Chinese II (5)
Continuation of Advanced Chinese I. Prerequisite: CHIN 45201.

45301 Chinese Culture (3)
Survey of Chinese culture including its ethnic, religious and linguistic diversity and the roots of China's current socio-cultural context. Prerequisite: none.

45302 Business Chinese (3)
Study of the business protocol, language functions, texts and vocabulary associated with travel and business in the Chinese-speaking world. Prerequisite: CHIN 35202.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 12-Dec-07 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department Modern & Classical Language Studies

College AS - Arts and Sciences

Degree

Program Name **Minor in Japanese** Program Code **JAPN**

Concentration(s) Concentration(s) Code(s)

Proposal Establish Program

Description of proposal:

Establish a minor in Japanese: 20 hours in Japanese required beyond the prerequisite elementary-intermediate sequence, plus 6 hours of electives with prior approval of the advisor.

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

Current total credit hours: 0 Proposed total credit hours 26

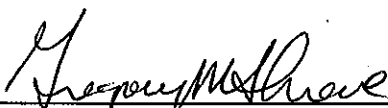
Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

None

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

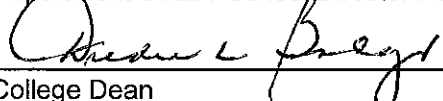
Political Science (Asian Studies Minor); History (Prof. of Japanese History)

REQUIRED ENDORSEMENTS



 Department Chair / School Director / Campus Dean

1/9/08



 College Dean

4/14/08

 Executive Dean of Regional Campuses

 / /

 Senior Vice President for Academic Affairs and Provost

 / /

MCLS 170

DEPARTMENT OF MODERN AND CLASSICAL LANGUAGE STUDIES
KENT STATE UNIVERSITY
KENT, OHIO 44242
INTERDEPARTMENTAL CORRESPONDENCE

DATE: January 9, 2008
TO: Dr. Diedre Badejo, Associate Dean of Curriculum
 Arts and Sciences Curriculum Committee
FROM: *h/f* Harold P. Fry, Assistant to the Chair
SUBJECT: Curricular Proposals from MCLS

The Department of Modern and Classical Language submits for your review and action the following ~~course and~~ program proposal which has been reviewed and approved by the MCLS Curriculum Committee:

~~Establish New Courses:~~

~~JAPN 45201, 45202 Advanced Japanese I, II (5 hours each)
 JAPN 45301/55301 Business Japanese (3 hours)
 JAPN 45421 Japanese Culture (3 hours)
 JAPN 45591 Variable Topic Seminar (3 hours)
 RUSS 12211, 12212 Elementary Russian I/II Lab (1 hour each)
 RUSS 22211, 22212 Intermediate Russian I/II Lab (1 hour each)
 SPAN 18301, 18302 Spanish for Health Care I/II (4 hours each)~~

~~Course Revisions:~~

~~HEBR 12101, 12102, 22104, 22105: Credit by Examination with departmental approval
 JAPN 15101, 15102: Increase credit hours from 4 to 5
 JAPN 25201, 25202: Increase credit hours from 3 to 5
 JAPN 35101, 35102: Increase credit hours from 4 to 5
 RUSS 12201, 12202: Add co-requisites RUSS 12211 and 12212 respectively
 RUSS 22201, 22202: Add co-requisites RUSS 22211 and 22212 respectively~~

~~Program Proposals:~~

~~Establish a Minor in Italian (18 hours)
 Establish a Minor in Japanese (26 hours)~~

Certification of Curricular Proposal, ~~Basic Data Sheet and Rationale are attached as appropriate~~
~~for each of the above items, along with current and proposed catalog copy and program~~
 requirements. Please let me know if any further documentation is needed.

MCLS 71

Proposal to establish a minor in Japanese

Below is a proposal for establishing a Japanese minor using the JAPN prefix.

Background Information:

- (1) *Description of action, including its intended effect:* Establish a minor in Japanese with the addition of 3 language courses and 1 culture course. This would build on existing undergraduate courses to provide a Japanese minor and would make two new elective options available to students in the M.A. in Translation (Japanese). It would also help meet the present need and demand for comprehensive and in-depth courses in Japanese language and culture and help raise the profile of Asia in Northeast Ohio.
- (2) *Conformity of action with mission of sponsoring unit:* Japanese language courses up to Advanced Intermediate are already offered by the Department of Modern & Classical Language Studies, which has become increasingly interested in “critical languages” such as Japanese, in this case because of Japan’s global status and its economic ties with the United States. The recent increase in lower-division courses and the unmet demand for upper-division courses show that the Department’s focus on Japanese as part of its ongoing mission is well founded. The proposal is in line with similar proposals pending for the more difficult languages (Chinese, Russian and Arabic) taught in the department that share the goal of increasing credit-hours in the existing lower-division courses and adding upper-division courses so that students will have sufficient contact hours to gain competency.¹
- (3) *Rationale:* The highly successful Foreign Languages Academy for high-school students in summer 2007 demonstrated the degree of interest in Japanese (the language in by far the most demand), but also generated demand that currently cannot be met beyond lower-division levels. Six high schools in the immediate region offer Japanese, including a strong program at Stow Munroe Falls High School, thereby providing a latent pool of students. Enrollment statistics for existing KSU courses show continual growth since 2001 (see attached). Three Elementary sections are now offered on the Kent campus each Fall, and a request from Stark students led to the offering of an Elementary section there in Fall 2007 (another indicator of the strong student-generated interest in Japanese). Two Intermediate sections and an Advanced Intermediate section bring the total to seven sections each Fall (as compared with two in Fall 2004). This compares favorably with the existing *major* in Russian (six sections to the same level). The Modern Language Association statistics for language course enrollments in US institutions of higher education between Fall 2002 and 2006 show a dramatic increase of 27.5% for Japanese. Perhaps even more suggestive is the informal interest among people attracted to Japanese popular culture, as evidenced by high

¹ The Foreign Service Institute (FSI) of the Department of State classifies Japanese in Category III—“languages which are exceptionally difficult for native English speakers” and that require 2200 class hours to achieve Professional Speaking and Reading Proficiency—far in excess of the 575–600 hours for French and Spanish and twice the 1100 hours for Russian.

attendance at the Japanese Coffee Hour and the fact that about 50 students meet on campus every week to view anime movies together.

A Japanese minor would broaden course offerings beyond basic language skills, enabling students to gain advanced language training as well as the deeper understanding of Japanese society and culture that is essential to true intercultural communication. Approval of a Japanese minor would make KSU the only state university in Northeast Ohio with such a program.² Japanese is currently in a vicious circle where there is strong interest but the lack of a minor means that upper-level students have little choice but to drop Japanese in favor of programs offering a minor or major or to pursue advanced studies in Japanese outside of Northeast Ohio. A minor would provide the opportunity for the further linguistic and cultural development that students clearly desire, and it would facilitate articulation to the M.A. in Japanese translation.

- (4) *Effect on current programs, offerings, students, staff:* The minor would attract students who have completed lower-division Japanese courses at KSU or at regional universities that lack upper-division Japanese courses (i.e., current students plus new students). The inclusion of electives from the existing interdisciplinary Asian Studies Minor would not only ease staffing pressures but also have a synergistic effect between the two minors, which have different aims and methods of instruction. The provision of upper-division slash courses in Business Japanese and Japanese Culture would also provide electives for students in the M.A. in Translation (Japanese) program (along with the existing Variable Topic Seminar). A minor would also support our exchanges with Japanese universities.
- (5) *Scope of action:* In addition to “language students,” a Japanese minor would be of particular interest to students pursuing a Business degree and would also be attractive to students pursuing the Asian Studies minor.
- (6) *Fiscal and staffing impact:* Despite the strong demand for Japanese language instruction, there is only one TT professor of Japanese (who teaches solely in the graduate translation courses), and the undergraduate courses are taught by graduate assistants and two part-time instructors (one is resigning at the end of Fall 2007, and the other one is expected to retire in the foreseeable future). The lack of a trained instructor dedicated solely to teaching the more demanding undergraduate courses and supervising graduate assistants is a serious obstacle to improving the quality of Japanese teaching at Kent State. Implementation of a Japanese minor would require hiring an NTT to teach the new courses and some existing courses and act as Undergraduate Japanese Coordinator. This would be

² Japanese is not offered at all at Youngstown State University. Cleveland State University offers only elementary- and intermediate-level Japanese. The University of Akron has some Japanese courses, but no minor or major. MCLS has commenced preliminary talks on a consortial arrangement for language teaching with other state universities in Northeast Ohio, and if implemented this could be expected to attract upper-division students to courses offered only at KSU.

John Carroll University has two beginning Japanese courses, an intermediate course, and an advanced course. Oberlin College has elementary-advanced language classes, plus a range of electives. Case Western Reserve University has a Japanese minor (and major), but the electives differ from those proposed for KSU.

offset in part by the expected retirement of one part-time instructor around that time.

- (7) *Evidence of need and sustainability:* See *Rationale* above in relation to need, and the attached enrollment table in relation to sustainability. The surge of interest in Japanese popular culture and the ongoing trade ties with Japan are strong indicators of sustained interest in Japanese language and culture.

Alternatives and Consequences: Without a Japanese minor, KSU will continue to lose its best Japanese students to programs outside of Northeast Ohio. Without a professor who is solely dedicated to the undergraduate Japanese program, the range of offerings will remain restricted to basic language literacy, with limited cultural literacy, and the quality of learning will not improve. Students will never go beyond “dabbling” in Japanese.

Specific Recommendation and Justification: It is recommended that a minor in Japanese be established and that an NTT be appointed to coordinate the undergraduate Japanese courses and teach 3 new upper-division courses (*Advanced Japanese I, Advanced Japanese II, Business Japanese*) and 2 upper-division slash courses (*Japanese Culture; Variable Topic Seminar*), as well as existing Japanese courses as necessary. The sole TT faculty member for Japanese is already teaching an overload with the graduate courses in translation and cannot give the growing undergraduate program the full attention it needs and deserves.

Timetable and Actions Required: Review/approval of proposal by Arts and Sciences Curriculum Committee and EPC during AY 2007/08. Institute a search for an NTT in late fall 2008, to commence employment in fall 2009, when the first round of new upper-division courses would be offered.

Certification of Curriculum Proposal: See attached.

Assessment Plan: Student learning in the language courses will be evaluated through quizzes, speaking and writing exercises, assignments, and a final examination encompassing all four skills. Student learning in the electives will be assessed by means appropriate to the particular course.

Internal memos: Attached are copies of communications from Dr. Dennis Hart, Coordinator of the Asian Studies Minor, and Dr. Patti Kameya, professor of Japanese history in the History Department.

Five of the electives consist of upper-division courses that are already taught by faculty in other departments, so these entail no extra staffing. An office would be required for the new NTT, and the additional courses would add slightly to classroom demands. Implications for the library and media would be minimal, as already there is an adequate collection of Japan-related resources. Over time, however, the collection would be gradually expanded and updated through the regular acquisitions process. There would be no direct implications for support services.

MCLS 173

ENROLLMENT IN JAPANESE COURSES																			
Fall 1999 - Fall 2007																			
	CRIT			JAPN															
	99F	00S	00F	01S	01F	02S	02F	03S	03F	04S	04F	05S	05F	06S	06F	07S	07F		
15101	40		40		27		31		30		57		40		65		68		71
15102		22		19		18		22		20		40		45		39			
25201	13		13		12		9		16		8		24		19		24		21
25202		8		11		10		7		11		7		12		9		17	
30095																			
35101																			
35102																6		3	
65001							4		5		6								10
65010							4		6		7								
65091								2							4		2		4
65098																			
65240									4			6		4			2		
65250										5		6		4			4		
65251									4		4		6		3		3		
65298											1		1		1		1		2
65979										3		4		6		1	1		

MCLS 175

From: Dennis Hart, Associate Professor, Co-Coordinator Asian Studies Minor

To: Curriculum Committee Kent State University

Re: New Japanese Studies Minor

Dear colleagues,

I am writing in support of the creation of the Japanese Studies Minor at Kent State University. Clearly, this minor fits within the University's strategic plan and its commitment to increased diversity.

I have looked over the Japanese Studies Minor proposal submitted by Prof. Wakabayashi and find that this new minor does not duplicate or compete with the Asian Studies Minor. The Japanese Studies Minor, as designed, would strengthen the study of East Asia at Kent State University and promote greater awareness of this area among our students. As such, I strongly support this proposal and hope my colleagues on the Curriculum Committee move quickly to establish this new minor.

A handwritten signature in black ink, appearing to be 'DHH' with a long horizontal stroke extending to the right.

MCLS 176

From: Patti Kameya, Assistant Professor, Department of History

To: Curriculum Committee Kent State University

Re: Proposed Japanese Minor

Dear Colleagues:

I am writing in support of the proposed Japanese language minor at Kent State University. The Japanese minor will serve both our students and the interests of the university in general. The proposed program meets a demand for advanced language courses and electives for the M.A. in Japanese Translation, and bolsters Kent State's relationships with Japanese universities, enhancing cultural exchange opportunities for students. By serving our students in this way, the minor will also attract new students and increase the stature of Kent State University in Northeast Ohio.

By improving Japanese language resources at KSU, the Japanese minor will also help students prepare for graduate studies. With advanced Japanese classes, students may acquire the language proficiency necessary to use Japanese language materials in their research. Nowadays students commonly enter graduate programs in fields such as literature, history, and anthropology having already written a senior thesis with Japanese materials. With advanced language classes, Kent State students may gain the language background necessary to pursue a graduate degree.

For these reasons I strongly support this program and recommend that the Curriculum Committee establish the proposed Japanese minor.

MCLS 177

PROPOSED

Catalog copy:

Japanese Minor

Prerequisites

Prerequisites may be waived by demonstrated proficiency.

JAPN 15101	Elementary Japanese I.....	5
15102	Elementary Japanese II	5
25201	Intermediate Japanese I	5
25202	Intermediate Japanese II	5

Minor Requirements

JAPN 352 ¹ 01	Advanced Intermediate Japanese I	5
1 35202	Advanced Intermediate Japanese II	5
45201	Advanced Japanese I	5
45202	Advanced Japanese II	5
Electives		6
Total		26

Electives

Choose *two* from the following:

JAPN 45301	Business Japanese	3
JAPN 45421	Japanese Culture	3
JAPN 4559 8 ¹	Variable Topic Seminar	3
ARTH 42023	The Arts of Japan	3
HIST 4111 4 ⁶	History of Japan	3

MUS 42151	Asian Music.....	3
POL 30530	Asian Politics	3

- prereq POL 10004

Minimum cumulative 2.00 GPA required for graduation.

The Department reserves the right to substitute appropriate courses.

Graduation Requirement Sheet: A minor in Japanese would require 26 credit hours beyond the prerequisites. This would consist of 20 hours of required courses and 6 hours of elective courses.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 9-Apr-08

Curriculum Bulletin _____

Effective Date Fall 2009

Approved by EPC _____

Department Sociology
 College AS - Arts and Sciences
 Degree PHD - Doctor of Philosophy
 Program Name ~~SOC~~ Program Code ~~PHD~~ SOC
 Concentration(s) Sociology Concentration(s) Code(s)
 Proposal Revise Program Admission Policy

Description of proposal:

In the admission requirement to the Ph.D. program before completing a Master's in Sociology, (1) omit "at either university" to read "accept MA or 18 credit hours in a sociology M.A. program," and (2) add at the end "If the M.A. is not completed upon admission, students must complete it before the start of the second semester of the Ph.D. program. If students do not complete it by the second semester, they may be dismissed from the program."

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

If yes, current total credit hours

proposed total credit hours

3464

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

No impact to other programs. The expected consequences of these changes in Sociology are more timely completion of doctoral program and greater likelihood of eligibility for funding when taking comprehensive exams and working on the dissertation.

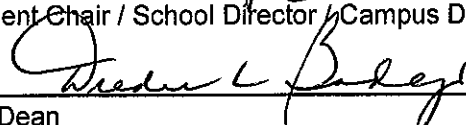
Units consulted (other departments, programs or campuses affected by this proposal):

None

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

4.8.08


 College Dean

4/28/08

Executive Dean of Regional Campuses

____/____/____

Senior Vice President for Academic Affairs and Provost

SOC 347

____/____/____

Proposal Summary

Title: Revise the requirement about admission without a completed MA degree to PhD program in Sociology

Subject Specification: Revise the one requirement for admission to the PhD program in Sociology [Major code: SOC PhD] which addresses admission BEFORE the completion of a sociology MA degree to (1) accept degrees from programs other than the University of Akron with whom we have a joint program, and (2) make admission contingent upon completion of the MA degree before the start of the second semester.

Background Information: After an extensive evaluation of the admission requirements for graduate programs in Sociology, the Graduate Education Committee recommended the following two changes, which were approved by the Sociology faculty, in the requirement [#2 in the catalog] addressing admission BEFORE the completion of a Master's degree in Sociology:

(1) Revise wording re: MA programs from which we admit students: Omit "at either university" to read "accept MA or 18 credit hours in a sociology M. A. program."

The current language, which refers to our joint doctoral program with Sociology at the University of Akron, does not reflect past or current practices; we accept students from many programs besides UAkron. This minor revision of wording has no impact in Sociology or other programs.

(2) Make admission to the Ph.D. program contingent upon completing the Masters before the beginning of the second semester: At the end of current text of this admission requirement, we wish to add the following sentences: "If the M.A. is not complete upon admission, students must complete it before the start of the second semester of the Ph.D. program. If students do not complete it by the second semester, they may be dismissed from the program."

With the addition of this stipulation, we can better insure that graduate students complete their Masters in a timely manner in order to fully focus on their doctoral coursework. At the same time, the proposed change is flexible enough to handle cases in which unusual circumstances result in a longer time needed to complete the Master's degree. This contingency does not impact other programs, and in Sociology we expect these changes to increase the opportunities for students to make satisfactory progress in the doctoral program, and to maintain their eligibility for funding.

Alternatives and Consequences: The alternative course of action would be to keep the current requirement which, in the case of the proposed contingency, allows conditions to exist in which some students are less likely to fully concentrate on their doctoral coursework or make satisfactory progress which can extend the doctoral program beyond the available three years of funding.

Specific Recommendation and Justification: In the admission requirement to the PhD program before completing a Master's in Sociology, (1) omit the words "at either university" to read "accept MA or 18 credit hours in a sociology M.A. program," and (2) add two sentences at the end which state, "If the M.A. is not complete upon admission, students must complete it before the start of the second semester of the Ph.D. program. If students do not complete it by the second semester, they may be dismissed from the program."

Rationale:

Change #1: The proposed changes better reflect past and current practices, and provide "truth in advertising."

Change #2: Adding the contingency of completing the M.A. degree before the beginning of the second semester of the doctoral program increases the likelihood that students devote themselves to the doctoral coursework, make satisfactory progress, and are eligible for funding when taking comprehensive exams and working on their dissertation.

Timetable and Actions Required:

October 2007	Initial review by CCC
April 2008	Review and approval of revised proposal by CCC
Fall 2008	Review and approval by EPC
Fall 2009	Changes incorporated into the catalog

Core Requirements	Hours
GCOL 60210.....	3
BSCI 50020.....	3
or	
ELS 60610.....	3
PSYC 60610.....	3
SOC 62877.....	3

Research Methodology	Hours
SOC 62211.....	3
SOC 62217.....	3

In addition to the interdisciplinary gerontology core of coursework, students will be expected to meet the requirements for the M.A. degree in sociology:

SOC 62002.....	1
SOC 62100.....	3
SOC 62894.....	3

A master's thesis encompassing original research will be presented and defended before a committee of graduate faculty members, at least two of whom will be members of the faculty in gerontological studies. There is no nonthesis option. The thesis and its defense must also meet the requirements of the department.

Doctor of Philosophy

AKRON/KENT JOINT PROGRAM IN SOCIOLOGY

The Departments of Sociology of Kent State University and The University of Akron offer a joint program leading to the Ph.D. degree. Faculty and students engaged in the joint Ph.D. program are for all intents and purposes regarded as one single graduate department. Faculty and students from the joint program interact freely as courses are offered at both campuses.

ADMISSION

In addition to regular application procedures of the university, admission to the Doctor of Philosophy program requires the following:

1. Applying with a completed master's degree or equivalent, or
2. Applying to the Ph.D. program after at least one year of full-time coursework or equivalent (18 hours) in the sociology M.A. program ~~at either university~~. The coursework must include the M.A. core sequence. This type of admission is limited to students whose records clearly indicate both scholarly and research potential to do doctoral-level work.
3. Submission of scores on the Graduate Record Examination
4. Submission of three letters of recommendation from current/former professors who can adequately evaluate the applicant's graduate work and potential. (Recommendation forms available on Web site.)
5. Submission of a one- or two-page statement of career interests and goals.

PROGRAM REQUIREMENTS

In addition to meeting the general requirements of the university, students working toward the Doctor of Philosophy degree program in sociology must meet the following requirements:

1. One doctoral-level course in theory: SOC 72105.
2. One doctoral-level course in methods/statistics: SOC 72218.
3. Complete courses in the student's specialty areas.
4. Take the following doctoral-level courses: SOC 72002 and 72894.
5. Complete a minimum total of 34 semester hours of coursework.
6. Pass the doctoral comprehensive examination. This examination will include an evaluation of theory, methodology, analysis, and other topics relevant to the student's specialty areas.
7. Register for 30 credit hours of Dissertation I (SOC 82199).
8. Complete a dissertation and successfully defend it in an oral examination.

Courses (SOC)

SOC 52010

DEATH AND DYING (3)

Theoretical perspectives and research in human death and dying. Emphasis on applied concerns in medical and helping professions. Topics include social death, death environments, ethics and suicide. Prerequisite: Graduate standing in Sociology or permission.

SOC 52093

VARIABLE TITLE WORKSHOP IN SOCIOLOGY (1-6)

Concentrates on professional or disciplinary concerns. Specific content to vary according to needs of client groups. S/U grading. Prerequisite: Graduate standing in Sociology or permission.

SOC 52095

SPECIAL TOPICS IN SOCIOLOGY (3)

Offered irregularly when unusual resources and/or opportunities permit. Topic will be announced when scheduled. Majors may receive maximum of 12 hours credit. Prerequisite: Graduate standing in Sociology or permission.

If the M.A. is not completed upon admission, students must complete it before the start of the second semester of the Ph.D. program. If students do not complete it by the second semester, they may be dismissed from the program.

SOC 348

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 27-Mar-08 Curriculum Bulletin _____

Effective Date Spring 2009 Approved by EPC _____Fall

Department FCS - School of Family and Consumer Studies

College EH - Education, Health and Human Services

Degree MS - Master of Science

Program Name Hospitality and Tourism Management

Program Code HTM

Concentration(s) Concentration(s) Code(s)

Proposal Establish Program

Description of proposal:

Establish a Master of Science program in Hospitality and Tourism Management

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

Current total credit hours: 32 Proposed total credit hours 32

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

The full proposal prepared for the Ohio Board Regents provides documentation of the program rational, costs, and revenue. This program will provide access to graduate education in hospitality and tourism management in Northeast Ohio. The program is unique in Ohio by providing the only combined hospitality and tourism management master's program.

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

School of Exercise, Leisure and Sport; School of Family and Consumer Studies, College of Business; College of Education, Health, and Human Services

REQUIRED ENDORSEMENTSH. Dillmann-Jenkins

Department Chair / School Director / Campus Dean

04/04/08April Barber

College Dean

04/14/08

Executive Dean of Regional Campuses

 / /

Senior Vice President for Academic Affairs and Provost

 / /

Proposal Summary

Title: Proposal for Master of Science: Hospitality and Tourism Management and Course Additions in Hospitality Management and Park, Recreation, and Tourism Management

Subject Specification

Establish a Master of Science in Hospitality and Tourism Management. Add hospitality management (HM) and exercise, leisure, and sport (ELS) graduate courses for the proposed Master of Science.

Background Information

A joint Master of Science: Hospitality and Tourism Management is proposed. Currently, the School of Family and Consumer Studies offers a Bachelor of Science degree in Food and Nutrition: Hospitality Management (HM) and the School of Exercise, Leisure and Sport offers a Bachelor of Science degree in Recreation, Park, and Tourism Management: Tourism Management.

Within hospitality management (School of Family and Consumer Studies) the curriculum changes include:

- Creation of Master of Science: Hospitality and Tourism Management as described in the program proposal. The School of Family and Consumer Studies will administer the proposed program.
- Addition of hospitality management courses as described in this proposal.

Within recreation, park, and tourism management (School of Exercise, Leisure and Sport) the curriculum changes include:

- Addition of park, recreation, and tourism management courses as described in this proposal.

Rationale

The full program proposal for the Master of Science: Hospitality and Tourism Management is provided with this curricular proposal. The development proposal was reviewed and approved by the Ohio Board of Regents during the winter of 2006-2007. The attached full proposal provides a rationale for the new degree program, proposed curriculum, catalog copy, revenue projection, and cost projection. The AQUIP academic program assessment, letters of support, and additional materials may be located in the appendix of the full proposal.

The purpose of the proposed program is to prepare graduates for (1) leadership and industry-related research and consulting positions or (2) the pursuit of a terminal degree in hospitality or tourism management. The proposed program will be the only graduate program available in Northeast Ohio for students and professionals who wish to pursue a graduate education in hospitality and tourism management.

This proposed program builds on two successful existing Bachelor of Science programs: Hospitality Management and Recreation, Parks, and Tourism Management. Both of these programs are accredited by their respective professional accrediting agencies. The hospitality management program is one of only two accredited hospitality programs in Ohio.

The proposed courses are necessary for the proposed graduate program.

New Courses in Hospitality Management

a) Add HM 61098 Research

- i) This course is proposed for graduate students seeking to gain additional research. Student may register for research hours with permission for research projects.
- ii) The proposed course description is *"Research for master's-level graduate students. Credit earned may be applied toward meeting degree requirements if school approves. Repeat registration permitted."*

b) Add HM 61198 Master's Project

- i) This course is proposed for graduate students working on a master's project with a hospitality management emphasis. This course has been structured in the same format as that currently used by other master's programs within the School of Family and Consumer Studies.
- ii) The proposed course description is *"Completion and successful defense of master's project. Master's project students must register for a total of 6 hours, 2-6 hours in a single semester. Distributed over several semesters in desired. 'IP' permissible, S/U grading."*

c) Add HM 61199 Thesis I

- i) This course is proposed for graduate students completing a master's thesis. Students should sign up for the course (HM 61199 or ELS 63199) that corresponds with the program of their major professor who will be guiding their master's thesis.
- ii) The proposed course description is *"Thesis students register for total of 6 hours, 2 to 6 hours in a single semester, distributed over several semesters if desired. 'IP' permissible, S/U grading."*

d) Add HM 61299 Thesis II

- i) This course is proposed for graduate students completing a master's thesis. Students should sign up for the course (HM 61299 or ELS 63299) that corresponds with the program of their major professor who will be guiding their master's thesis.
- ii) The proposed course description is *"Thesis students must continue registration each semester until all degree requirements are met. 'IP' permissible, S/U grading. Prerequisite HM 61199 Thesis I"*

e) Add HM 63022 Current Issues in Hospitality and Tourism Management

- i) This course will be one of the core courses for students in the proposed Masters program. The course is designed to address current research and management issues in the field of hospitality.
- ii) The proposed course description is *"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."*

f) Add HM 63026 Research Seminar

- i) This course will be one of the core courses for students in the proposed Masters program. The course is planned for the presentation and discussion of student and faculty research.
- ii) The proposed course description is *"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. Co-requisites HM 61199 or ELS 63199 or HM 61299 or ELS 63299 or HM 61198 or ELS 63098"*

g) Add HM 63095 Special Topics in Hospitality Management

- i) This course is being added to permit the addition of specialized courses as the need and opportunity should arise. Courses developed and taught by the Hospitality faculty will be under this course number. Courses developed and taught by the tourism faculty will be under an existing special topics course ELS 63195 Special Topics in Exercise, Leisure, and Sport.
- ii) The proposed course description is *"Specialized offering of a major topic within Hospitality Management."*

New Courses in Park, Recreation, and Tourism Management

h) Add ⁷ELS 65040 Global Issues of Tourism Trade

- i) This master's level course will emphasize international and intercultural issues related to travel and tourism.
- ii) The proposed course description is *"This course is an examination of international and intercultural changes due to travel and tourism, particularly in economic, social, and environmental areas. The studies include theories and cases. These studies form the basis upon which a sustainable tourism policy is developed. The goal of the course is to prepare students for a leadership role in tourism policy making. The course has an emphasis on reading and discussion."*

i) Add ELS 65041 Tourism and Hospitality Review

- i) This course will be one of the core courses for students in the proposed Masters program. The course is designed to expose students to current theories and research in tourism and hospitality from a tourism perspective.
- ii) The proposed course description is *"This course reviews academic tourism and hospitality literature to provide students with a theoretical and empirical understanding of the tourism phenomenon. Issues will include tourist motivations; the social, cultural, and environmental impacts of tourism; tourism and development; and the impact of hospitality services on tourism."*

Impact of proposed curriculum on other departments/courses

The following courses will be included in the proposed curriculum. Departments and faculty have been contacted and their letters of support are attached.

- i) College of Business: 3-6 credits of supporting coursework from College of Business
- ii) BAD 64005 Statistics for Business
- iii) EDPF 66510 Statistics I for Educational Services
- iv) EDPF 66511 Research for Educational Services
- v) EDPF 65531 Professional Practice in a Multicultural Society
- vi) ELS 63050 Research Processes in Exercise, Leisure, and Sport
- vii) ELS 63051 Quantitative and Research Methods in Exercise, Leisure, and Sport
- viii) NUTR/HDFS 61018 Techniques of Research in Family and Consumer Studies

Effect on the Program and Fiscal Impact: The addition of these courses is necessary for a Master of Science Degree in Hospitality and Tourism Management. The Masters program is anticipated to generate revenue even with modest student enrollment (See attached program proposal). Costs associated with the program are described within the attached proposal.

Alternative and Consequences: The alternative is to not establish the masters program and not add the proposed courses. However, those seeking graduation in hospitality and tourism management in Northeast Ohio will continue to not have access to a program.

Timetable and Actions Required:

April 2, 2008	Approval by School of Family and Consumer Studies and School of Exercise, Leisure, and Sport curriculum committees and faculty
April 11, 2008	Approval by College of Education, Health, and Human Services Graduate Council
April 28, 2008	Approval by Kent State University Educational Policies Council
May 12, 2008	Approval by Kent State University Faculty Senate
September 17, 2008	Approval by Board of Trustees
Fall 2008	Review by Ohio Board of Regents



COLLEGE AND GRADUATE SCHOOL OF EDUCATION, HEALTH, AND HUMAN SERVICES

Office of the Associate Dean for Administrative Affairs and Graduate Education

409 White Hall

Phone: 330-672-0552

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E-mail : nbarbour@kent.edu

TO: Dr. Gayle Ormiston, Associate Provost, Faculty Affairs & Curriculum

FROM: Dr. Nancy Barbour, Associate Dean
Administrative Affairs and Graduate Education.

DATE: 15 April 2008

SUBJECT: Curricular Proposal from the Schools of Family and Consumer Studies and Exercise, Leisure and Sport

Enclosed please find a proposal for a Master of Science degree in Hospitality and Tourism Management from the Schools of Family and Consumer Studies and Exercise, Leisure and Sport. Enclosed are the following supporting documents:

1. Proposal Summary
2. Catalog copy
3. Requirement Sheet
4. CCP establishing Hospitality and Tourism Management program
5. CCP and BDS for HM 61098 (Research)
6. CCP and BDS for HM 61198 (Master's Project)
7. CCP and BDS for HM 61199 (Thesis I)
8. CCP and BDS for HM 61299 (Thesis II)
9. CCP and BDS for HM 63022 (Current Issues in Hospitality and Tourism Management)
10. CCP and BDS for HM 63026 (Research Seminar)
11. CCP and BDS for HM 63096 (Special Topics in Hospitality Management)
12. CCP and BDS for ELS 65047 (Global Issues of Tourism Trade)
13. CCP and BDS for ELS 65041 (Tourism and Hospitality Review)
14. Support letters from Nutrition, Education, and Management
15. Full Proposal for submission to Ohio Board of Regents

This curricular action received approval of the Schools of Family and Consumer Studies and Exercise, Leisure and Sport Curriculum Committees on April 2, 2008, and Graduate Council on April 11, 2008.

If you have questions or concerns, feel free to contact me or Drs. Mary Dellman-Jenkins or Wayne Munson.

NB:kas

c: Dr. Evelyn Goldsmith, Interim Dean, Research and Graduate Studies

**INTERDEPARTMENTAL MEMO
COLLEGE OF EDUCATION, HEALTH, and HUMAN SERVICES
KENT STATE UNIVERSITY**

DATE: April 4, 2008

TO: Nancy Barbour, Associate Dean of Graduate Student Services
College of Education, Health, and Human Services

FROM: Barbara Scheule, Associate Professor
Hospitality Management, School of Family and Consumer Studies

RE: Proposal for Master of Science: Hospitality and Tourism Management

The faculty in the Hospitality Management (School of Family and Consumer Studies) and Tourism Management (School Exercise, Leisure and Sport) programs propose the establishment of a joint M.S. in Hospitality and Tourism Management. The developmental proposal was reviewed and approved by the Ohio Board of Regents during the winter of 2006-2007. A response to the questions posed by Ohio Board of Regents members is included within the full proposal.

This curricular proposal includes the establishment of the nine new courses in Hospitality Management and Exercise, Leisure and Sport. The proposed master's level courses include:

Hospitality Management

- HM 61098 Research
- HM 61198 Master's Project
- HM 61199 Thesis I
- HM 61299 Thesis II
- HM 63022 Current Issues in Hospitality and Tourism Management
- HM 63026 Research Seminar
- HM 63095 Special Topics in Hospitality Management

Exercise, Leisure, and Sport ~~7~~

- ELS 65040 Global Issues of Tourism Trade
- ELS 65041 Tourism and Hospitality Review

Attached are:

- Curriculum proposal
- Catalog copy
- CCP for new program
- CCP and BDS for new courses
- Letters of support
- Full proposal for submission to the Ohio Board Regents

Within the full proposal are rationale for the program; curriculum; catalog copy; AQUIP academic program assessment; and letters of support.

FULL PROPOSAL
MASTER OF SCIENCE: HOSPITALITY AND TOURISM MANAGEMENT
KENT STATE UNIVERSITY

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**FULL PROPOSAL
MASTER OF SCIENCE: HOSPITALITY AND TOURISM MANAGEMENT
KENT STATE UNIVERSITY**

Introduction

The hospitality management and the tourism management faculty are proposing a joint Master of Science degree in hospitality and tourism management. The proposed new degree program builds on two successful existing Bachelor of Science programs: Hospitality Management and Recreation, Parks, and Tourism Management. Both of these programs are accredited by their respective professional accrediting agencies.

Program Purpose and Goals

The purpose of the M.S. program is to prepare graduates for (1) leadership and industry-related research and consulting positions or (2) the pursuit of a terminal degree in hospitality or tourism management. The proposed program will be the only graduate program available in Northeast Ohio for students and professionals who wish to pursue graduate work in hospitality and tourism management. This integrated program with the inclusion of regional, national, and global perspectives 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.
2. Develop students' critical analysis and evaluation skills, empirical and applied research proficiency, and understanding of advanced issues in field of hospitality and tourism.

Centrality to Institutional Mission

Key program features that are central to Kent State University'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 innovative research and community engagement.

Proposed Curriculum and Academic Quality

Overview

The proposed curriculum is composed of core course requirements (22-23 credit hours) that include a master's thesis or a master's project, focus area courses (3-7 credit hours), and business management supporting courses (3-6 credit hours) for a total of 32 credit hours. The focus area and business management supporting courses will be chosen in consultation with a faculty advisor. The proposed curriculum, hospitality and tourism management course inventory, and program specific admission requirements are provided in Appendix A.

The proposed M.S. program includes a thesis option. Successful defense of the 6-credit thesis will demonstrate student's ability to define and address an empirical or applied research problem in

hospitality/tourism. The thesis will follow guidelines established for master's thesis at Kent State University and will be planned with sufficient rigor to result in manuscripts to be potentially accepted for publication in appropriate journals.

Although students will be encouraged to complete a master's thesis, a master's project option will be available. This option will provide an 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.

Curriculum integration of hospitality and tourism fields will occur through class discussions and assigned readings 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.

Admission Criteria

The graduate faculty of the hospitality and tourism master's program will review applications using university and program criteria.

Kent State University Admission Criteria

- International students whose native language is not English must take the Test of English as a Foreign Language (TOEFL). The university minimum requirement for admission is a score of 525 on the paper-based exam, 197 on the computer-based exam, or 71 on the internet based exam.
- Official transcripts from colleges and universities attended with a posting of the most recent degree earned.
- Submission of application and references.
- Additional graduate admission requirements may be found in the Kent State University graduate catalog.

Hospitality and Tourism Master's Program Criteria

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

The letter of application and resume will provide an example of the student's writing and communication skills and assist the faculty in gauging the compatibility of the applicant's professional goals with the program. Critical thinking skills, verbal and writing abilities, background in the field, and enthusiasm for their intended program will be rated by references to provide another perspective of the applicant's level of preparation for graduate study.

The faculty may recommend a conditional admission for a prospective student not meeting all program criteria if space is available in the program and the student appears to have good potential for graduate work. For example, a student with a grade point of 2.9 could be conditionally admitted into the program

upon recommendation of the faculty. Conditionally admitted students must complete courses designated by the faculty with a B or higher grade level to be fully admitted into the program.

Academic Quality

i. Is the program distinctively different, both conceptually and qualitatively from the undergraduate degree programs in the same or related disciplines?

The proposed joint hospitality and tourism management master's degree program is different from the respective undergraduate degree programs in four important ways.

- The proposed graduate program requires students to complete a *minimum of 22 credit hours* at the 60,000 level or higher. All 60,000 level courses at Kent State University are taken exclusively by graduate students. Within the proposed master's curriculum, all of the business management supporting courses from the College of Business must be 60,000 level courses. Several 60,000 level selections are available within the focus area course selection. All of the 50,000 level courses have significant additional required content and assignments for the graduate students in the course.
- The graduate program is a joint program and thus new coursework has been developed. This includes HM 63022 *Current Issues in Hospitality and Tourism Management*, HM 63026 *Research Seminar*, and ELS 665041 *Tourism and Hospitality Review*. Each will provide a conceptual and empirical appreciation of the interconnection between tourism and hospitality operations.
- Although senior-level undergraduate students are exposed to research, the master's program will emphasize critical analysis and evaluation of research. Papers and presentations within the graduate-level curriculum will focus on strengthening students' ability to integrate complex ideas and to present information.
- Graduate students will take courses in statistics and research methods and then complete either a master's thesis or master's project. The master's project, although not specifically "research focused," will involve high levels of analytical thinking and the ability to define an applied research problem. A critical review of research and theory will guide the master's project. The master's thesis will also include a critical review of research and theory along with defining a pertinent research problem, research design, data collection, and analysis.

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

Emphasis on the critical and analysis of peer-reviewed research and professional literature in the majority of the courses completed for the master's degree will ensure that students are exposed to the theoretical perspectives in hospitality and tourism management. Within HM 63026, the research seminar, presentations and papers based on the examination of research literature will provide opportunities for students and the faculty to analyze and discuss hospitality and tourism topics from a variety of theoretical perspectives.

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

Within hospitality and tourism management, professional decision making must be based on critically analyzed sources of information. Therefore, graduates from the proposed M.S. program will be well prepared for the professional application of current theoretical perspectives and research findings. This will be accomplished in several ways. Guest speakers, who are upper-level leaders in the fields of

hospitality and tourism, will provide perspective on critical analysis in the professional setting. The research and statistical methods courses will promote students' understanding of research methodology. Throughout the master's program, students will be exposed to research in hospitality and tourism management. With this knowledge, they will understand and appreciate the importance of decision making that is data based. Furthermore, students will gain the ability to collect information to support their own decision-making process through either the master's thesis or master's project. Graduates of the program will be expected to critically evaluate the research conclusions of others and those who complete a master's thesis will be able to conduct their own research.

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

This program is designed to include: (a) courses that integrate hospitality and tourism management issues, (b) research methods and data analysis, (c) targeted course(s) from the College of Business, and (d) focus area courses that enable students to gain an area of expertise within hospitality and tourism management. The combination of this coursework will provide students with a broad foundation and understanding of the major issues and concerns within hospitality and tourism management.

v. Does the design of the program include a capstone experience, such as an exit project (which would not necessarily be a research experience)?

One of two possible capstone experiences, a master's thesis or a master's project, is required as part of the program. Students selecting the thesis option will conduct research on a problem current in hospitality and tourism management identified by the student in collaboration with faculty. The master's project option is an applied project of substantial content that has been planned in collaboration with the faculty. Many, if not most of the master's projects will be developed to address a need within a hospitality or tourism organization.

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

There are five graduate-level faculty associated with this joint M.S. in hospitality and tourism management. All have degrees from leading universities in their respective fields, complimented by significant coursework or degrees in business. The varied research interests as well as the diversity represented by this group of faculty are a strength.

Collectively, the hospitality faculty have research and professional expertise in lodging, restaurant, noncommercial foodservice operations, and the meetings and convention industry. Primary areas of research expertise include (a) food safety, (b) hospitality career development and job satisfaction, and (c) organizational citizenship behavior and empowerment in hospitality organizations. Two of the hospitality faculty also have conducted research and have had professional employment in tourism.

The tourism faculty areas of research and professional expertise include (a) tourism business management, (b) regional development for tourism, (c) economic impact of tourism, (d) psychology of the travel experience, (e) nature-based and outdoor recreation, (f) ecotourism, and (g) resident perception of tourism.

Degrees earned by each of the faculty are listed below. Brief vitas, including current publications of the faculty may be found in Appendix B.

Philip Wang, Associate Professor in Park, Recreation, and Tourism

Ph.D. in Leisure Studies with a Minor in Economics, Pennsylvania State University
 M.A. in Recreation and Parks, Pennsylvania State University
 M.A. in Economics, Western Michigan University
 B.S. in Economics, Chinese Culture University

Barbara Scheule, Associate Professor in Hospitality Management

Ph.D. in Hospitality and Food Service Management, Kansas State University
 M.S. in Institutional Food Service Management, Kansas State University
 B.S. in Human Nutrition and Institutional Management, University of Nebraska

Ning Kuang Chuang, Assistant Professor in Hospitality Management

Ph.D. in Hospitality Administration, Texas Tech University
 M.A. in Food Studies and Food Service Management, New York University
 B.S. in Hospitality & Tourism Management, Purdue University

Andrew Lepp, Assistant Professor in Park, Recreation, and Tourism

Ph.D. in Recreation, Parks, and Tourism, Minor in African Studies, University of Florida
 M.S. in Forest Resources, Oregon State University
 B.S. in Mathematical-Economics, Wake Forest University

Swathi Ravichandran, Assistant Professor in Hospitality Management

Ph.D. in Food Service and Lodging Management, Iowa State University
 M.B.A., Business Administration, Iowa State University
 B.Comm., Commerce, University of Madras

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

Graduates of the program will be prepared (a) for positions of leadership in hospitality or tourism organizations, or (b) to continue their education with the pursuit of a doctorate.

Key learning outcomes for graduates include: (1) critical analysis and evaluations skills, (2) research proficiency, and (3) understanding of advanced issues in the field of hospitality and tourism. Courses taken within the M.S. program will develop students' competence in these three areas through assigned readings, papers and presentations, and class discussions. For example, within the ELS 665041 *Tourism and Hospitality Review* course, the social, cultural, and environmental impacts of tourism will be explored. Is tourism uniformly positive for a region or a community, or are there other considerations? The HM 63022 *Current Issues in Hospitality and Tourism Management* course will include readings and discussion about the "greening" of hospitality. As a hospitality manager, what are costs and benefits of going green and what are the implications for guest service, community, and business success? With these issues and others, effective hospitality and tourism leaders must be able to critically analyze different perspectives to determine appropriate directions for their organization.

Likewise, research capability is needed by all graduates. All students will complete research methods and statistics courses to support their ability to read and assess refereed research papers. Whether planning to continue towards a doctorate degree or to move into a professional position, the master's thesis option will provide experience in conducting research. Some students, given their professional goals, may be better served by the completion of a master's project. These projects may include some modest data collection, but at a minimum will require the integration of concepts from the literature for the

development of the project. Thus, the master's project, although applied in focus also will contribute to generalized research ability.

The program has been developed to provide a core group of courses that will address the critical thinking and research competencies needed by future hospitality and tourism leaders. The remainder of the program is designed to provide flexibility for students to pursue the courses that best fit their needs. Thus, students will choose, with their faculty advisor, focus area courses and courses from the College of Business to complete their degree requirements.

viii. What plans have been made to address standards and guidelines for professional accreditation if applicable?

The undergraduate program in hospitality management is one out of only two hospitality programs in Ohio accredited by the Accreditation Commission for Programs in Hospitality Administration. The undergraduate program in recreation, park, and tourism management was recently reaccredited by the National Recreation and Park Association. Every effort will be made to maintain the accreditation status of both undergraduate programs.

At this time, accreditation is not available for graduate programs in hospitality management or park, recreation, and tourism. Thus, accreditation of the proposed master's program is not applicable.

The AQUIP academic program assessment is provided in Appendix C.

Administration of the Joint Master's Program: Department and Schools Involved

The 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. The School of Family and Consumer Studies will have the responsibility for the administration of the graduate program including the maintenance of student files.

Faculty involved in the development of this master's program include 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 and Wayne Munson, Director of School of Exercise, Leisure and Sport have supported their respective faculty in the development of this master's program. Additional faculty or administrators consulted during the initial planning include Vilma Seeberg (Educational Foundations and Special Services); Shawn Fitzgerald and Christina Ughrin (Educational Foundations and Special Services); and Donald Williams, Louise Ritchie, and Frederick Schroath (College of Business).

Evidence of Need

Overview of Hospitality and Tourism

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 element of hospitality and tourism development is as significant as the economic aspect. 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.

Northeast Ohio received 29 percent of Ohio travel and tourism expenditures in 2006, thus the importance of hotels, restaurants, and tourism venues in close proximity to Kent State University is evident. Seventy-six percent of graduates of the undergraduate hospitality program reside and work in Ohio. The majority of these graduates are in Northeast Ohio. As one of only two accredited hospitality programs in Ohio, it is appropriate that the hospitality and tourism management M.S. program be offered at Kent State University.

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 2007 estimated restaurant and foodservice employment in Ohio is 553,100. This represents 10 percent of the total employment in Ohio. From 2007 to 2017, 31,900 new jobs are expected in Ohio restaurant and foodservice operations.

Lodging. 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 2006, 33.6 million trips involved an overnight stay.

Tourism. One out of eight Americans are employed either directly or indirectly because of travel to or from the United States. 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, and 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 2006, tourism in Ohio generated \$33.7 billion in revenue and accounts for 560,000 full-time equivalent jobs.
- Direct taxes as a result of tourism spending in Ohio were \$1.4 billion state taxes and \$732 million local taxes.
- In the United States, tourism is the number one source of foreign exchange; earning \$86 billion.

- Tourism employs 204 million people world wide, representing 10% of the global workforce and 10% of the world GNP.

Student Interest and Demand

Three major groups 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; business; or other related areas
- Hospitality and tourism management professionals working in Northeast Ohio
- International students

In fall 2007, a questionnaire was administered to current Kent State University hospitality students to gauge interest in pursuing a Master of Science degree in hospitality and tourism management at Kent State University. Eighteen out of 71 junior and senior students reported an interest in the hospitality and tourism master's degree. An additional 28 students expressed being somewhat interested. This level of interest is consistent with the inquiries about graduate school by undergraduate students at Kent State University during advising appointments with faculty. 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 few years, a faculty member at Cuyahoga Community College (TriC) pursued an out-of-state distance education program because of the need to pursue a hospitality graduate degree while remaining in the Cleveland area (Appendix D). Two other prospective hospitality and tourism graduate students 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/Master's Degree admission policy.

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 in order to enhance career growth and potential. The critical analysis and evaluation skills and research expertise will strengthen conceptual decision making within complex organizations and thus promote career advancement. Others may seek graduate education to obtain credentials for teaching 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 are 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.

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. Letters of support for the graduate program are in Appendix D.

Access and Retention of Underrepresented Groups

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 the industry, 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. One such individual, Valerie Ferguson, Regional Vice President and Managing Director of Loews Hotel, was the hospitality program's Schwebel Guest Lecturer in 2004. Denise Fugo, President of Sammy's, was another Schwebel Guest Lecturer. At that time, She was the Executive Vice President of the National Restaurant Association.

The hospitality industry has a significant number of minority owned businesses (one in four U.S. restaurants). The strength of 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 outnumber United States students in many 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. In 2007, Andrew Lepp led a study tour to Uganda and Philip Wang has been one of the organizers for a May 2008 Seminar held at Hebei Normal University in China. The recruitment of international students into the program will bring an important element of diversity to the student body.

The institutional profile for graduate students is provided in Appendix E. Data is not available for graduate students within hospitality or tourism management at Kent State University because there are no graduate students currently associated with these programs. From a national perspective, data is unavailable; however, communication with professional colleagues at Texas Tech University, Iowa State University, and Kansas State University has provided reports that graduate students within hospitality management at these institutions do reflect diversity through their international graduate students who represent 50 percent or more of their graduate students.

Statewide Alternatives

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 F.

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 theoretical perspectives, bodies of literature, and research specializations. Secondly, the cross fertilization of expertise and scholarship interests between faculty and students in the proposed Kent State University program is anticipated to have a synergistic effect, strengthening graduates' career and professional leadership 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.

A number of opportunities exist for inter-institutional collaboration. Business or statistics courses could be taken at other nearby institutions and faculty at other institutions could potentially serve on master's thesis committees to offer expertise in an area needed for a given research project.

In conclusion, students in Northeast Ohio currently do not have access to a graduate program in hospitality or tourism management. Furthermore, without this program, students seeking a master's degree that integrates hospitality and tourism management will need to pursue their graduate education out of state.

Projected Additional Costs and Income

Institutional Costs

The available resources with the two schools jointly offering the degree (Exercise, Leisure and Sport and Family and Consumer Studies) are sufficient for the initiation and continuation of the Masters of Science degree program. These resources include: (a) staffing (full-time salaries for hospitality management and tourism faculty and clerical support), (b) professional development, (c) instructional materials and equipment, and (d) physical facility needs of the M.S. program. The only additional cost is the cost of graduate assistantships at approximately \$17,000 each.

With responsibility centered management (RCM) being part of our immediate future, sufficient funds should continue to be available to meet the future needs of the hospitality and tourism management master's program. Five year projections are based on the calculations prepared by Wayne G. Schneider; Research, Planning, and Institutional Effectiveness. With anticipated growth to 8 students over a 5 year period, revenues of approximately \$95,956 are expected (see attached 5-Year Revenue Estimate in Appendix G).

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, based on the interest in the graduate program indicated by current undergraduate students and inquiries received by the faculty within the last five years. However, for the purposes of assessing costs in relation to income, a conservative estimate of student numbers was believed to be most useful. The revenue estimate from the Office of Research, Planning, and Institutional Effectiveness is in Appendix G.

All of the courses for the master's program will be absorbed into the teaching loads of the current faculty. This will be accomplished by altering the frequency of course scheduling for elective classes at the undergraduate level. The hospitality undergraduate program has grown more than 300 percent in the last ten years. Continued growth of the undergraduate program will impact faculty resources; however, at this time faculty resources for the graduate and undergraduate program are adequate.

Faculty availability for the new courses developed for the M.S. program is described below.

- 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) The faculty member who will be teaching this course is currently offering hospitality professional elective courses, one spring semester and one fall semester. These two courses can be taught on an every-other-year basis to allow this graduate course to be offered once per year. At this time, nearly all of the undergraduate hospitality professional elective courses, except for the two courses noted, are offered on an every-other-year basis.
 - HM 63026 *Research Seminar* (1)
This course will fit into the teaching load of a faculty member on an annual basis.
 - ELS 665040 *Global Issues of Tourism Trade* (3) and ELS 665041 *Tourism and Hospitality Review* (3). These courses will be worked into the teaching loads of existing faculty by offering the courses on a rotating basis.
 - HM 61199 *Thesis I* or ELS 63199 *Thesis I*, HM 61299 *Thesis II* or ELS 63299 *Thesis II*, and HM 61198 *Master's Project* 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 are very high in accordance with current load policies with the two Schools. The faculty are sensitive to the time required to work with graduate students through having served on the committees of master's students in other programs.

Facilities and Library Resources

The hospitality management and tourism programs will use office space and classroom space in Nixon Hall and the Annex on the Kent campus. No additional needs for space are anticipated as a result of the proposed master's program. The acquisition of selected additional journal titles for the library holdings will be desirable to facilitate student research.

External Support

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 H. Letters of support from area business leaders and faculty are provided in Appendix D.

APPENDIX A
CATALOG COPY, PROPOSED CURRICULUM, and 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 analysis skills, research ability, and understanding of advanced hospitality and tourism issues will be developed. Graduates will be prepared to successfully secure positions of leadership in industry or pursue 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 research goals.
4. Prior work experience in hospitality or tourism is preferred.

Proposed Curriculum: Master of Science in Hospitality and Tourism Management

A. CORE REQUIREMENTS (22-23 credit hours)

HM 63022 Current Issues in Hospitality and Tourism Management	3
ELS 65041 Tourism and Hospitality Review	3
HM 63026 Research Seminar (may be repeated one time)	1-2
ELS 56000 Tourism Development and Recreational Travel <i>or</i>	3
HM 53025 Hospitality Marketing	
<u>Statistics - Select <i>one</i> of the following courses</u>	3
EDPF 65510 Statistics I for Educational Service	
ELS 63051 Quantitative and Research Methods in Exercise, Leisure, and Sport	
BAD 64005 Statistics for Management	
<u>Research Methods - Select <i>one</i> of the following courses</u>	3
EDPF 65511 Research in Educational Services	
ELS 63050 Research Processes in Exercise, Leisure, and Sport	
NUTR/HDFS 61018 Techniques of Research in Family and Consumer Studies	
<u>Select Master's Thesis <i>or</i> Master's Project Option</u>	6
Master's Thesis Option (6 credit hours):	
HM 61199 Thesis I <i>or</i> ELS 63199 Thesis I	
<i>or</i>	
Master's Project Option (6 credit hours)	
HM 61198 Master's Project <i>or</i> ELS 63098 Research	

B. BUSINESS MANAGEMENT SUPPORTING COURSEWORK: (3-6 CREDIT HOURS)

In consultation with advisor, students will select 60,000 level supporting courses from the College of Business in one focus area which may include: Marketing, Financial Management, or Human Resource Management.

C. FOCUS AREA (3-7 credit hours)

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

EDPF 65531 Professional Practice in a Multicultural Society (3)	
ELS 65049 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)	
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)	
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)	

TOTAL SEMESTER HOURS (32 hours minimum)

Course Inventory: Hospitality and Tourism

Hospitality Management

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 61098 Master's Project (2-6)

Completion and successful defense of master's project. Master's project students must register for a total of 6 hours, 2-6 hours in a single semester. Distributed over several semesters in desired. 'IP' permissible, S/U grading.

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 health care, 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.

HM 63095 Special Topics in Hospitality Management (1- 3)

Specialized offering of a major topic within hospitality management.

Exercise, Leisure and Sport (includes Tourism)

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.

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 65040 Global Issues of Tourism Trade (3)

This course is an examination of international and intercultural changes due to travel and tourism, particularly in economic, social, and environmental areas. The studies include theories and cases. These studies form the basis upon which a sustainable tourism policy is developed. The goal of the course is to prepare students for a leadership role in tourism policy making. The course has an emphasis on reading and discussion.

ELS 65041 Tourism and Hospitality Review (3)

This course reviews academic tourism and hospitality literature to provide students with a theoretical and empirical understanding of the tourism phenomenon. Issues will include tourist motivations; the social, cultural, and environmental impacts of tourism; tourism and development; and the impact of hospitality services on tourism.

ELS 65061 Philosophical and Social Bases of Leisure and Sport (3)

Overview of philosophical and social foundations of leisure and sport. Contemporary theories and perspectives will be examined.

Additional Courses Options

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 and current controversies are 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, market research, risk management, and finance options are 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 front and back 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.

College of Business Supporting Courses**BAD 63037 Financial Accounting-Managerial Action (3)**

In-depth study of financial accounting concepts and basic financial statements. Examination of significant accounting issues affecting financial reporting and their impact on analysis and interpretation of financial information for decision making.

BAD 63038 Accounting for Managerial Action and Evaluation (3)

Review of cost accounting concepts and cost behavior. In-depth study of analyzing costs for pricing and product mix decisions; activity based cost systems; budgeting; planning and control issues; methods of remaining competitive in a global environment; compensation issues.

BAD 66061 Financial Management I (3)

Study of financial decision-making processes within a firm. Emphasis on applications and strategic planning in investment, financing, dividend and working capital decisions.

BAD 64108 Advanced Topics in Human Resources Management and Organizational Behavior (3)

Intensive investigation of selected topics in human resources management and/or organizational behavior. Students will be expected to undertake a research project on a topic jointly determined by the student and the instructor.

BAD 64160 Leadership and Organizational Change (3)

Develop understanding of the theories and techniques needed for the successful management of significant organizational change with emphasis on discussion, exercises and case studies.

BAD 64271 Human Resources Management (3)

Explores the management of a firm's human resources from practical and theoretical perspectives of managing people at work.

BAD 64263 Employee Selection and Appraisal (3)

This course will focus primarily on issues associated with the person/job matching process in modern organizations related to the selection and appraisal of employees.

BAD 65051 Marketing Management (3)

Analysis of marketing management at a level appropriate to students with limited background in the subject. Course encompasses lecture discussion problems and cases.

**APPENDIX B
HOSPITALITY MANAGEMENT AND TOURISM GRADUATE FACULTY VITAE**

Hospitality Management Faculty

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

Tourism Faculty

Philip Wang, PhD
Andrew Lepp, PhD

BARBARA SCHEULE, PHD, RD

bscheule@kent.edu

ACADEMIC RANK: Associate Professor

At Kent State University since 1997

GRADUATE FACULTY STATUS: F3

EDUCATION

Doctor of Philosophy	Kansas State University, Manhattan (1995) Human Ecology, Food Service and Hospitality Management emphasis
Master of Science	Kansas State University, Manhattan (1985) Institutional Management
Dietetic Internship	Oregon Health Sciences University, Portland (1981)
Bachelor of Science	University of Nebraska, Lincoln (1980) Majors: (a) Human Nutrition and Institutional Management, (b) Education and Family Resources

PROFESSIONAL EXPERIENCE*Associate Professor, Kent State University (Fall 2003 – Present)**Assistant Professor, Kent State University (Fall 1997 – Fall 2003)*

Hospitality Management Program, School of Family and Consumer Studies, Kent State University, Kent, Ohio

*Manager/Faculty Member, Kansas State University (1981 - Fall 1997)*Department of Housing and Dining Services and Department of Hotel, Restaurant, Institutional Management, and Dietetics (Joint Management & Faculty Appointments)
Kansas State University, Manhattan, Kansas*Administrative Dietitian /Assistant Professor (1991- Fall 1997)*Management: Promoted quality programs and services in campus Dining Centers through menu planning, recipe development, special event planning, procurement decisions, employee training programs, nutrition education, and customer feedback systems. Faculty: Promoted to Assistant Professor rank in 1996. Assisted graduate and undergraduate students with value analysis projects, customer surveys, and menu concepts.*Unit Manager/Instructor (1989 - 1991)*Management: Responsible for management of Kramer Dining Center, a facility serving 1,400 residents and 200 children in an University Day Care Center. Provided leadership for two professional managers/dietitians, one part-time graduate student, 30 civil service employees and 150 part-time student employees. Faculty: Guided lab experiences of 40-50 dietetic and restaurant management students in food service systems class each semester. Assigned paper and lab grades. Represented department on the college academic affairs committee. Drafted sections of ACPHA accreditation document for Hotel and Restaurant Management program.*Progressive management experience (1981 - 1989)*Management: Boyd Dining Center Unit Manager, Derby Dining Center Production Manager, Kramer Dining Center Production Manager, and Strong Complex Assistant Manager.

Faculty: Instructed students in senior dietetic management, food service systems, and quantity food labs.

PUBLICATIONS

Caine-Bish, N. & Scheule, B. (2007, Fall). Food preferences of school age children and adolescents in an Ohio community. *Journal of Child Nutrition and Management*, 2 [on-line] <http://docs.schoolnutrition.org/newsroom/jcnm/07fall/caine-bish/index.asp> *Refereed Journal*

Scheule, B. (2004). Food safety education: Health professionals' knowledge and assessment of WIC client needs. *Journal of the American Dietetic Association*, 104, 799-803. *Refereed Journal*

Scheule, B. (2002). A comparison of the food safety knowledge and attitudes of hospitality and dietetics students. *Journal of Hospitality and Tourism Education*, 14(3), 42-50. *Refereed Journal* (Emerald Management Review Citations of Excellence for originality and readability)

Scheule, B. & Sneed, J. (2001) From farm to fork: Critical control points for food safety. *Journal of Nutrition in Recipe and Menu Development*, 3(2), 3-23. *Refereed Journal*

Sneed, J. & Scheule, B. (2001). Teaching leadership in hospitality management programs: A model for learning from leaders. *Journal of Hospitality & Tourism Education*, 13(2), 34-37. *Refereed Journal*

Scheule, B. (2000). Food safety educational goals for dietetic and hospitality students. *Journal of the American Dietetic Association*, 100(8), 919-927. *Refereed Journal*

Sneed, J. & Scheule, B. (1999). Evaluation of the use of the *Keys to Excellence: Standards of Practice for Nutrition Integrity*. *The Journal of Child Nutrition and Management*, 23, 86-90. *Refereed Journal*

Sneed, J. Scheule, B., & Gregoire, MB. (1999). Implementing nutrition integrity in child nutrition programs: Implications for dietetic practitioners and educators. *Topics in Clinical Nutrition*, 15(1), 1-9. *Refereed Journal*

Scheule, B. M., Miller, J. L., McCahon, C., & Johnson, D. E. (1996). Influence of the *NACUFS Professional Standards Manual* on human resource development and customer focus in college and university dining operations. *NACUFS Journal*, 20, 57-76. *Refereed Journal*

Scheule, B. M., McCahon, C., Miller, J. L., & Johnson, D. E. (1996). Influence of the *NACUFS Professional Standards Manual* on customer perceptions of quality and responsiveness. *NACUFS Journal*, 20, 77-88. *Refereed Journal*

Scheule, B. M., Miller, J. L., McCahon, C., & Johnson, D. E. (1995). Use of the *NACUFS Professional Standards Manual* as reported by NACUFS members. *NACUFS Journal*, 19, 73-79. *Refereed Journal*

Scheule, B. M., McCahon, C., & Miller, J. L. (1994). A comparison of the *NACUFS Professional Standards Manual* with the Malcolm Baldrige National Quality Award Criteria. *NACUFS Journal*, 18, 75-91. *Refereed Journal*

Scheule, B. M., Roach, F. R., & Hoyt, D. P. (1987). Evaluation of the coordinated undergraduate program in dietetics at Kansas State University. *Journal of The American Dietetic Association*, 87(6), 785-789. *Refereed Journal*

Books

Bennion, M. & **Scheule, B.** (2004). *Introductory Foods* (12th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc. *College Textbook, Peer Reviewed*

Bennion, M. & **Scheule, B.** (2000). *Introductory Foods* (11th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc. *College Textbook, Peer Reviewed*

PROFESSIONAL ACTIVITIES

International Council on Hotel, Restaurant, and Institutional Education (I-CHRIE)

President of Ohio CHRIE, 2004-2005

Vice President of Ohio CHRIE, 2003-2004

Reviewed proposals for research presentations and poster sessions for the summer national conference (2000 - 2008)

Club Managers Association of America (CMAA)

Faculty Advisor for Student Colony/Chapter 2000-Present

Foodservice Systems Management Education Council (FSMEC)

Elected as Region 3 Director (2007-2009)

On Editorial Board of *NACUFS/FSMEC Journal* (2004 – Present)

Elected as Region 3 Representative (1999 - 2001)

Reviewed FSMEC research grant proposals (2008, 2000, 1999)

Institute of Food Technologists (IFT)

Member

The American Dietetic Association (ADA)

Registration #597223

Commission on Dietetic Registration Committee Member (1989-1991)

Management in Food and Nutrition Systems Practice Group Member

Food and Culinary Practice Group Member

Ohio Dietetic Association and Greater Akron Area Dietetic Association Member (GADA)

National Association of College and University Food Service

Professional Standards Manual Revision Steering Committee (August 1996 – May 1998)

Professional Practices: In College and University Food Services (3rd edition) was published in 1998.

NING KUANG CHUANG

nchuang@kent.edu

ACADEMIC RANK: Assistant Professor

At Kent State University since 2005

GRADUATE FACULTY STATUS: F3

EDUCATIONAL BACKGROUND

Ph.D. in Hospitality Administration (May 2005)

Department of Nutrition, Hospitality, and Retailing

College of Human Sciences, Texas Tech University. Lubbock, Texas

M.A. in Food Studies and Food Service Management (January 1997)

Department of Nutrition, Food Studies, and Public Health

The Steinhardt School of Education, New York University. New York, NY

B.S. in Hospitality Management (May 1995)

Department of Hospitality and Tourism Management

College of Consumer and Family Sciences. Purdue University. West Lafayette, IN

PROFESSIONAL EXPERIENCE- ACADEMIC

- Assistant Professor, Hospitality Management Program, School of Family and Consumer Studies, Kent State University, Kent, Ohio (August, 2005 – present)
- Graduate Part-time Instructor, Department of Nutrition, Hospitality, and Retailing (DNHR), Texas Tech University, Lubbock, Texas (February, 2004 – May, 2005)
- Research/Teaching Assistant, DNHR, Texas Tech University (August, 2001 – February, 2004)
- Instructor, Department of Leisure, Recreation, and Tourism Management, Southern Taiwan University of Technology, Taiwan (August, 1999 – July, 2001)
- Part-Time Instructor, Department of Restaurant and Hotel Management, Chung-Hwa University, Taiwan (August, 1998 – July, 1999)

PROFESSIONAL EXPERIENCE- INDUSTRY

- Executive Assistant and Hotel Opening Team Member. Hotel Royal Hsinchu, Taiwan (April, 1998- July, 1999)
- Laboratory Coordinator, Chemistry Laboratory of Societe Generale De Surveillance, Taipei County, Taiwan (September, 1997- March, 1998)
- Assistant to Food and Beverage Cost Controller, Windows on the World, World Trade Center, New York, NY (January, 1996 – August, 1997)
- Baker and Fine Dining Server, University Student Center-Bake Shop & Pastry Kitchen and Fine Dining Restaurant, Purdue University, Indiana (1994)
- Assistant Manager, Memories of China, Fort Wayne, Indiana (1993)

- Supervisor, Great Wall and Kyoto Japanese Steak House, Fort Wayne, Indiana (1992)
- Assistant to Marketing and Quality Controller, Konig Food Company, Taiwan (1990)
- Catering and Banquet Captain, Kingship Hotel, Taiwan (1988-1989)

PUBLICATION (MANUSCRIPT & PAPER UNDER REVIEW)

- **Chuang, N.K.**, Goh, B.K., Stout, B.L., & Dellmann-Jenkins, M. (2007). Hospitality undergraduate students' career choices and factors influencing commitment to the profession. *Journal of Hospitality & Tourism Education*, 19(4), 28-37.
- **Chuang, N.K.** & Dellmann-Jenkins, M. (under review). From career motivation to a career in the hospitality industry. *Journal of Hospitality & Tourism Education*.
- **Chuang, N.K.**, Yin, D., & Dellmann-Jenkins, M. (under review). Extrinsic and intrinsic job-related motivators and background characteristics of casino hotel chefs. *International Journal of Contemporary Hospitality Management*.

REFEREED PRESENTATIONS & CONFERENCE PROCEEDINGS

- Yin, D., **Chuang, N.K.**, & Lei, S. (July, 2007). Leadership traits among hotel executive chef, The 2007 International Council on Hotel, Restaurant, and Institutional Education Annual Conference (CHRIE), Dallas, TX.
- Lei, S. A., Yin, D., & **Chuang, N. K.** (January, 2007). Impacts of campus activities on academic achievement and satisfaction of hospitality students. The Twelfth Annual Graduate Education and Graduate Students Research Conference in Hospitality & Tourism, Houston, TX.
- Yin, D., Lei, S. A., & **Chuang, N. K.** (January, 2007). Professional competencies among hotel executive chefs in the United States. The Twelfth Annual Graduate Education and Graduate Students Research Conference in Hospitality & Tourism, Houston, TX.
- **Chuang, N.K.**, Dellmann-Jenkins, M., & Goh, B. K. (July, 2006) Career barrier among hospitality major, The 2006 International Council on Hotel, Restaurant, and Institutional Education Annual Conference (CHRIE), Crystal City, VA.
- Yin, D., **Chuang, N.K.**, & Lei, S. (July, 2006) Job satisfaction and stress levels among hotel banquet chef. The 2006 International Council on Hotel, Restaurant, and Institutional Education Annual Conference (CHRIE), Crystal City, VA.
- Ho, J. Y., Goh, B. K., & **Chuang, N. K.** (June, 2006). Three years of hotel performance reviews in China, Hong Kong, and Taiwan. 2006 Fourth Asia Pacific Tourism Association & APacCHRIE Joint Conferences, HuaLien, Taiwan.
- **Chuang, N. K.**, Goh, B., & Stout, B.L. (August, 2005). Hospitality undergraduate students' career commitment after graduation. The 2005 International Council on Hotel, Restaurant, and Institutional Education Annual Conference (CHRIE), Las Vegas, NV.
- **Chuang, N. K.**, & Goh, B. K. (January, 2005). A study of hospitality undergraduate students' career development. Paper presented at the meeting of the Tenth Annual Graduate Education and Graduate Students Research Conference in Hospitality & Tourism, Myrtle Beach, SC.
- **Chuang, N. K.**, Goh, B. K., & Stout, B. L. (January, 2005). Factors that affect hospitality undergraduate students' career intention in the hospitality industry. Paper presented at the

meeting of the Tenth Annual Graduate Education and Graduate Students Research Conference in Hospitality & Tourism, Myrtle Beach, SC.

- Kim, Y. H., Goh, B. K., & **Chuang, N. K.** (January, 2005). Community engagement course for hospitality management programs. The Eleventh Annual Graduate Education and Graduate Students Research Conference in Hospitality & Tourism, Seattle, WA.
- **Chuang, N. K.**, Goh, B. K., Blum, S., & Watts, E. (January, 2004). The effectiveness of government tourism websites as marketing tools. Paper presented at the meeting of the Ninth Annual Graduate Education and Graduate Students Research Conference in Hospitality & Tourism, Houston, TX.
- **Chuang, N. K.**, Lai, H. S., Goh, B.K., Huffman, L.M., & Stout, B.L. (August, 2003). The effectiveness of computer-assisted instruction and its comparison with traditional based lecture in hospitality management education. Paper presented at the 2003 International Council on Hotel, Restaurant, and Institutional Education Annual Conference (CHRIE), Palm Spring, CA.
- Lai, H. S., **Chuang, N. K.**, Chen, H. H., Stout, B.L., & Huffman, L. (August, 2003). Defining the role of computer-assisted instruction (CAI) in distance education for hospitality education in challenging times: A framework for deliberation and research initiatives. Paper presented at the 2003 International Council on Hotel, Restaurant, and Institutional Education Annual Conference (CHRIE), Palm Spring, CA.
- **Chuang, N. K.**, Wu, C. K., Stout, B.L., and Goh, B.K. (January, 2003). Factors Influencing Taiwan Outbound package tour travelers' selection of travel agencies. Paper presented at the meeting of the Eighth Annual Graduate Education and Graduate Students Research Conference in Hospitality & Tourism Houston, Las Vegas, NV.
- **Chuang, N. K.**, Lai, H. S., Goh, B., & Wu, C.K. (January, 2003). The effectiveness of computer-assisted instruction in hospitality management and foodservice education. Paper presented at the meeting of the Eighth Annual Graduate Education and Graduate Students Research Conference in Hospitality & Tourism, Las Vegas, NV.
- Lai, H.S., **Chuang, N. K.**, Chen, H. H., & Stout, B.L. (January, 2003). Computer-assisted instruction in distance education for hospitality education. Paper presented at the meeting of the Eighth Annual Graduate Education and Graduate Students Research Conference in Hospitality & Tourism, Las Vegas, NV.
- **Chuang, N. K.**, Wu, C.K., & Stout, B.L. (August, 2002). Taiwan outbound travelers' satisfaction with the service quality package tours. Paper presented at the 2002 International Council on Hotel, Restaurant, and Institutional Education Annual Conference (CHRIE), Orlando, FL.

PROFESSIONAL ORGANIZATIONS

- Referred Conference Paper Reviewer for International Society of Travel & Tourism Educators, 2007
- Referred Conference Paper Reviewer for International CHRIE Conference, 2006 – present
- Council on Hotel, Restaurant, and Institutional Education (CHRIE)
Received certificate of completion for I-CHRIE's Research Consortium (2006-2007)
- Refereed Conference Paper Reviewer for The Graduate Education and Graduate Student Research Conference (Tourism and Technology Track) , 2005 – present
- Attendee, Faculty Advising Workshop, Undergraduate Studies, Kent State University, 2006-2007

- Foreign Language Exam Reviewer for ServSafe Food Protection Manager Certification, National Restaurant Association Educational Foundation, 2007
- Member, Hospitality Sales & Marketing Association International (HSMIAI), 2007
- OHLA, Attended professional development sessions at the OHLA conference in November 2005-2006
- Member, Phi Beta Delta – Honor Society for International Scholars, Beta Zeta Chapter. 2004 – present
- Member, International Council on Hotel, Restaurant, and Institutional Education. 2001 – present
- Member, Graduate Restaurant, Hotel, & Institutional Management Society at Texas Tech University. 2001-2005
- Vice Chair of the Kaohsiung Presbyterian Evangelical Student Fellowship, Kaohsiung, Taiwan, 1985-1990
- Committee Member, German Department Student Association and Student Government, Wen-Tzao Junior College, Kaohsiung, Taiwan, 1985-1989

SWATHI RAVICHANDRAN, MBA, PhD

sravicha@kent.edu

ACADEMIC RANK: Assistant Professor

At Kent State University since 2005

GRADUATE FACULTY STATUS: F3

EDUCATION

Ph.D., Food Service and Lodging Mgmt., Iowa State University, Ames, IA, August 2005

M.B.A., Business Administration, Iowa State University, Ames, IA, December 2002

B.Com, Commerce, University of Madras, Chennai, India, May 2000

PROFESSIONAL EXPERIENCE

- **Assistant Professor, Hospitality Management,** School of Family and Consumer Studies, Kent State University, Kent, OH, August 2005 – Present
- **Research Associate,** Project title: Managing small hospitality businesses in Tanzania, Department of Apparel Education Studies and Hospitality Management, Iowa State University, Ames, IA, 2004-05
- **Front Desk Supervisor,** Memorial Union Hotel and Conference Center, Ames, IA, Summer 2003-04
- **Night and Weekend Manager,** Memorial Union Hotel and Conference Center, Ames, IA, 2002-04
- **Tourism Intern,** FTI-North America, Orland, FL, Summer 2001
- **International Student Advisor,** International Education Services, Iowa State University, Ames, IA, 2001-02
- **Research Assistant,** College of Business, Iowa State University, Ames, IA, 2000-01

REFEREED PUBLICATIONS

Refereed Journal Articles

Suresh, S., & Ravichandran, S. (2008). Managing personal lifestyle for wellness: A study of information technology professionals in Bangalore, India. *Health Marketing Quarterly*. (under review)

Ravichandran, S., & Arendt, S.W. (2008). How to increase response rates when surveying hospitality managers for curriculum-related research: Lessons from past studies and interviews with lodging professionals. *Journal of Teaching in Travel and Tourism*. (accepted pending revisions)

Suresh, S., Ganesan, P., & Ravichandran, S. (2008). Behavioral segmentation of wellness clients. *Journal of Travel and Tourism Research*, 8(1), 131-150.

Sharma, A., Sneed, J., & Ravichandran, S. (2007). Spatial analysis of small hotel activity in Tanzania. *International Journal of Contemporary Hospitality Management*, 19(7), 589-599.

Ravichandran, S., & Gilmore, S.A. (2007). Formation of organizational citizenship behaviors in students employed in university dining services: Impact of manager and co-worker behaviors. *Journal of Foodservice Business Research*, 10(2), 19-50.

Arendt, S.W., Ravichandran, S., & Brown, E. (2007). Hospitality and tourism journal matrix. *Journal of Hospitality and Tourism Education*, 19(2), 44-50.

Ravichandran, S., Gilmore, S.A., & Strohbehn, C. (2007). Organizational Citizenship Behavior research in the hospitality industry: Current status and future research. *Journal of Human Resources in Hospitality and Tourism*, 6(2), 59-78.

Ravichandran, S., & Gilmore, S.A. (2006). To empower or not to empower: The case of students employed in one Midwestern university's dining services. *Journal of Foodservice Management and Education*, 2.

Refereed Conference Proceedings

Ravichandran, S. & Arendt, S.W. (2007, July). Increasing response rates when surveying hospitality managers for curriculum-related research: Lessons from past studies and interviews with lodging professionals. In *Proceedings of the 61st Annual I-CHRIE Conference, Dallas, TX* (pp. 357-364). Washington, DC: CHRIE

Sharma, A., Sneed, J., & Ravichandran, S. (2007, July). Comparative Analysis of Small Hotel Geographic Clusters in Tanzania. In *Proceedings of the 61st Annual I-CHRIE Conference, Dallas, TX* (pp. 425-432). Washington, DC: CHRIE

PRESENTATIONS & PUBLISHED ABSTRACTS

Refereed International Presentations

Slevitch, E., & Ravichandran, S. (2008, July). *Segmenting and profiling environmentally conscious "green" lodging consumers.* Poster presentation at the 62nd Annual I-CHRIE Conference, Atlanta, GA. (under review)

Ravichandran, S., & Wohlsdorf-Arendt, S.W. (2007, July). *Increasing response rates when surveying hospitality managers for curriculum-related research: Lessons from past studies and interviews with lodging professionals.* Stand-up session presented at the 61st Annual I-CHRIE Conference, Dallas, TX.

Sharma, A., Sneed, J., & Ravichandran, S. (2007, July). *Comparative Analysis of Small Hotel Geographic Clusters in Tanzania.* Stand-up session presented at the 61st Annual I-CHRIE Conference, Dallas, TX.

Ravichandran, S., & Gilmore, S. (2006, July). *Are hospitality programs preparing graduates for the lodging industry? Understanding perspectives of hospitality program directors and hotel managers.* Poster session presented at the 60th Annual I-CHRIE Conference, Washington, DC.

Ravichandran, S., & Suresh, S. (2006, July). *Segmenting and profiling wellness tourists.* Poster session presented at the 60th Annual I-CHRIE Conference, Washington, DC.

Ravichandran, S., & Gilmore, S. (2005, July). *Job search patterns of undergraduate hospitality students.* Poster session presented at the 10th Annual Graduate Education and Graduate Student Research Conference in Hospitality and Tourism, Myrtle Beach, SC.

Ravichandran, S., & Gilmore, S. (2005, January). *Student employee perceptions of employee relations at university conference centers*. Poster session presented at the 10th Annual Graduate Education and Graduate Student Research Conference in Hospitality and Tourism, Myrtle Beach, SC.

Gilmore, S., & Ravichandran, S. (2004, July). *Do lodging operations courses meet industry needs?* Poster session presented at the 58th Annual I-CHRIE Conference, Philadelphia, PA.

Ravichandran, S., & Gilmore, S. (2004, July). *Service Quality Gaps at Select University Conference Centers in the Mid-West*. Poster session presented at the 9th Annual Graduate Education and Graduate Student Research Conference in Hospitality and Tourism, Houston, TX.

Invited Presentations

Ravichandran, S. (2008, May). *Segmenting and profiling wellness clients based on behavior and lifestyle factors*. Stand-up presentation at the 2008 International Symposium on Sport, Exercise, and Leisure: Scholarship of Curriculum and Instruction. (accepted)

Ravichandran, S. (2008, May). *Model for teaching a Hospitality Meeting Planning course*. Stand-up presentation at the 2008 International Symposium on Sport, Exercise, and Leisure: Scholarship of Curriculum and Instruction. (accepted)

Ravichandran, S., & Wang, P. (2008, May). *Model curriculum for a Master of Science degree in Hospitality and Tourism*. Stand-up presentation at the 2008 International Symposium on Sport, Exercise, and Leisure: Scholarship of Curriculum and Instruction. (accepted)

Ravichandran, S., Parsons, J., & Petrovic, A. (2008, March). *Intern today, meeting planner tomorrow: Strategies for increasing student involvement in the meetings & events industry*. Presentation at the MPI Mid-America Conference, North Canton, OH.

Refereed Regional Professional Meeting

Ravichandran, S., & Scheule, B. (2007, April). *Model for teaching an event and meeting management course in cooperation with hospitality operations*. Stand-up session presented at the Great Lakes Hospitality and Tourism Educators Conference, Charleston, IL.

Non-refereed Local Professional Meeting

Ravichandran, S. (2006, November). *Wakonse Teaching Conference*. Poster session presented at the University Teaching Council Annual Conference, Kent, OH.

Non-refereed National Professional Meeting

Ravichandran, S., & Rajaram, R. (2006, May). *Tips for new faculty*. Panel discussion presentation at the 17th Annual Wakonse Conference on College Teaching, Shelby, MI.

PROFESSIONAL DEVELOPMENT ACTIVITIES

2008	School of Family and Consumer Studies representative (FCS), Technology Advisory Committee
2008	Hospitality Management program representative, FCS Handbook Review Committee
2005-07	Hospitality Management program representative, Curriculum Committee Member, FCS Scholarship Selection Committee

2005-08 Member, Faculty Advisory Committee and Graduate Studies Committee
 2007-08 Faculty advisor, KSU Chapter of PCMA
 2005-07 Hospitality Management Advisory Board, 2005 – Present
 2005-06 Faculty and Staff Development – Ad-hoc Committee
 2006-08 Member, Professional Convention Management Association (PCMA)
 Member, International Association of Conference Centers (IACC)
 2006-07 Member, Council on Hotel, Restaurant and Institutional Education (CHRIE)
 2004-08 Member, Phi Upsilon Omicron-Family and Consumer Sciences National Honors Society
 2002-08 Member, Beta Gamma Sigma – Business National Honors Society
 2005-08 Member, Ohio Hotel and Lodging Association (OH&LA)
 2005-08 Reviewer, I-CHRIE poster and paper submissions
 2005 Reviewer, Journal of Foodservice Business Research
 2007 Recipient, “You make the difference” award given by Student Accessibility Services
 2006-07 Moulton Scholar, Utilizing WebCT in Conjunction with Polycom to Enhance Effectiveness of Distance Education

Philip C. Wang, Ph.D.

pwang@kent.edu

FACULTY RANK: Associate Professor

At Kent State University since 1990

GRADUATE FACULTY STATUS: F3

EDUCATION

Ph.D. 1991 The Pennsylvania State University, Leisure Studies Major, Economics Minor
 M.A. 1987 The Pennsylvania State University, Recreation and Parks
 M.A. 1984 Western Michigan University, Economics
 B.S. 1982 Chinese Culture University, Economics

PROFESSIONAL EXPERIENCES

Coordinator (2006-present), Recreation, Park and Tourism Management, School of Exercise, Leisure and Sport, Kent State University, Kent, OH

Co-director (2006-present), Center for Tourism and Hospitality Development, Kent State University, Kent, OH

Editor-in-Chief (2005-present), Journal of Sport and Leisure

Associate Professor and Department Chair (1999-2001), Department of Sport and Leisure Studies, National Dong Hwa University, Hualien, Taiwan

Instructor (1990-1991), Assistant professor (1991-1997), Associate Professor (1997-present), School of Exercise, Leisure and Sport, Kent State University, Kent, OH

RESEARCH AND SCHOLARLY ACTIVITIES**Refereed Articles**

Wang, P. (1997). Economic Impact Assessment of Recreation Services and the Use of Multipliers: A Comparative Examination. *Journal of Park and Recreation Administration* 15 (2), 32-43

Wang, P. (1996). Leisure and Culture: Of Common Roots and Shared Development. *Journal of Outdoor Recreation Study* 9 (1), 47-62

Wang, P. (1996). Of Recreation and Leisure: An Explanation. *Journal of Outdoor Recreation Study* 9 (1), 107-114

Irwin, R., **Wang, P.** & Sutton, W. (1996). Determining the Economic Impact of Short Term Sporting Events: A Methodological Perspective. *Festival Management and Event Tourism*, 4, 29-37

Wang, P. (1995). The Economic Impact of a Metropolitan Zoo. *Journal of Outdoor Recreation Study* 8 (4), 19-36

Wang, P. (1995). Tourism Industry's Market Information Needs and Utilization for Future Development. *Journal of Tourism Studies* 1 (4), 67-77

Wang, P. & Scott, D. (1995). Development of a Competition Mapping Technique and a Combined Application with Importance-Performance Analysis and the for An Urban Environmental Attraction. *Journal of Outdoor Recreation Study* 8 (1), 43-54

Wang, P. & Godbey, G. (1994). A Normative Approach to Tourism Growth to the Year 2000. *Journal of Travel Research* 33 (2), 32-37

Wang, P. & Irwin, R. (1993). An Assessment of Economic Impact Techniques for Small Sporting Events. *Sport Marketing Quarterly* 2 (3), 33-37

Irwin, R. & Wang, P. (1991). Small Events, Big Returns. *Athletic Business* 15 (11), 20

Book Chapter

Wang, P. (2002). *Picture Perfect: Disney's Operation Model*. Book chapter in Physical Education and Taiwan Economic Development. Taipei, Taiwan: Commonwealth Publishing Co. Ltd.

Reports

Wang, P. and Uhlik, K. (2005). *An Evaluation of Berlin Lake's Service Provision: Camping and Boating, 2003*. A report for the Army Corps of Engineers, Berlin Lake

Wang, P. (2004). *Economic Impacts of Cleveland Metroparks Zoo and Cleveland Zoological Society*. A report for Cleveland Metroparks Zoo and Cleveland Zoological Society

Wang, P. and Wang, S. (2001). *The Impacts of Natural Disasters on Tourism Industry and Re-development strategies: the Case of 921 Earthquake*. Grant report for National Science Council, Taiwan

Wang, P. (2000). *Serious Leisure: Its Behavioral Construct and Implications for Sport Marketing*. Grant report for National Science Council, Taiwan

Wang, P. & Munson, W. (1999). *An Evaluation of Berlin Lake's Service Provisions: Camping, Day Use, and Boating*. A report for the Army Corps of Engineers, Berlin Lake

Wang, P. and Spraggins, P. (1997). *City of Stow, Ohio Parks and Recreation Community Survey*. A report for City of Stow, OH

Wang, P. & Parr, M. (1997). *The Economic Impact of Akron Civic Theater*. A technical report prepared for the Akron Civic Theater.

Wang, P. (1995). *The Economic Impact of Cleveland Metroparks Zoo*. A technical report prepared for the Cleveland Metroparks Zoo.

Scott, D., Wang, P. & Munson, W. (1993). *An Evaluation of The RainForest at Cleveland Metro Parks Zoo: A Summary of Findings*.

Wang, P. & Godbey, G. (1992). *Perceived Ideals for Regional Tourism Development Toward the Year 2000: A Study of Three Pennsylvania Regions. A report for tourism professionals, distributed in Ohio and Pennsylvania.*

Gitelson, R. & Wang, P. (1988). *The Twenty-first Central Pennsylvania Festival of the Arts Visitor Expenditure Study.* A report for the Central Pennsylvania Festival of the Arts.

Wang, P. & Godbey, G. (1987). *The Twentieth Central Pennsylvania Festival of the Arts Visitor Expenditure Study.* A report for the Central Pennsylvania Festival of the Arts.

PRESENTATIONS

Wang, P. and Wang, S. (2006). Redeveloping Tourism in the Wake of a Devastating Earthquake: A Story of Two Restaurateurs. Paper presentation at the 9th World Leisure Congress, Hangzhou, China.

Wang, P. and Wang, S. (2005). *Tourism after Devastation: The Case of Taiwan's Redevelopment from an Earthquake.* The Eleventh Canadian Congress on Leisure Research, Nanaimo, BC, Canada.

Wang, P. Yuan, Y.L. and Munson, W. (2005). *Confucius' Pleasures: Dimensions of Happiness and Leisure in the Analects.* The Eleventh Canadian Congress on Leisure Research, Nanaimo, BC, Canada.

Wang, P. and Wang, S. (2005). *Government's Roles in Tourism's Post-Disaster Redevelopment: The Case of Taiwan's Earthquake.* Paper presented at the 2005 Annual Travel and Tourism Research Association Conference, New Orleans, LA

Wang, P. (2003). *Flying Fun: An Exploratory Examination of Serious Leisure.* Northeast Recreation Research Symposium, Bolton Landing, NY

Wang, P. (2001) *Picture Perfect: Disney's Operation Model.* Physical Education and Taiwan Economic Development Conference (international), 2001, Taipei, Taiwan

ANDREW P. LEPP

Alepp1@kent.edu

ACADEMIC RANK: Assistant Professor
 At Kent State University since 2004
 GRADUATE FACULTY STATUS: F2

EDUCATION

- Ph.D. Department of Recreation, Parks and Tourism; College of Health and Human Performance; University of Florida; Gainesville, Florida. 2004.
 Minor: *African Studies*
- M.S. College of Forestry; Oregon State University; Corvallis, Oregon. 1993.
 Concentration: Forest Resources
- B.S. Wake Forest University; Winston-Salem, North Carolina. 1990.
 Major: Mathematical-Economics

ACADEMIC EXPERIENCE***Position Held:***

Assistant Professor	School of Exercise, Leisure and Sport, Kent State University
Program Area	Recreation, Park and Tourism Management
Time in Rank	Three years complete

Areas of Expertise:

Ecotourism with a focus on socio-cultural impacts of tourism, natural resource conservation and community development.

Motivations for leisure behavior with a focus on ecotourism, international tourism and outdoor recreation.

PUBLICATIONS

Lepp, A. and Gibson, H. (In press). Sensation Seeking and Tourism: Tourist Role, Perception of Risk and Destination Choice. *Tourism Management*.

Lepp, A. (In press). Discovering Self and Discovering Others Through the Taita Discovery Centre Volunteer Tourism Program, Kenya. Book Chapter in: Wearing, S. and Lyons, K. (Eds.) *Journeys of Discovery in Volunteer Tourism: International Case Study Perspectives*. UK: CAB International.

Lepp, A. (In press). Attitudes towards initial tourism development in a community with no prior tourism experience: the case of Bigodi, Uganda. *Journal of Sustainable Tourism*.

Lepp, A. (2007). Residents' attitudes towards tourism in Bigodi village, Uganda. *Tourism Management*, 28, 876-885.

Lepp, A. and Holland, S. (2006). A comparison of attitudes towards state led conservation and community based conservation in the village of Bigodi, Uganda. *Society and Natural Resources*, 19(7), 609-623.

Lepp, A. and Gibson, H. (2003). Tourist Roles, Perceived Risk and International Tourism. *Annals of Tourism Research* 30, 3:606-624.

Lepp, A. (2002). Uganda's Bwindi Impenetrable National Park: Meeting the Challenges of Conservation and Community Development through Sustainable Tourism. Book Chapter in: Harris, R., T. Griffin & P. Williams (Eds.), *Sustainable Tourism: A Global Perspective*. UK: Butterworth Heinemann.

Lepp, A. (2002). Globalization, Ecotourism and the Promise of Development in Sub-Saharan Africa. *Tourism Recreation Research* 27, 1:61-68.

Manuscripts Under Revision:

Lepp, A. (In Progress). Tourism and dependency in Bigodi Village, Uganda. Under revision for the journal *Development Southern Africa*.

Manuscripts Under Review:

Lepp, A. (In Progress). Tourism's Meaning in a Rural Ugandan Village. Under review with the *Journal of Ecotourism*. Submitted February 21, 2007.

Manuscripts in Preparation:

Lepp, A. and Harris, J. (In Progress). Tourism and National Identity in Uganda. I am writing this with a colleague in SELS. We hope to have it under review by October 2007.

Refereed Presentations:

Lepp, A. and Gibson, H. (October 2006). Sensation Seeking and Tourism Revisited. *Leisure Research Symposium of the National Recreation and Parks Association Congress*. Seattle, WA.

Lepp, A. (June 2006). The Social-Psychological Impact of Uganda's Kibale National Park on the Residents of Bigodi Village and Its Effect on Rural Development. 12th International Symposium on Society and Resource Management. Vancouver, B.C.

Lepp, A. (November 2005). International Conservation Efforts and the Nurturing of Dependency in the Village of Bigodi, Uganda. 48th Annual Meeting of the African Studies Association. Washington, D.C.

Lepp, A. (October 2005). Tourism Development in a Tourism Void. *Leisure Research Symposium of the National Recreation and Parks Association Congress*. San Antonio, TX.

Lepp, A. (November 2004). Locally Managed Conservation versus State Managed Conservation: A Comparison of Residents' Attitudes in Bigodi, Uganda. 47th Annual Meeting of the African Studies Association. New Orleans, LA.

Lepp, A. (October 2004). Tourism and the Monetization of Conservation in Uganda, East Africa. *Leisure Research Symposium of the National Recreation and Parks Association Congress*. Reno, NV.

Lepp, A. (June 2004). The Importance of Local Participation in Protected Area Management: A Case Study of Bigodi Village, Uganda. 10th International Symposium on Society and Resource Management. Keystone, CO.

Lepp, A. (April 2002). Tourism, Conservation and Community Development at Uganda's Bwindi Impenetrable National Park. *Graduate & Professional Student Forum*. University of Florida. Gainesville, FL.

Lepp, A. (November 2001). The Empowerment of Rural Communities: Ecotourism's Challenge in Sub-Saharan Africa. 44th Annual Meeting of the African Studies Association. Houston, TX.

Lepp, A. and Gibson, H. (October 2001). Perceived Risk and International Travel: a novel prospect or familiar concern? *Leisure Research Symposium of the National Recreation and Parks Association Congress*. Denver, CO.

Lepp, A. (March 2000). Dependency Theory and Tourism in the Developing World. *The 5th Annual Midwest Student Conference in African Studies*. Bloomington, IN.

Published Abstracts and Proceedings:

Lepp, A. and Gibson, H. (October 2006). Sensation Seeking and Tourism Revisited. *2006 Leisure Research Symposium Book of Abstracts*. Ashburn, VA: National Recreation and Park Association.

Lepp, A. (2006). The Social-Psychological Impact of Uganda's Kibale National Park on the Residents of Bigodi Village and Its Effect on Rural Development. *12th International Symposium on Society and Resource Management*. Vancouver, B.C.

Lepp, A. (2005). Tourism Development in a Tourism Void. *2005 Leisure Research Symposium Book of Abstracts*. Ashburn, VA: National Recreation and Park Association.

Lepp, A. (2004). Tourism and the Monetization of Conservation in Uganda, East Africa. *2004 Leisure Research Symposium Book of Abstracts*. Ashburn, VA: National Recreation and Park Association.

Lepp, A. (2004). The Importance of Local Participation in Protected Area Management: A Case Study of Bigodi Village, Uganda. *10th International Symposium on Society and Resource Management*. Keystone, CO.

Lepp, A. and Gibson, H. (2001). Perceived Risk and International Travel: a novel prospect or familiar concern? *2001 Leisure Research Symposium Book of Abstracts*. Ashburn, VA: National Recreation and Park Association.

Service Publications:

Lepp, A. (2004). Fulbright's Study Abroad and Its Benefits. *Fulbright Applicant Newsletter*, Volume 1 Issue I. <http://www.imakenews.com/fulbright/index000055277.cfm>.

APPENDIX C

Academic Program Assessment

Goal 1: To develop a comprehensive perspective of hospitality and tourism management.

Learning Objective:

Graduates will possess a strong knowledge base and awareness of regional, national, and global perspectives of hospitality and tourism management.

Assessment Approach:

Course-embedded activities including examinations, papers, presentations, and projects required in the courses necessary for the Master of Science in Hospitality and Tourism Management.

Measures:

Completion of all course graduation requirements for the degree.

Analyses of Measures/Responsible Party:

Awarding of the Master's of Science degree in Hospitality and Tourism Management (HTM) by Kent State University. The College of Education, Health, and Human Services (EHHS) is responsible for verifying that the requirements have been met.

Assessment Schedule:

Annually

Feedback Loop:

Not Applicable

Goal 2: To develop understanding of advanced hospitality and tourism issues.

Learning Objective:

Graduates will possess an advanced understanding of the field and be prepared to assume leadership or industry-related research/consulting positions, or the pursuit of a terminal degree in Hospitality, Tourism, or related fields.

Assessment Approach:

Development of a master's thesis or non-thesis project.

Measures:

Acceptance of proposal by the student's thesis/non-thesis committee.

Analyses of Measures/Responsible Party:

Filing of the Thesis/Non-thesis Approval Form in the School and college offices. The student's academic advisor is responsible for verifying that the form has been filed.

Assessment Schedule:

During the second year of enrollment in the master's program.

Feedback Loop:

The academic advisor(s) will follow-up with any students who have not filed approval forms by the end of their second year of graduate school to determine: (a) why the form has not been filed; and (b) what needs to be done to facilitate the student's progress.

Goal 3: To expose students to quality research and professional practice.

Learning Objective:

Students will participate in research and professional practice and leadership opportunities within the fields of hospitality management and tourism.

Assessment:

Successful completion of the Master of Science in Hospitality and Tourism Management.

Analysis of Measures/Responsible Party:

Awarding of the Master of Science in Hospitality and Tourism Management by Kent State University. The College of Education, Health, and Human Services is responsible for verifying that the requirements have been met. The Schools' (Family & Consumer Studies; Exercise, Leisure & Sport) Graduate Coordinators will also monitor student files to assess progress towards degree completion.

Assessment Schedule:

Every two years; the Masters Degree in HTM is a two-year degree.

Feedback Loop:

Students who have not graduated in two years will be contacted by their academic advisor to determine what can be done to facilitate the student's academic progress.

APPENDIX D

Support Letters

Program Areas

Nutrition

Dr. Natalie Caine-Bish

Education

Dr. Vilma Seeberg

Dr. Shawn Fitzgerald

Management

Dr. Frederick W. Schroath

Business Leaders

Robert McKechnie, Vice President of Sales, Northern Haserot

James Dabrowski, Director of Event Services and Campus Dining

Michael DeLuca, Vice President, Meister Media Worldwide

Cuyahoga Community College Faculty Member

Kim Susbauer, M.S., Assistant Professor and Program Coordinator



MEMORANDUM

TO: Natalie Caine-Bish, Nutrition and Dietetics
 FROM: Mary Dellmann-Jenkins, Director, School of Family and Consumer Studies
 DATE: April 18, 2006
 SUBJECT: NUTR/HDFS 61018 TECHNIQUES OF RESEARCH

The Hospitality Management (HM) faculty request approval from the Nutrition program curriculum to include NUTR/HDFS 61018 Techniques of Research in its Master of Science combined program with Tourism. Please see the attached proposed requirement sheet.

It is anticipated that this graduate program will be "launched" fall 2007. During any given semester, I would anticipate approximately 1-3 graduate students enrolled in this program taking NUTR/HDFS 61018.

Please return this form below to 100 Nixon Hall either through campus mail or fax to our office (672-2194) by April 26, 2006.

We are hoping to have our curriculum proposal approved by BHHS Graduate Council in May.

Enclosure

☒ Yes, I approve the request that NUTR/HDFS 61018 Techniques of Research be included in the M.S. in Hospitality/Tourism Management.

☐ No, I do not approve the request that NUTR/HDFS 61018 Techniques of Research be included in the M.S. in Hospitality/Tourism Management.


 Signature


 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>

04/10/2006 10:22 FAX 330 672 2512

KSU EFSB

14001



MEMORANDUM

TO: Vilma Seeborg, Educational Foundations and Special Services
 FROM: Mary Dellmann-Jenkins, Director, School of Family and Consumer Studies
 DATE: April 19, 2006
 SUBJECT: EDUC 65531 PROFESSIONAL PRACTICE IN A MULTICULTURAL SOCIETY

The Hospitality Management (HM) faculty request approval from you to include EDUC 65531 Professional Practice in a Multicultural Society in its Master of Science combined program with Tourism.

It is anticipated that this graduate program will be "launched" fall 2007. During any given semester, I would anticipate approximately 1-3 graduate students enrolled in this program taking EDUC 65531.

Please return the form below to 100 Nixon Hall either through campus mail or fax to our office (672-2194) by April 28, 2006.

We are hoping to have our curriculum proposal approved by EHS Graduate Council in May.

please note that the course is offered 1/acad. year, usually in the spring semester.

☒ Yes, I approve the request that EDUC 65531 Professional Practice in a Multicultural Society be included in the M.S. in Hospitality/Tourism Management.

☐ No, I do not approve the request that EDUC 65531 Professional Practice in a Multicultural Society be included in the M.S. in Hospitality/Tourism Management.

Vilma Seeborg
 Signature

Apr. 20, 06
 Date

Acad. Affairs Council, Coordinator

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>

APR 25 2008 1:01PM

BRTS

8808728787

P.1

APR 24 2008 14:18

FAM-CON STUDIES

P.82



MEMORANDUM

TO: Shawn Fitzgerald, Measurement and Evaluation

FROM: Mary Dallmann-Jenkins, Director, School of Family and Consumer Studies

DATE: April 24, 2008

SUBJECT: EDUC 65511 RESEARCH IN EDUCATIONAL SERVICES

We have a second request please: The Hospitality Management (HM) faculty request approval from the Measurement and Evaluation program to include EDUC 65511 Research in Educational Services in its Master of Science combined program with Tourism.

It is anticipated that this graduate program will be "launched" fall 2007. During any given semester, I would anticipate approximately 1-3 graduate students enrolled in this program taking EDUC 65511.

Please return the form below to 100 Nixon Hall either through campus mail or fax to our office (672-2194) by April 27, 2008.

We are hoping to have our curriculum proposal approved by EHS Graduate Council in May.

☒ Yes, I approve the request that EDUC 65511 Research in Educational Services be included in the M.S. in Hospitality/Tourism Management.

☐ No, I do not approve the request that EDUC 65511 Research in Educational Services be included in the M.S. in Hospitality/Tourism Management.

Shawn M. Fitzgerald
Signature

4/23/08
Date

School of Family and Consumer Studies
P.O. Box 5190 • Kent, Ohio 44243-0001
330-672-2197 • Fax: 330-672-2194 • <http://depl.kent.edu/fac>

TOTAL P.82

APR 21 2006 8:18AM

BRTS

3308723737

P.1

APR-20-2006 14:22

FAM-CON: STUDIES

P.02



MEMORANDUM

TO: Shawn Fitzgerald, Measurement and Evaluation

FROM: Mary Dellmann-Jenkins, Director, School of Family and Consumer Studies

DATE: April 19, 2006

SUBJECT: EDUC 65510 STATISTICS I FOR EDUCATIONAL SERVICES

The Hospitality Management (HM) faculty request approval from the Measurement and Evaluation program to include EDUC 65510 Statistics I for Educational Services in its Master of Science combined program with Tourism.

It is anticipated that this graduate program will be "launched" fall 2007. During any given semester, I would anticipate approximately 1-3 graduate students enrolled in this program taking EDUC 65510.

Please return the form below to 100 Nixon Hall either through campus mail or fax to our office (672-2194) by April 26, 2006.

We are hoping to have our curriculum proposal approved by EHS Graduate Council in May.

X Yes, I approve the request that EDUC 65510 Statistics I for Educational Services be included in the M.S. in Hospitality/Tourism Management.

No, I do not approve the request that EDUC 65510 Statistics I for Educational Services be included in the M.S. in Hospitality/Tourism Management.

Shawn M. Fitzgerald
Signature

4/19/06
Date

School of Family and Consumer Studies
P.O. Box 3190 • Kent, Ohio 44242-0001

TOTAL P.02

SENT BY: KOU;

8306727308;

MAR-28-08 10:07;

PAGE 1/2



Memo

To: Mary Dellman-Jenkins (Fax: 22194)

From: Dr. Frederick Schroath

Date: March 26, 2008

Re: Letter of Support

Attached please find the Letter of Support for Master of Science in Hospitality.

Dr. Schroath

SENT BY: KAU;

3306727303;

MAR-28-08 16:07;

PAGE 2/2



March 26, 2008

To Whom It May Concern:

The Graduate School of Management has reviewed and fully supports the creation of a Master of Science in Hospitality and Tourism Management. Enrollment of these students in relevant business courses, including BAD 64005 Statistics for Management, BAD 64271 Human Resources Management, BAD 65051 Marketing Management, and other business courses has been discussed with the appropriate department chairs.

It is noted that these courses are not required of all students and that when students select an option involving business courses, consultation with advisors in the Graduate School of Management would be sought in order to guide students to the most beneficial coursework. This cooperative approach to curriculum guidance and student program development is greatly appreciated and further evidences the cooperative spirit between the two academic units.

Sincerely,

Frederick W. Schroath, Ph.D.
Associate Dean
Graduate School of Management

Graduate School of Management
P.O. Box 3190 • Kent, Ohio 44242-0001
330-672-2282 • Fax: 330-672-7303 • <http://business.kent.edu>

Northern Haserot

March 14, 2008

Dr. Barbara Scheule
Hospitality Management
Kent State University
100 Nixon Hall
Kent, OH 44242-001

Dear Barb:

I am very encouraged to know that Kent State University has proposed the Masters Program in Hospitality and Tourism Management. This is a very strategic move in light of the strong sales growth in Northeast Ohio within all segments of Hospitality.

My letter of support for this "Masters Program" lies in the diverse industry needs for highly skilled professionals in Hospitality Management. Listed below are examples of such industry businesses which reflect opportunities for potential graduates:

1. Intercontinental Hotel/Cleveland Clinic Complex
2. Rock 'n Roll Hall of Fame
3. Progressive Field, "The Q", Brown Stadium, Wolstein Center
4. Cedar Point
5. Marriott, Ritz Carlton, Hyatt Regency & Renaissance Hotel properties --
Downtown Cleveland
6. University Hospitals System
7. Summa Healthcare Systems
8. Restaurant Chains (National & Regional)
9. Kalahari Resorts
10. Colleges & Universities
11. Foodservice Management Companies
12. State Parks/Lodges - Ohio
13. Hotel Chain Groups
14. IX Center
15. Country Clubs

This list can go on with new concepts and future projects in the works.

21800 Alexander Rd. • 440-490-0800 • 800-580-8800 • Cleveland, OH 44146

Dr. Barbara Scheule
 March 14, 2008
 Page 2

Within the Midwest economy, Hospitality is a bright beacon with many opportunities for skilled professionals to become management leaders in the various venues, currently and in the planning stages. Utilizing the added education and experience, successful Masters graduates will bring an excellent perspective to the employer looking for a key management person. The curriculum has clearly identified strong areas of academic research and study in the Hospitality field.


With 20 years of work experience as a progressive supplier to the Hospitality Industry, I can attest to the employers' needs for better educated and trained management personnel. Often times the successful initiatives by any employer in the Hospitality field is directly related to the quality of the management team. At this point in time, there is a lack of highly educated and experienced management expertise within the available labor pool. Kent State University has an opportunity to "lead" in the Hospitality Industry for some time, if this program is adopted.

I was a founding Board Member for the Hospitality program. We have watched it grow to the solid enrollment numbers of students now in the undergraduate studies program in Hospitality Management. With its certification, the credibility of the program speaks for its success and level of awareness in the region. Our students matriculate into jobs with little trouble and hold great positions in all the segments mentioned above.

In closing, this addition to the undergraduate studies in Hospitality and Tourism will be readily accepted and supported by the employers throughout Northern Ohio and the Midwest.

Please feel free to contact me if there are any questions or further comments on the subject.

Sincerely,



Robert W. McKechnie
 Vice President, Sales

RWM:jlp



Lakeland
Community College

7700 Clocktower Drive, Kirtland, Ohio 44094-5120 • 440/528-7000

March 11, 2008

Barbara Scheule, PhD, RD
Hospitality Management
Kent State University
100 Nixon Hall
Kent, Ohio 44242-0001

Dear Dr. Scheule,

I was contacted by Mary Dellman-Jenkins to provide a perspective for the Masters of Science in Hospitality and Tourism Management degree at Kent State University. The prospect of a graduate degree that promotes education in the hospitality industry would be an asset for northeast Ohio.

My career began with a desire to learn how to cook after several teenage years working in a small family owned pizza shop. My interest to enter into an exciting Professional Chef career sent me to the Culinary Institute of America in New Haven, Connecticut and then Hyde Park, New York where I graduated with Honors in 1973. At the time, the industry was expanding into segments of contract service, corporate dining, with numerous theme dining concepts beginning to arrive the marketplace. My interest in corporate dining allowed me to utilize my culinary training and develop management skills in a professional environment.

As my career progressed, I felt education was essential to continue in my profession. I began with Community College programs and occasionally selected classes from other four year colleges in the Cleveland area, including Kent State University where I completed a year of studies. Not until I was the Director of Corporate Services at Westfield Group did I have the opportunity to complete my degree at Baldwin-Wallace College. I finished with a Bachelor of Arts Degree in Business Administration. The degree requirement was essential to continue my hospitality career and the B-W weekend program allowed for balance between family, work, and education.

I believe the hospitality management industry is becoming more complex as business requirements raise the performance bar for managers. Education is now essential to enter the role of manager, assistant manager, food and beverage manager, and kitchen manager. A four year degree is the entry level expectation in the industry. I was five years into my career as a Chef Manager when I changed employment to join a large contract management company in Cleveland called Service Systems. I was hired to become the concessions manager at Blossom Music Center for the summer season. Being young and energetic, I lunged into the opportunity

and realized this was the growth of my future. I believe today we no longer have opportunities to train on site without an educational foundation. Companies and businesses provide training with an expectation to get a return on their investment in a short time period. Education is more essential today as a foundation for our industry.

As stated, the concept of a graduate degree in hospitality management is exciting and more important now than ever in the development of our industry. I support the decision to implement a Masters Degree program in Hospitality and Tourism Management at Kent State University and actively promote the advancement of educational opportunities in our industry. The integrity of our industry can only improve by developing leaders with vision, compassion, commitment, and fortitude who continuously strive for higher standards. The future leaders will require the utmost academic skills that are transferable to leadership positions as well as faculty opportunities within an industry that continues to draw new members with limited skills. Education and training are essential to prepare quality employees who enter the workforce in various positions.

Throughout my career I used my experience and professional training to direct staff in using appropriate service methods, create better standards, support improved concepts, and establish a collaborative environment that promotes a positive customer experience. To move these skill sets into an academic environment would require a Masters Degree as a food service educator. The Masters of Science degree is ideal to fulfill the requirement and further develop a hospitality career.

I am in complete accord with your efforts to provide an advanced degree at Kent State University. The various college level food service programs in northeast Ohio such as Kent State- Kent and Ashtabula Campus, Tri-C Metro, Lakeland Community College, as well as numerous programs in Columbus would benefit from a Masters Degree program that is specific to the hospitality and tourism industry. In turn, students entering the Ohio workforce as interns and graduates would be prepared for the challenges of this rewarding profession.

Thank you for your diligence in pursuing such an admirable program for Kent State University and the hospitality industry. This opportunity supports the mission of the University System of Ohio by providing the highest quality education to students in the State of Ohio.

Sincerely,

James R. Dabrowski
 Director of Event Services and Campus Dining
 Lakeland Community College
 7700 Clocktower Drive
 Kirtland, Ohio 44094
 440-525-7023
jdabrowski@lakelandcc.edu



March 18, 2008

Barbara Scheule, PhD, RD
Hospitality Management
Kent State University
100 Nixon Hall
Kent, OH 44242-0001

Dear Dr. Scheule:

My congratulations and best wishes for success with your proposal to offer a Masters Program in Hospitality and Tourism Management. I know this will be extremely beneficial to the Hospitality Program as it competes with other universities and colleges to recruit and retain the best and the brightest students in the state and the region and to the industry at large.

As you know I have been involved with Kent State since the inception of the Hospitality Advisory Board, now serving as immediate past president. Over the last 7 years, I have developed a profound respect and affection for the program and the university. The growth in the program's enrollment, the sophistication and relevance of the curriculum and the amazing placement record speak to the rare dedication to learning displayed by the faculty and to their willingness to look outside the university's walls for help and advice.

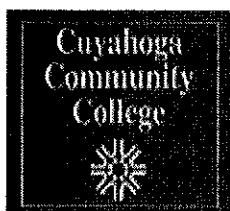
Though our Advisory Board's impact has been small, its mere existence speaks volumes to the wisdom of the faculty and all involved with the University to ask the right questions of industry veterans and then to incorporate key learnings into the program.

As the program has grown and developed, it has gained the respect of its students' future employers and a grateful industry. I firmly believe that a Masters Program in Hospitality and Tourism Management at Kent State University is the natural next step in the program's evolution. I support that proposal unequivocally and pledge my humble support to making that proposal a reality.

Best regards,

Michael DeLuca
Vice President
Meister Media Worldwide
440-602-9193
mideluca@meistermedia.com

Office Direct: 440-602-9193 | Fax: 440-942-0662 | Cell: 216-224-7771 | mideluca@meistermedia.com
37733 Euclid Avenue | Willoughby, OH 44094 | USA | www.meistermedia.com



Hospitality Management
2900 Community College Avenue
CON 87P
Cleveland, OH 44115

February 27, 2008

Barbara Scheule, PhD, RD
Hospitality Management
Kent State University
100 Nixon Hall
Kent, OH 44242-0001

Dear Dr. Scheule:

I was very pleased to hear that Kent State University is proposing to offer a Masters Program in Hospitality and Tourism Management. I know this will be extremely beneficial to Cuyahoga Community College's (Tri-C) Hospitality Management Program, and I believe it will also be of use to industry professionals in the region.

When I was hired at Tri-C it was with the understanding that to be eligible for tenure, I would need to obtain a Masters in Hospitality within five years. I found myself in a difficult situation: there were no Masters programs in Hospitality in the area, so to fulfill the requirements of keeping my job, I would have to quit my job and move somewhere that had a college that offered the degree I needed to keep my job, which I would no longer have since I would have resigned in order to pursue a Masters in Hospitality. The only online degrees available at that time were cost prohibitive, and contained residency requirements that conflicted with our academic schedule. I was able to reach an agreement with the College in which I obtained a Masters in Adult Learning instead, but it was not without a fight.

Five years after this experience, a new faculty member joined our Program, and was faced with the same dilemma. Luckily for her, she was able to find an online degree without the residency requirements I encountered. She is now nearing completion of her degree, but has reported the online program is not an ideal situation. It is lacking interaction with industry and academic colleagues, and does not offer the opportunity to build the kinds of collaborative relationships that are found in a face to face classroom. This is especially significant in Hospitality as our industry is built on relationships with others.

In the next two years, Tri-C will be expanding its Hospitality Program to our Eastern Campus, as well as to a satellite location in Cleveland's downtown business district. After that, there are plans to renovate and enlarge the facilities at the Metropolitan Campus where our Program is based. We are also facing the retirement of three of our existing faculty. Clearly we will have a need to add several instructors to our teaching staff. Most of the candidates who apply to teach in Hospitality Management at Tri-C are from the area and since there isn't a Masters Program available locally at present, they will each need to pursue a Hospitality Masters as a condition of employment. It would be invaluable to have a Hospitality and Tourism Management Masters Program in our backyard for any new faculty so they are not met with the same obstacles as the above mentioned current faculty member and I encountered.

Many times Hospitality is looked on as "flipping burgers and making beds". Your proposed program can only add to the credibility of those working in the industry, those who teach hospitality, and those who contribute to the industry through research. This credibility is what causes the general public to view hospitality as a *profession*, and not a low wage, dead-end job. Instructors with greater levels of subject matter expertise lead to better employees and better customer experiences. Through research come industry innovations and concrete evidence of the contributions hospitality makes to the economy.

I applaud your decision to pursue offering a Masters Program in Hospitality and Tourism Management at Kent State University and whole-heartedly support it. Thank you for taking the initiative to move forward on this project which will positively impact all of us.

Best regards,

Kim Susbauer

Kimberley P. Susbauer, M.Ed.
Assistant Professor and Program Coordinator
216-987-4986
216-987-4086 (fax)
kimberley.susbauer@tri-c.edu

APPENDIX E
Institutional Profile

Enrollment, Kent State University, Kent Campus

Enrollment	KSU Undergraduate	KSU Graduate
Total Enrollment	17,079	4,376
Enrollment by Race		
White	14,961	3,550
Black	1,515	200
Asian	262	64
Hispanic	264	48
American Indian	77	12
Non-US Citizen	247	529
Not Reported	764	296
International	247	531
Enrollment by Gender		
Female	10,661	2,336
Male	7,429	2,363

APPENDIX F 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. According to the program web page the faculty interests include "environmental issues, outdoor recreation, public and community recreation administration, and tourism studies."

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 of Tourism and Hospitality Management, Master of Education, and Doctor of Philosophy.
- Widener University offers a Master of Science in Hospitality Management.

APPENDIX G
MASTER OF SCIENCE
HOSPITALITY and TOURISM MANAGEMENT
REVENUE ESTIMATE

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	4	5	6	7	8
Full-Time Students (25%)	1.00	1.25	1.50	1.75	2.00
Part-Time Students	3.00	3.75	4.50	5.25	6.00
Credit Hours / Semester FT	12	12	12	12	12
Credit Hours / Semester PT	6	6	6	6	6
Student Credit Hours / Year	60	75	90	105	120
FTE (SCH / 30)	2	2.5	3	3.5	4
Tuition (\$387 per SCH)	\$23,220	\$29,025	\$34,830	\$40,635	\$46,440
Subsidy (\$12,379 / FTE)	\$24,758	\$30,948	\$37,137	\$43,327	\$49,516
Total Revenue	\$47,978	\$59,973	\$71,967	\$83,962	\$95,956

Notes:

Year 1 is AY2007-08

Each course is 3 credit hours

Each course is at the Masters II subsidy level

All students are considered Ohio residents

Tuition and subsidy amounts are held constant at 2005F levels

APPENDIX H HOSPITALITY MANAGEMENT INDUSTRY ADVISORY BOARD

John Altomare
Owner
Hudson's Restaurant on the Green

Joe Artiste
National Account Executive
WorkPlace Media

Bill Artman
Regional VP of Retail Operations
Giant Eagle

Don Bitter
Owner/Operator
Old Whedon Grille

Mike DeLuca
Vice President E-Media
Meister Media Worldwide

Bob Dirda
Haas Foodservice Group

Dan Farrell
Bon Appetit Management Co.
Case Western Reserve Univer.

Thomas W. Galvin, FCSI
Food Facilities Designer
Galvin Design Group

John George
Hospitality Consultant

Marisa Gindi
Sr. Event Manager
Renaissance Cleveland Hotel

John Goehler, CEC
Assist. Director, Dining Services
Kent State University

Roger Greene
General Manager
Hilton Garden Inn

William E. Griffith
Director KSU Dining Services,
Retired

Mary Hofer
Owner Partner IMT

George Kimson
C.O.O. Heritage Development
Company and
President, The Bertram Inn and
Conference Center

Carl LoPresti
Admin. Vice President
Ohio Farmers Inc.

Robert McKechnie
Vice President, Sales
Northern Haserot

Anthony Minelli
Director of Food Service
International Exposition Center

Kevin Moore
President
Cuyahoga Dining Services

Geoffrey O'Brien
General Manager
Eurest Dining Services, A
Member of the Compass Group

Stacey Renszel, CCM

Lee Schwebel
Director of Corp. Communications
Schwebel Baking Co.

Dan Smith
Vice President of Food and
Beverage
Cleveland Indians

Andrea Spandonis
Resident Director
KSU Dining Services-Sodexo

Virginia Sukenik
Owner
GS Special Events, Ltd.

Ned Welc, CCM
General Manager
Mayfield Sand Ridge
Country Club

APPENDIX I RESPONSE TO OHIO BOARD OF REGENTS COMMENTS ON PROGRAM DEVELOPMENT PLAN

Cleveland State University

Enrollment Projections in Development Proposal Appear Conservative.

The Kent State University hospitality and tourism management faculty agree our enrollment forecast is conservative. From a financial perspective, however, we did not want to provide overly optimistic enrollment estimates. Seventeen of our hospitality management and tourism undergraduate students have reported an interest in the Master's degree in hospitality and tourism management. Since 1997, the enrollment growth in the Kent State University hospitality management program has grown by 300 percent. At this time, undergraduate growth appears to be steady and is anticipated to be one factor influencing enrollment in the graduate program.

Collaboration with Cleveland State University.

The curriculum for the proposed master's program requires that students complete 3-6 credit hours from the College of Business. Thus, students could complete their Business courses from Cleveland State or another Ohio University and transfer those courses into their degree program. Through our Hospitality Industry Advisory Board, the Greater Cleveland Club Managers Association, alumni, and sites who have provided practicum experiences for undergraduate students we have a number of industry connections in Northeast Ohio. Coordinating work experiences in the Cleveland area with Business Courses from Cleveland State is a very much a possibility depending on individual student's needs and interests.

Business and Management Content in Curriculum and Faculty Expertise in this Area.

The curriculum requires students to complete a minimum of 3-6 credit hours at the 60,000 level in the College of Business in one of three area of focus: marketing, financial management, or human resource management. Students coming into the graduate program with an undergraduate degree in hospitality or tourism will have approximately 20-25 credit hours in business courses because foundational courses in business are included in most undergraduate programs in these fields. Student whose undergraduate business coursework is unusually limited will need to take selected business courses before admission into the graduate program.

During the program development plan phase, the Kent State University College of Business Graduate faculty recommended the following courses for students in the proposed master's program: BAD 63037 *Financial Accounting-Managerial Action*, BAD 63038 *Accounting for Managerial Action and Evaluation*, BAD 66061 *Financial Management I*, BAD 65051 *Marketing Management*, BAD 64108 *Advanced Topics in Human Resources Management and Organizational Behavior*, BAD 64160 *Leadership and Organizational Change*, BAD 64263 *Employee Selection and Appraisal*, BAD 64271 *Human Resources Management*. This course list was not provided in the development proposal but has been added to the full proposal. In addition, students may choose to complete their statistics course from the College of Business.

Faculty vitae have been provided in Appendix B. In summary, expertise of the hospitality and tourism faculty in business and management areas are as follows:

- Swathi Ravichandran has a Master's in Business Administration.
- Philip Wang has a Bachelor's and a Master's in Economics.
- Andrew Lepp has a Bachelor's in Mathematics and Economics.

- Ning Kuang Chuang and Barbara Scheule both have completed substantial graduate-level coursework from the College of Business at the institutions where their master's and doctoral degrees were earned. Additionally, Dr. Scheule's dissertation was co-advised by a College of Business faculty member.
- All of the hospitality management faculty have professional management experience in hospitality. Dr. Scheule has 16 years management experience and left a senior-level position upon joining Kent State University faculty.
- Faculty from the College of Business will be asked to serve on student's committees depending upon the focus of the master's thesis or project.

Thesis, Master's Project or Well-Supervised Internship Option.

The completion of an internship or practicum experience is expected within high quality hospitality and tourism undergraduate programs, but is not common in graduate programs. Graduate programs in hospitality and tourism programs focus on conceptual problem solving, critical analysis, and empirical and applied research either through master's projects with hospitality and tourism organizations or through a master's thesis.

In the initial planning phases of the proposed master's program, the faculty did discuss the possibility of an internship but decided against it for several reasons. The inclusion of an internship at the graduate level is likely to result in a strongly applied focus, which is not the desired emphasis for this proposed program. Inclusion of an internship would result in a decrease in credit hours that could be used for courses in the College of Business or for courses in the core areas of hospitality and tourism. In our discipline, work experience is important; however, we anticipate students will come into the program with internships and professional experience and thus including another internship in place of significant coursework is not likely to be in the best interest of most students.

For those students who may need to strengthen their professional work experiences, the hospitality and tourism faculty plan to integrate this experience within the master's project so that the experience would be linked with a critical examination review of the literature and a conceptual analysis of issues associated with the project. Although, the master's project is a more "applied" option as compared with the master's thesis, the completion of the project requires students to demonstrate writing, conceptual thinking, and other competencies expected of a student graduating with a master's degree.

Nature and Demand of Dual-Focus Hospitality and Tourism Programs.

A variety of factors are anticipated to have a positive impact on the demand for this integrated program. The location of Kent State University is believed to be an asset because of the number of potential graduate students in the surrounding area. Also, a wide variety of career opportunities in Northeast Ohio are available for professionals with graduate degrees in hospitality and tourism management.

The enrollment of several programs that include both hospitality and tourism is listed below. A few programs located within reasonably close proximity to Kent State University with an emphasis on hospitality alone also are listed. The information was obtained from the *Guide to College Programs in Hospitality, Tourism, and Culinary Arts*, 9th edition, published in 2006 by the International Council on Hotel, Restaurant, and Institutional Education (ICHRIE). There is some variability in how the numbers of students are reported because of the way in which the institutions chose to list the information in the guide.

Florida International University - Hospitality Management/Tourism Studies
100 graduate/800 undergraduates

Michigan State University - Hospitality Administration
21 graduate

The Ohio State University - Hospitality Management
9 Master's, 5 PhD/225 undergraduates

The Pennsylvania State University - Hospitality Management
3 Master's, 17 PhD/700 undergraduates

Purdue University - Hospitality and Tourism Management
32 Master's, 9 PhD/550 undergraduate

Temple University - Tourism and Hospitality Management
90 graduate/530 graduate

University of Central Florida - Hospitality and Tourism Management
75 graduate/1600 undergraduate

University of Massachusetts - Hospitality and Tourism Management
40 graduate students/650 undergraduate

University of Nevada, Las Vegas - Hotel Administration, Hospitality Administration
186 Master's, 20 PhD/2,300 undergraduate

University of New Orleans - Restaurant and Tourism Management
30 graduate/300 undergraduate

University of South Carolina - Hotel, Restaurant, and Tourism Management
50 graduate/550 undergraduate

Virginia Polytechnic Institute and State University - Hospitality and Tourism Management
15 Master's, 25 PhD/250 undergraduate

The Ohio State University

Conflict in interest with MS in Hospitality Management program at OSU.

Over the last several years the faculty at Kent State University have been approached by students who reside in Northeast Ohio about the opportunities for graduate education. Two students completed a degree in liberal education at Kent State, one is currently working on an out-of-state distance education master's degree, and another completed a master's degree in education at Kent State University but is currently seeking hospitality positions for which he is not well-qualified because of his lack of a graduate degree in hospitality and tourism management. One additional student completed a post-baccalaureate degree because a hospitality and tourism management program was not available at Kent State University. In addition, the faculty are aware of other students who have simply not pursued a graduate degree because the student was "place bound" in Northeast Ohio. Other students interested in graduate education have explored out-of-state options that have included Pennsylvania State University and Michigan State University because of the proximity of these programs to their families. Thus, we strongly believe there is a demand for graduate education in Northeast Ohio that cannot be met by a program located in the central part of the state.

Secondly, the hospitality management program at OSU has a very different focus than the program that is proposed for Kent State University. As explained in the proposal, the program at Kent State University will incorporate hospitality and tourism management. Students seeking this integrated approach will need to pursue their graduate education out-of-state if the proposed program at Kent State University is not approved. Both the tourism management and hospitality management undergraduate programs at Kent State University are accredited by their respective accrediting agencies and thus we are building on a solid foundation.

The international connections of four of the five faculty who will be teaching in the proposed graduate program are anticipated to be an advantage in the recruitment of international students. The strong international enrollment in a number of hospitality and tourism management programs nationwide is another positive indicator toward the potential recruitment of international students.

Curricular Concerns and Suggestions.

The proposed program includes a minimum of 22 credit hours at the 60,000 level and thus exceeds the requirement at Kent State University that graduate programs have a minimum of 16 credit hours at the 60,000 level. Students in the proposed program may complete 29 out of the 32 hours at the 60,000 level depending on the courses selected in the focus area courses. We agree that as the program grows it will be desirable to develop and offer additional hospitality and tourism management courses at the 60,000 level. Graduate students taking a 50,000 level course must complete additional readings and assignments above that required of the undergraduate students for the graduate credit. The additional requirements for all of the 50,000 level courses have been approved through the curricular process at Kent State University.

The removal of slash courses is not perceived to be in the best interest of students since student choices would be reduced. For example, a graduate student coming into the program with a predominately tourism background could be well served by a 50,000 level course in hospitality as a means to enhance their understanding of issues facing hospitality managers. Likewise a graduate student with an undergraduate degree in hospitality could benefit from a 50,000 level course in tourism.

Entrance requirements have been explained more fully in the full proposal. GRE's will not be required; however, TOEFL scores are required for all international students seeking admission to graduate programs at Kent State University. A conditional student is one that may be lacking the minimum grade point of 3.0 on a 4.0 scale. In some cases, a student may have a grade point well above a 3.0 during their junior or senior year in college, yet because of poor grades during the first two years in college may have a cumulative grade point of less than 3.0. Therefore, the faculty could "conditionally" admit a student showing promise for graduate education based on his or her undergraduate junior and senior year grades and other application materials. In this case, the faculty would specify two course to be taken during the first semester in which the student must obtain a "B" or higher to obtain full admission to the graduate program. The courses chosen for the first semester are always 60,000 level courses and often include one of the research or statistics courses. Note that even if a student was "conditionally" admitted into the M.S. in hospitality and tourism management with a 2.8 grade point, this is higher than that required by some master's programs and Kent State University. Conditionally admitted students, who are unable to earn a "B" or higher, will not be admitted to the program. All students admitted into the graduate program must maintain a cumulative average of "B" or higher to remain in good standing.

The program has been designed to accommodate students with both an applied practitioner focus and a research focus. As discussed within the full proposal students seeking a practitioner focus may choose a master's project. The master's project will enable students to address an industry-related project and thus will be more closely applied to practical issues and concerns within hospitality and tourism. Students

interested in a research emphasis will be completing a master's thesis and their other courses likewise can be chosen to support their research interests.

"Is the faculty truly aware of the time requirements in working with graduate students in the research activity?"

Yes, we are aware of the time demands of working with graduate students. Some of the faculty currently teach graduate level courses (including 60,000 level coursework). In addition, several of the faculty have either directed or served on the committees of graduate students in other program areas. Finally, all of the faculty have conducted and published their own research in refereed journals.

University of Toledo

Why is this program needed and how is it different or unique from other existing programs?

At this time, those seeking graduate education in hospitality and tourism in Northeast Ohio must relocate, complete graduate education in another field, or delay their education. Over the last five years, several prospective graduate students have decided not to pursue a graduate education or have completed their education in another field because of the inability to relocate.

This program will include hospitality management and tourism. It will be the only graduate program within Ohio to combine these two disciplines. Ohio residents and students seeking an integrated hospitality and tourism management graduate program will need to move out of state. This graduate program is building on a solid base. The hospitality management and tourism undergraduate programs are accredited by their respective accrediting bodies. The hospitality management program is one out of two accredited hospitality programs in the state of Ohio and is the *only* accredited hospitality program among the state universities within Ohio.

Clarify career paths of graduates and rationale for new courses.

Graduates of the master's program in hospitality and tourism management are expected to move into leadership positions within hospitality and tourism organizations such as hotels, restaurants, clubs, restaurants, and tourism commissions. Some graduates are expected to pursue a terminal degree in hospitality or tourism management.

The new courses are necessary to create master's level courses for the program that will address advanced topics in the field while integrating hospitality and tourism concepts. The global tourism course was designed to expose students to issues related to global tourism and travel. Our society has become more global and thus an in depth discussion of global travel concerns is of importance. Some of the courses such as Thesis I and Thesis II are necessary for master's students and were therefore created.

Information about undergraduate programs and career paths of graduates.

Undergraduates in the hospitality program are employed in entry-level management positions in a variety of hospitality organizations including hotels, restaurants, private clubs, and food distribution companies. Within 2-5 years of graduation, alumni report holding middle and upper-level positions such as Assistant General Manager, General Manager, Sales and Marketing Manager, and Senior Event Coordinator. Graduates of undergraduate program in tourism management are hold positions in organizations including Disney Resorts, Parks, and other tourist destination properties.

What costs are anticipated for the start up of the program?

Minimal expenses are anticipated with the start up of the program. The courses can be absorbed into the teaching load of the current faculty by teaching selected undergraduate elective courses on an every-other-year basis. Within the hospitality program, most undergraduate professional elective courses are

currently offered on a rotating basis to increase students' elective course options. Thus, no additional faculty expenses are expected in the immediate future because of the graduate program. The undergraduate program has been experiencing ongoing growth (over 300 percent in 10 years), and therefore additional faculty may be needed in the future to address undergraduate student enrollment.

Some costs may be incurred to advertise the program through flyers or brochures. The university web page can be used for advertisement however, with very minimal cost. The *CHRIE Guide to College Programs in Hospitality, Tourism, and Culinary Arts*, will be revised within the next one to two years. Because the undergraduate hospitality program maintains an institutional membership, advertisement in this guide is included without additional cost.

Ohio Link is very helpful for providing access to journals, books, and other materials needed for classes and research. A request for selected journals and books for the Kent State University holdings will result in some expense.

Given the revenue estimates provided in Appendix G, which we believe are conservative, the revenue anticipated will exceed the expenses anticipated.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Feb-08** Curriculum Bulletin _____Effective Date **Spring 2009** Approved by EPC _____*Fall*

Department **FCS - Family and Consumer Studies**
 College **EH - Education, Health and Human Services**
 Proposal **Establish Course**
 Course Subject **HM - Hospitality Management** Course Number **61098**
 Course Title **Research in Hospitality Management**
 Minimum Credits **01** Maximum Credits **15**

Checked Items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

Units consulted (other departments, programs or campuses affected by this proposal):
Exercise, Leisure & Sport

REQUIRED ENDORSEMENTS

<u><i>H. Allmann-Jenkins</i></u> Department Chair / School Director / Campus Dean	<u>04/04/08</u>
<u><i>Alfred Bonheur</i></u> College Dean	<u>04/15/08</u>
_____ Executive Dean of Regional Campuses	____/____/____
_____ Senior Vice President for Academic Affairs and Provost	____/____/____

BASIC DATA SHEET**Complete all fields. Data entered below should reflect new/revised information.**

Preparation Date **02/25/2008** Requested Effective Term **Spring 2008**
 Course Subject **HM** Course Number **61098** *Fall*
 Course Title **Research in Hospitality Management**
 Title Abbreviation **Research in HM**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)

Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.

Minimum Credit **01** ☒ to ☐ or _____ Maximum Credit **15** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours ☐ Lecture Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
 Per Week ☐ Laboratory Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
☒ Other Minimum Hours **15.00** ☒ to ☐ or Maximum Hours **225.00**
 NOTE: Contact hours should be per week.

Repeat Status **RP - Course may be repeated**
 If repeats, course limit _____ OR maximum hours **15**

Course Level **GR - Graduate**

Grade Rule **B - Letter**

Schedule Type(s) **RES - Research**

Course Attribute(s) **none**

Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE**Prerequisite****Course(s)**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)**Corequisite(s)**Registration is by special approval only ☒ Yes ☐ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration **graduate standing**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICESOBR Program Code 61OBR Subsidy Code 20OBR Course Level 4CIP Code 520901

Catalog Description **Research for master's-level graduate students. Credit earned may be applied toward meeting degree requirements if school approves.**

Complete the following only if applicable:

Previous Title**Previous Subject****Previous Number**

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

**Contact
Hours**

Outline

**Variable, depending on the nature of the research project.
15 class hours = 1 semester credit**

Total Contact Hours

Textbook(s) Used in this Course

Research and professional literature as appropriate for research project.

Writing Expectations

Variable, depending on the nature of the research project.

Instructor(s) Expected To Teach

Graduate faculty

Instructor(s) Contributing to Content

Graduate faculty

REQUIRED ENDORSEMENT

H. DelPueco-Tenkin
Department Chair / School Director / Campus Dean

04 / 04 / 08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **28-Mar-08** Curriculum Bulletin _____Effective Date **Fall 2009** Approved by EPC _____

Department **HM**
 College **EH - Education, Health and Human Services**
 Proposal **Establish Course**
 Course Subject **HM- Hospitality Management** Course Number **61198**
 Course Title **Master's Project in Hospitality Management**
 Minimum Credits **02** Maximum Credits **06**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

Units consulted (other departments, programs or campuses affected by this proposal):
School of Family and Consumer Studies, School of Exercise, Leisure and Sport

REQUIRED ENDORSEMENTS

H. Bellmann - Jenkins 04/04/08
 Department Chair / School Director / Campus Dean

Nancy Barbour 04/15/08
 College Dean

_____ ____/____/____
 Executive Dean of Regional Campuses

_____ ____/____/____
 Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **28-Mar-08** Requested Effective Term **Fall 2009**
 Course Subject **HM** Course Number **61198**
 Course Title **Master's Project in Hospitality Management**
 Title Abbreviation **Master's Project in HM**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
 Minimum Credit **02** ☐ to ☐ or Maximum Credit **06** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours **30.00** ☒ to ☐ or Maximum Hours **90.00**
 NOTE: Contact hours should be per week.
 Repeat Status **select one Course may be repeated**
 If repeats, course limit _____ OR maximum hours **90**
 Course Level **GR - Graduate**
 Grade Rule **E - Letter or S/U and IP (grad course only)**
 Schedule Type(s) **RES - Research**
 Course Attribute(s) **select one none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **Permission**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☒ Yes ☐ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration **graduate standing**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **61**

OBR Subsidy Code **20**

OBR Course Level **4**

CIP Code **520901**

Catalog Description **Completion and successful defense of master's project. Master's project students must register for a total of 6 hours, 2-6 hours in a single semester. Distributed over several semesters if desired. credit**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (Include contact hours for each section)

Contact
Hours

Outline

No formal coursework. Student will conduct master's project under guidance of major professor and master's committee.

Total Contact Hours

Textbook(s) Used in this Course

Readings for project.

Writing Expectations

Master's Project including a literature review.

Instructor(s) Expected To Teach

Ning Kuang Chuang, Swathi Ravicandran, Barbara Scheule

Instructor(s) Contributing to Content

Hospitality Management Faculty

REQUIRED ENDORSEMENT

R. Robinson-Jenkins
Department Chair / School Director / Campus Dean

04/04/08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **26-Feb-08** Curriculum Bulletin _____Effective Date **Spring-2009** Approved by EPC _____*Fall*

Department **FCS - Family and Consumer Studies**
 College **EH - Education, Health and Human Services**
 Proposal **Establish Course**
 Course Subject **HM - Hospitality Management** Course Number **61199**
 Course Title **Thesis I**
 Minimum Credits **02** Maximum Credits **06**

Checked Items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

Units consulted (other departments, programs or campuses affected by this proposal):
Exercise, Leisure & Sport

REQUIRED ENDORSEMENTS

<u><i>H. Rullmann-Jenkins</i></u> Department Chair / School Director / Campus Dean	<u>04 / 04 / 04</u>
<u><i>Maureen Bonner</i></u> College Dean	<u>04 / 15 / 08</u>
_____ Executive Dean of Regional Campuses	____ / ____ / ____
_____ Senior Vice President for Academic Affairs and Provost	____ / ____ / ____

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **25-Feb-08** Requested Effective Term **Spring 2009**
 Course Subject **HM** Course Number **61199** *Fall*
 Course Title **Thesis I**
 Title Abbreviation **Thesis I**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
 Minimum Credit **02** ☒ to ☐ or Maximum Credit **06** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours **30.00** ☒ to ☐ or Maximum Hours **90.00**
 NOTE: Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit **6** OR maximum hours **90**
 Course Level **GR - Graduate**
 Grade Rule **G - Satisfactory/Unsatisfactory (S/U) and IP**
 Schedule Type(s) **MST - Master's Thesis**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s)

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☒ Yes ☐ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

graduate standing
 (e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code 61

OBR Subsidy Code 20

OBR Course Level 4

CIP Code 520901

Catalog Description **Thesis students register for total of ^{credit} 6 hours, 2 to 6 hours in a single semester, distributed over several semesters if desired.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact
Hours

Outline

No formal coursework. Student will conduct thesis project under guidance of major professor and thesis committee.

Total Contact Hours

Textbook(s) Used in this Course

Research and professional literature review for thesis.

Writing Expectations

Students will work on Thesis.

Instructor(s) Expected To Teach

Graduate faculty

Instructor(s) Contributing to Content

Graduate faculty

REQUIRED ENDORSEMENT

H. Bellmann-Jenkins

Department Chair / School Director / Campus Dean

04 / 04 / 04

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Feb-08** Curriculum Bulletin _____Effective Date **Spring 2009**
Fall Approved by EPC _____

Department **FCS - Family and Consumer Studies**
 College **EH - Education, Health and Human Services**
 Proposal **Establish Course**
 Course Subject **HM - Hospitality Management** Course Number **61299**
 Course Title **Thesis II**
 Minimum Credits **02** Maximum Credits **02**

Checked Items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

Units consulted (other departments, programs or campuses affected by this proposal):
Exercise, Leisure & Sport

REQUIRED ENDORSEMENTS

R. Nelson-Jenkins 04 / 04 / 04
 Department Chair / School Director / Campus Dean

Margaret Barber 04 / 15 / 08
 College Dean

_____ ____/____/____
 Executive Dean of Regional Campuses

_____ ____/____/____
 Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET**Complete all fields. Data entered below should reflect new/revised information.**

Preparation Date **25-Feb-08** Requested Effective Term **Spring 2009**
 Course Subject **HM** Course Number **61299** **Fall**
 Course Title **Thesis II**
 Title Abbreviation **Thesis II**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with **4/5, 4/5/7 or 6/8** Cross-list Banner code **_____**
 NOTE: To be completed by Curriculum Services.
 Minimum Credit **02** ☒ to ☐ or Maximum Credit **02** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours **02.00** ☒ to ☐ or Maximum Hours **02.00**
 NOTE: Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit **99** OR maximum hours
 Course Level **GR - Graduate**
 Grade Rule **G - Satisfactory/Unsatisfactory (S/U) and IP**
 Schedule Type(s) **MST - Master's Thesis**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSEPrerequisiteCourse(s) **HM 61199**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ NoNOTE: Checking "yes" means all students must seek approval from department to register.Restrict Registration **graduate standing**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICESOBR Program Code **61**OBR Subsidy Code **20**OBR Course Level **4**CIP Code **520901**Catalog Description **Thesis II students must continue registration each semester until all degree requirements are met.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start **_____** Term End **_____** NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact
Hours

Outline

No formal coursework. Student will conduct thesis project under guidance of major professor and thesis committee.

Total Contact Hours

Textbook(s) Used in this Course	None. Research and professional literature as appropriate for thesis.
Writing Expectations	Students will work on thesis.
Instructor(s) Expected To Teach	Graduate faculty
Instructor(s) Contributing to Content	Graduate faculty

REQUIRED ENDORSEMENT

H. Dellmann-Jenkins
Department Chair / School Director / Campus Dean

04 / 04 / 04

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Feb-08** Curriculum Bulletin _____Effective Date **Spring 2009** Approved by EPC _____

Department **FCS - Family and Consumer Studies**
 College **EH - Education, Health and Human Services**
 Proposal **Establish Course**
 Course Subject **HM - Hospitality Management** Course Number **63022**
 Course Title **Current Issues in Hospitality and Tourism Management**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

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

Exercise, Leisure and Sport

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean 4 / 11 / 08


 College Dean 04 / 15 / 08

Executive Dean of Regional Campuses _ / _ / _

Senior Vice President for Academic Affairs and Provost _ / _ / _

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	02/25/2008	Requested Effective Term	Spring 2009 <i>Fall</i>
Course Subject	HM	Course Number	63022
Course Title	Current Issues in Hospitality and Tourism Management		
Title Abbreviation	Current Issues Hosp Tour Mgmt		
NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)			
Slash Course	/ / 4/5, 4/5/7 or 6/8	Cross-listed with	Cross-list Banner code _____ NOTE: To be completed by Curriculum Services.
Minimum Credit	03 <input checked="" type="checkbox"/> to <input type="checkbox"/> or	Maximum Credit	03 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours	<input checked="" type="checkbox"/> Lecture	Minimum Hours	45-00-3 <input checked="" type="checkbox"/> to <input type="checkbox"/> or
Per Week	<input type="checkbox"/> Laboratory	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or
	<input type="checkbox"/> Other	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or
NOTE: Contact hours should be per week.			
Repeat Status	NR - Course may not be repeated If repeats, course limit OR maximum hours		
Course Level	GR - Graduate		
Grade Rule	B - Letter		
Schedule Type(s)	LEC - Lecture		
Course Attribute(s)	none		
Credit By Exam	N - Credit by Exam Not Approved		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s)

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration **graduate standing**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code 61

OBR Subsidy Code 20

OBR Course Level 4

CIP Code 520903

Catalog Description **Current research and management issues in hotels, resorts, restaurants, clubs, and other hospitality operations ^{are} will be explored through the peer-reviewed and professional literature. Current tourism topics with implications for hospitality managers ^{are} will be included.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
	Content will be variable depending on current issues in the field of hospitality.
12.00	Hotel and resort issues: Development, branding, market segments, and economic considerations. Financial management. Technology and revenue management including internet reservations and customer relationship management. Human resources in lodging. "Green" considerations for lodging operations.
12.00	Restaurant, private club, and "on site" food service issues: Concept and menu development with impact on food service production and service systems. Demographic trends and impact on food service organizations. Profitability in food service operations. Human resources in food service. Societal and environmental influences affecting food service managers.
12.00	Tourism issues affecting hospitality leaders: Shift in tourist destinations and impact on travel trends. Changes in demographics and impact on travel motives and behavior. Eco-tourism, theme tourism, and cross-cultural tourism. Emerging issues in marketing to international tourists such as security and travel permission.
9.00	Professional development considerations for hospitality organizations: Leadership and supervision. Organizational culture and citizenship behaviors. Ethics and corporate social responsibility. Strategic planning and organizational development.

45.00 Total Contact Hours

Textbook(s) Used in this Course	Readings will be assigned from the research and professional literature.
Writing Expectations	Paper, annotated bibliography
Instructor(s) Expected To Teach	Graduate faculty
Instructor(s) Contributing to Content	Ning Kuang Chuang

REQUIRED ENDORSEMENT

H. Dellmann-Jenkins

Department Chair / School Director / Campus Dean

Revised October 2007

4 / 11 / 08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Feb-08** Curriculum Bulletin _____Effective Date **Spring 2009** Approved by EPC _____
Fall

Department **FCS - Family and Consumer Studies**
 College **EH - Education, Health and Human Services**
 Proposal **Establish Course**
 Course Subject **HM - Hospitality Management** Course Number **63026**
 Course Title **Research Seminar**
 Minimum Credits **01** Maximum Credits **01**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

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

REQUIRED ENDORSEMENTS

N. Dullmann-Jenkins 4 / 11 / 08
 Department Chair / School Director / Campus Dean

Margaret Bourke 04 / 15 / 08
 College Dean

 Executive Dean of Regional Campuses

 Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **25-Feb-08** Requested Effective Term **Spring 2009**

Course Subject **HM** Course Number **63026**

Course Title **Research Seminar**

Title Abbreviation **Research Seminar**
NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)

Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.

Minimum Credit **01** ☒ to ☐ or Maximum Credit **01** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours ☒ Lecture Minimum Hours **45.00** ☒ to ☐ or Maximum Hours **15.00**
Per Week ☐ Laboratory Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
☐ Other Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
NOTE: Contact hours should be per week.

Repeat Status **RP - Course may be repeated**
If repeats, course limit **2** OR maximum hours **30**

Course Level **GR - Graduate**

Grade Rule **B - Letter**

Schedule Type(s) **LEC - Lecture**

Course Attribute(s) **none**

Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s)

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s) **HM 61199 or ELS 63199 or HM 61299 or ELS 63299 or HM 61198 or ELS 63098**

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration **graduate standing**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code 61

OBR Subsidy Code 20

OBR Course Level 4

CIP Code 520901

Catalog Description **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.**
applied

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact
Hours

Outline

15.00 Variable topic. Presentation of student and faculty research and projects with a focus on hospitality and tourism.

15.00 Total Contact Hours

Textbook(s) Used in this Course

Research and professional literature will be read in preparation for presentations.

Writing Expectations

Paper presentation

Instructor(s) Expected To Teach

Graduate faculty

Instructor(s) Contributing to Content

Graduate faculty

REQUIRED ENDORSEMENT

H. Dellmann-Jenkins
Department Chair / School Director / Campus Dean

4 / 11 / 08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Feb-08** Curriculum Bulletin _____Effective Date **Spring 2009** Approved by EPC _____*Fall*

Department **FCS - Family and Consumer Studies**
 College **EH - Education, Health and Human Services**
 Proposal **Establish Course**
 Course Subject **HM - Hospitality Management** Course Number **63095**
 Course Title **Special Topics in Hospitality Management**
 Minimum Credits **01** Maximum Credits **03**

Checked Items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

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

REQUIRED ENDORSEMENTS

R. Ballmann-Jenkins 04 / 04 / 04
 Department Chair / School Director / Campus Dean

Nancy Perlow 04 / 15 / 08
 College Dean

_____ ____ / ____ / ____
 Executive Dean of Regional Campuses

_____ ____ / ____ / ____
 Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	25-Feb-08	Requested Effective Term	Spring 2009 <i>Fall</i>
Course Subject	HM	Course Number	63095
Course Title	Special Topics in Hospitality Management		
Title Abbreviation	Special Topics in Hosp Mgmt <i>ST: Hospitality Management</i>		
NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)			
Slash Course	<i>/ /</i>	Cross-listed with	Cross-list Banner code _____
	4/5, 4/5/7 or 6/8		NOTE: To be completed by Curriculum Services.
Minimum Credit	01 <input checked="" type="checkbox"/> to <input type="checkbox"/> or	Maximum Credit	03 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours	<input checked="" type="checkbox"/> Lecture	Minimum Hours	45.00 <input checked="" type="checkbox"/> to <input type="checkbox"/> or Maximum Hours 45.00 3
Per Week	<input type="checkbox"/> Laboratory	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
	<input type="checkbox"/> Other	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
NOTE: Contact hours should be per week.			
Repeat Status	RP - Course may be repeated If repeats, course limit <i>99</i> OR maximum hours		
Course Level	GR - Graduate		
Grade Rule	B - Letter		
Schedule Type(s)	LEC - Lecture		
Course Attribute(s)	none		
Credit By Exam	N - Credit by Exam Not Approved		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) *graduate standing*

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

graduate standing
(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code 01

OBR Subsidy Code 20

OBR Course Level 4

CIP Code 520901

Catalog Description **Specialized offering of a major topic within Hospitality Management.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact
Hours

Outline

Variable topic.**Credit hours will vary, depending on the special topic.****1 = 15 contact hours, 2 = 30 contact hours, 3 = 45 contact hours****30-45** Total Contact Hours

Textbook(s) Used in this Course

Variable, depending on the topic.

Writing Expectations

Variable, depending on the topic of the course.

Instructor(s) Expected To Teach

Graduate faculty

Instructor(s) Contributing to Content

Graduate faculty

REQUIRED ENDORSEMENT*R. Bellmann-Jenkins*
Department Chair / School Director / Campus Dean*04 / 04 / 04*

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Feb-08** Curriculum Bulletin _____Effective Date **Spring 2009** Approved by EPC _____*Fall*

Department **ELS - Exercise Leisure & Sport**
 College **EH - Education, Health and Human Services**
 Proposal **Establish Course**
 Course Subject **ELS** Course Number **~~65040~~² 65047**
 Course Title **Global Issues of Tourism Trade**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

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

REQUIRED ENDORSEMENTS

Wayne Munson

 Department Chair / School Director / Campus Dean

4.3.08

Margaret Taylor

 College Dean

04/15/08

 Executive Dean of Regional Campuses

1/1

 Senior Vice President for Academic Affairs and Provost

1/1

BASIC DATA SHEET**Complete all fields. Data entered below should reflect new/revised information.**

Preparation Date **18-Feb-08** Requested Effective Term **Spring 2009**
 Course Subject **ELS** Course Number **~~65046~~ Fall 65047**
 Course Title **Global Issues of Tourism Trade**
 Title Abbreviation **Global Tourism Trade**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with **4/5, 4/5/7 or 6/8** Cross-list Banner code **_____**
 NOTE: To be completed by Curriculum Services.
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **345.00** ☒ to ☐ or Maximum Hours **45.00 3**
 Per Week ☐ Laboratory Minimum Hours **_____** ☐ to ☐ or Maximum Hours **_____**
☐ Other Minimum Hours **_____** ☐ to ☐ or Maximum Hours **_____**
 NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit **_____** OR maximum hours **_____**
 Course Level **GR - Graduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE**Prerequisite**Course(s) **None**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) **_____**Corequisite(s) **_____**Registration is by special approval only ☐ Yes ☒ NoNOTE: Checking "yes" means all students must seek approval from department to register.**Restrict Registration**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICESOBR Program Code **61**OBR Subsidy Code **20**OBR Course Level **4**CIP Code **520903**

Catalog Description **~~This course is an~~ examination of international and intercultural changes due to travel and tourism, particularly in economic, social and environmental areas. The studies include theories and cases. ^{and} These studies form the basis upon which a sustainable tourism policy is developed. The goal of the course is to prepare students for a leadership role in tourism policy making. The course has an emphasis on reading and discussion.**

Complete the following only if applicable:

Previous Title **_____**Previous Subject **_____**Previous Number **_____**

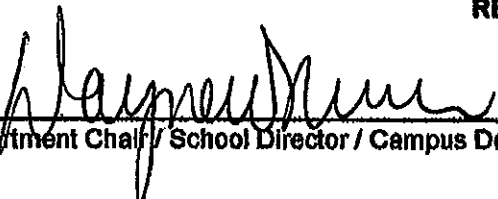
Content Outline (Include contact hours for each section)

Contact Hours	Outline
12.00	Introduction: State of global tourism; History of travel that changed the world; Trends in international travel; National tourism boards and tourism marketing
12.00	Tourism as an export: Balance of trade; Government tourism policies; Economic impacts and leakages; Illegal trade and border control
12.00	Tourism as social and cultural exchange: Cultural exploitation; Health, diseases and travel; Crime and security concerns of travel; Political boycotts; Effects of terrorism and political agenda on tourism; Cultural sensitivity, good will, tourism for world peace
9.00	Environmental issues and nature-based tourism: Tourism and resource use; Tourism as a means to conservation; Balancing economics and conservation

45.00 Total Contact Hours

Textbook(s) Used in this Course	A reading packet will be assembled from the academic literature
Writing Expectations	Students will prepare a research paper as a semester project and present it to the class
Instructor(s) Expected To Teach	Andrew Lepp, Phillip Wang
Instructor(s) Contributing to Content	Andrew Lepp, Phillip Wang, Barbara Scheule, Ning Kuang Chuang, Swathi Ravichandran

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

4/3/08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **14-Feb-08** Curriculum Bulletin _____Effective Date **Spring 2009** Approved by EPC _____*Fall*

Department **ELS - Exercise Leisure & Sport**
 College **EH - Education, Health and Human Services**
 Proposal **Establish Course**
 Course Subject **ELS** Course Number **65041**
 Course Title **Tourism and Hospitality Review**
 Minimum Credits **03** Maximum Credits **03**

Checked Items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

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

REQUIRED ENDORSEMENTS

Wayne W. Munro
Department Chair / School Director / Campus Dean

4.3.08

Kevin Farlow
College Dean

04/15/08

Executive Dean of Regional Campuses

 / /

Senior Vice President for Academic Affairs and Provost

 / /

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	14-Feb-08	Requested Effective Term	Spring 2009 <i>Fall</i>
Course Subject	ELS	Course Number	65041
Course Title	Tourism and Hospitality Review		
Title Abbreviation	Tour-Hos-Rev <i>Tourism and Hospitality Review</i> NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)		
Slash Course	/ / 4/5, 4/5/7 or 6/8	Cross-listed with	Cross-list Banner code _____ NOTE: To be completed by Curriculum Services.
Minimum Credit	03 <input checked="" type="checkbox"/> to <input type="checkbox"/> or	Maximum Credit	03 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory <input type="checkbox"/> Other	Minimum Hours	45.00 <input checked="" type="checkbox"/> to <input type="checkbox"/> or Maximum Hours 45.00 ³ 3 <input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours <input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
NOTE: Contact hours should be per week.			
Repeat Status	NR - Course may not be repeated If repeats, course limit OR maximum hours		
Course Level	GR - Graduate		
Grade Rule	B - Letter		
Schedule Type(s)	LEC - Lecture		
Course Attribute(s)	none		
Credit By Exam	N - Credit by Exam Not Approved		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite RPTM 46000 or ELS 56000
Course(s) ~~LEST 46000/56000~~
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No
NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration
(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES	
OBR Program Code	<u>61</u>
OBR Subsidy Code	<u>20</u>
OBR Course Level	<u>4</u>
CIP Code	<u>520999</u>

Catalog Description *This course* ~~Reviews~~ academic tourism and hospitality literature to provide students with a theoretical and empirical understanding of the tourism phenomenon. ~~Issues will include~~ tourist motivations; the social, cultural, and environmental impacts of tourism; tourism and development; and the impact of hospitality services on tourism.

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start

Term End

NOTE: To be completed by Curriculum Services

Content Outline (include contact hours for each section)

Contact Hours	Outline
7.00	Introduction: Definitions of tourist, tourist typologies, tourist roles. Cross-cultural meaning for tourism.
12.00	Tourist Motivation and Constraints: psychological benefits, search for authenticity, tourism and the life span, tourism, terrorism and perceptions of risk.
12.00	Tourism and Social, Cultural and Environmental Impacts: residents' perceptions and attitudes, tourism and "othering," sex tourism, ecotourism and natural resource conservation.
7.00	Tourism In Developing Nations: tourism and sustainable development.
7.00	Hospitality Services and Tourism

45.00 Total Contact Hours

Textbook(s) Used in this Course	A reading packet will be assembled from the academic literature. Three research articles will be covered each week.
Writing Expectations	Students will prepare a 5,000 word research paper as a semester project and present it to the class.
Instructor(s) Expected To Teach	Andrew Lepp
Instructor(s) Contributing to Content	Andrew Lepp, Phillip Wang, Barbara Scheule, Ning Kuang Chuang, Swathi Ravichandran

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

4/3/08

****INSERT on page 293**

ELS 65040 Global Issues of Tourism Trade (3)

This course is an examination of international and intercultural changes due to travel and tourism, particularly in economic, social, and environmental areas. The studies include theories and cases. These studies form the basis upon which a sustainable tourism policy is developed. The goal of the course is to prepare students for a leadership role in tourism policy making. The course has an emphasis on reading and discussion

ELS 65041 Tourism and Hospitality Review (3)

This course reviews academic tourism and hospitality literature to provide students with a theoretical and empirical understanding of the tourism phenomenon. Issues will include tourist motivations; the social, cultural, and environmental impacts of tourism; tourism and development; and the impact of hospitality services on tourism.

Exercise, Leisure and Sport (ELS)

ELS 50612

EXERCISE LEADERSHIP FOR THE ELDERLY AND SPECIAL POPULATIONS (3)

Designed to provide the students with a knowledge base in exercise leadership in the senior population and includes special populations. Students participate in the leading, supervision and evaluation of the participant within the exercise program. They also assist in the collection of functional fitness data.

ELS 53093

VARIABLE TITLE WORKSHOP IN EXERCISE, LEISURE AND SPORT (1-3)

Workshop in exercise, leisure and sport studies; topics vary. Repeat registration permitted. Maximum 4 hours may be applied to degree. S/U grading.

ELS 55015

PSYCHOLOGY OF COACHING (3)

Factors affecting athletic performance emphasizing skill, motivation, personality and practice conditions.

ELS 55020

CONTEMPORARY ATHLETIC COACHING (3)

A focus on the philosophy, skills, strategies and tactics of coaching within contemporary society.

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 that they develop and hold.

ELS 55023

MARKETING AND PROMOTIONS IN SPORT AND RECREATION (3)

Analysis of marketing from a sport and recreation manager's perspective. Emphasis on marketing strategy and tactics in sport and recreation systems. Extensive use of case studies.

ELS 55024

SPORT IN GLOBAL PERSPECTIVE (3)

This course is designed to encourage students to critically analyze how sport relates to general features of globalization and to provide insight into the connection between global and local politics (including ethnic, religious, gender, environmental and sociospatial politics). The underlying assumption is that sport is part of a growing network of global interdependencies that bind human beings together.

Education, Health, and Human Services

291

ELS 55026

SPORT IN THE MEDIA (3)

This course offers an introduction to current scholarship and issues concerning sport and the media, including critical analysis of media representations with attention to gender, race, sexuality, and disability, an examination of the structure of sports journalism and production, and an analysis of the role of mediated sport in our culture more generally. As such, the roles of institutions, producers, tests, and audiences and their relationships to each other are examined.

ELS 55051

ELEMENTARY SCHOOL PHYSICAL EDUCATION METHODS (3)

Approaches to teaching in elementary school physical education. Focusing on sequential curriculum development and on learning outcomes in three domains. Prerequisite: Permission.

ELS 55053

ELEMENTARY SCHOOL PHYSICAL EDUCATION CONTENT (3)

Physical education content for the elementary school child with emphasis on developmentally appropriate learning in three domains. Prerequisite: Permission.

ELS 55058

SECONDARY SCHOOL PHYSICAL EDUCATION METHODS (3)

Approaches to teaching in secondary school physical education. Focus on sequential curriculum development and on learning outcomes in three domains. Prerequisite: Permission.

ELS 55059

SECONDARY SCHOOL PHYSICAL EDUCATION CONTENT (3)

Introduction and development of content, management and organizational skills related to sports and activities utilized in secondary school physical education. Prerequisite: Permission.

ELS 55065

EXERCISE TESTING (3)

Lecture and laboratory experiences dealing with the administration and interpretation of exercise tests. Prerequisite: PEP 35075 and 45080, or permission.

ELS 55080

PHYSIOLOGY OF EXERCISE (3)

Physiological bases of muscular activity with special attention to general effects of exercise on body function. Laboratory included.

ELS 56000

TOURISM DEVELOPMENT AND RECREATIONAL TRAVEL (3)

Investigation of travel and tourism development using an interdisciplinary social science approach. Prerequisite: LEST 36060 or permission.

ELS 56030

DYNAMICS OF LEISURE BEHAVIOR (3)

Analysis of leisure behavior through examination of social-

psychological theories and research. Prerequisite: RPTM 36040 and 36075 and PEP 25068 and PSYC 21621, or permission.

ELS 56040

THERAPEUTIC RECREATION PROGRAM TECHNIQUES (3)

Intervention/facilitation techniques employed in therapeutic recreation practice. Integration of theory into program plans used in TR for treatment and leisure education services for people with illnesses or disabilities. Prerequisite: LEST 36080 or permission.

ELS 56041

ADVANCED THERAPEUTIC RECREATION PROGRAM TECHNIQUES (3)

Advanced intervention/facilitation techniques employed in therapeutic recreation practice. Professional issues related to therapeutic recreation practice. Prerequisite: LEST/RPTM 46040.

ELS 56060

ADMINISTRATION OF LEISURE SERVICES (3)

Administrative practices of private and public leisure service agencies. Organization, philosophy, personnel and fiscal management, public relations and legal concerns will be examined. Prerequisite: LEST 36040, 36075, 36092 or 36192, or permission.

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. Prerequisite: RPTM 36040 & RPTM 36075.

ELS 56071

MAINTENANCE AND OPERATION OF AREAS AND FACILITIES (3)

A systems approach for effective maintenance and operation of areas and facilities. Prerequisite: LEST 36040 and 36075, or permission.

ELS 56080

LEGAL ISSUES IN SPORT AND RECREATION (3)

Designed to alert potential recreation and sport professionals to the litigious environment prevalent in the US, increase awareness of their legal responsibility and risk management.

ELS 60610/70610

PHYSIOLOGY OF AGING: IMPLICATIONS FOR HUMAN BEHAVIOR (3)

Examine physiological changes that accompany advancing age. Special attention is paid to the effect of these changes on sensory, motor and cognitive behavior.

ELS 62010

CONTEMPORARY ISSUES IN ATHLETIC TRAINING (3)

A comprehensive examination of contemporary issues, trends, and problems affecting athletic training professionals related to the domains of practice for athletic trainers.

Education, Health, and Human Services

ELS 62012

EDUCATION AND SUPERVISION PROCESSES IN ATHLETIC TRAINING (3)

A comprehensive examination of educational learning theories, curriculum design, evaluation and supervision strategies in athletic training education programs from didactic and clinical perspectives. Additional applications for continuing education programs will be included.

ELS 62014

ADVANCED CLINICAL APPLICATIONS IN ATHLETIC TRAINING (3)

A comprehensive examination of advanced topics in athletic training such as advanced evaluation skills, multi-dimensional approaches to therapeutic rehabilitation skills and applications in non-traditional athletic training settings such as industrial medicine and physician-extender.

ELS 62016

CLINICAL INQUIRY IN ATHLETIC TRAINING (3)

Principles of athletic training research methodologies with a focus on clinical athletic training research. Completion of a clinical research project will be required in this course.

ELS 63018/73018

ETHICS IN EXERCISE, LEISURE AND SPORT (3)

Examination of selected situations in exercise, leisure and sport from an ethical reasoning perspective. A problem-oriented, case study approach based upon contemporary moral issues and moral theory.

ELS 63050

RESEARCH PROCESSES IN EXERCISE, LEISURE AND SPORT (3)

The research process and statistical concepts applied to exercise, leisure and sport.

ELS 63051

QUANTITATIVE AND RESEARCH METHODS IN EXERCISE, LEISURE AND SPORT (3)

Research design and statistical methods applied to exercise, leisure and sport. Prerequisite: ELS 63050.

ELS 63094/73094

COLLEGE TEACHING IN EXERCISE, LEISURE AND SPORT (2)

Guided teaching experiences in educational settings. Repeat registration permitted. Prerequisite: Permission.

ELS 63095/73095

RESEARCH SEMINAR (1)

Presentation and discussion of research by faculty and students. A total of 2 credits may be applied toward degree requirements. S/U grading.

ELS 63096

INDIVIDUAL INVESTIGATION IN EXERCISE, LEISURE AND SPORT (1-3)

Independent study completed under the supervision of a faculty member. Written approval of supervising faculty member and school director required prior to registration. Repeatable to 6 credit hours. IP permissible. Prerequisite: Permission.

ELS 63098

RESEARCH (1-15)

Research or individual investigation. Repeat registration permitted. IP permissible.

ELS 63193

VARIABLE TITLE WORKSHOP IN EXERCISE, LEISURE AND SPORT (1-3)

Workshop in exercise, leisure and sport; topics vary. Repeat registration permitted. Maximum 4 hours applied to the degree. S/U grading. Prerequisite: Permission.

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 semesters if desired. S/U grading; IP permissible.

ELS 63299

THESIS II (2)

Thesis students must continue registration each semester until all degree requirements are met. S/U grading; IP permissible. Prerequisite: ELS 63199.

ELS 65006/75006

CONTEMPORARY ISSUES IN SPORT MANAGEMENT (3)

A comprehensive examination of current topics impacting administrations of professional and amateur sport programs from the local to international level.

ELS 65007/75007

MOTOR SKILL ACQUISITION AND PERFORMANCE (3)

Examination of contemporary motor learning and control theories and laboratory experiences, with emphasis upon motor skill acquisition and performance as studied experimentally. Laboratory included. Prerequisite: ELS 6/75030.

ELS 65008/75008

SOCIOLOGY OF SPORT AND PHYSICAL ACTIVITY (3)

Sociological analysis of sport from a theoretical and empirical perspective.

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ELS 65021**ORGANIZATION/MANAGEMENT OF SPORTS PROGRAMS (3)**

A study of the pragmatic understanding necessary in the organization and management of a sports program at the high school, college or professional level.

ELS 65025**CONTEMPORARY ISSUES IN SPORT PEDAGOGY (3)**

Investigation and study of current problems, issues and trends in sport pedagogy. Prerequisite: ELS 65044 and 65055.

ELS 65031/75031**SOCIAL PSYCHOLOGY OF SPORT AND RECREATION (3)**

Psychological, social and developmental factors of participation and behavior in sport, exercise and recreational activities. Theoretical and applied perspectives addressed.

ELS 65033**LEGAL ISSUES IN SPORT AND RECREATION (3)**

Provides students with a basic understanding of tort, contract and constitutional law in relation to sport and leisure.

ELS 65034/75034**CONTEMPORARY SPORT LAW (3)**

Legal principles of antitrust law, injunctions, labor law and agency in sport, with a focus on professional sports. Prerequisite: PERD 65033 or equivalent.

ELS 65036**SPORT IN HIGHER EDUCATION (3)**

Identification of contemporary problems and issues in collegiate sport, their history and the role of sport in colleges and universities, now and in the future.

ELS 65038/65038**SPORT PROMOTION AND FUNDRAISING (3)**

Analysis of contemporary sports promotions strategies as well as fundraising tactics.

ELS 65039**FINANCIAL ASPECTS OF SPORT AND RECREATION (3)**

Review of basic accounting, sources and uses of funds, capital budgeting, leasing and investments as they apply in a sports and recreation context. Financial software used in the sport and recreation industry will be introduced.

ELS 65042**LEADERSHIP OF SPORT AND RECREATION (3)**

Study of theoretical and applied constructs foundational to the leadership behavior applied to sport and recreation.

ELS 65043/75043**SUPERVISION PROCESSES IN SPORT PEDAGOGY (3)**

A course designed to enhance ability to develop more effective teaching/learning environments through the use of systematic observation and application of supervisory theory.

ELS 65044**PEDAGOGICAL ANALYSIS OF PHYSICAL EDUCATION AND SPORT (3)**

An analysis of contemporary pedagogical models, practices and theories relevant to the multidimensional environments of physical education and sport.

ELS 65046**FACILITY MANAGEMENT AND OPERATIONS (3)**

Analysis of management competencies necessary to operate sport, recreation, convocation or convention facilities. Conceptual and technical aspects of planning and design introduced.

ELS 65055**CURRICULUM DEVELOPMENT IN SPORT PEDAGOGY (3)**

The analysis, development and design of curricular theory and practice in physical education and sport. An examination of current and future issues in curriculum implementation.

ELS 65061/75061**PHILOSOPHICAL AND SOCIAL BASES OF LEISURE AND SPORT (3)**

Overview of philosophical and social foundations of leisure and sport. Contemporary theories and perspectives will be examined.

ELS 65062**CONTEMPORARY ISSUES IN LEISURE AND RECREATION (3)**

Seminar to identify contemporary problems in recreation and leisure, and seek methods for their resolution. Prerequisite: Permission.

ELS 65063**ADMINISTRATIVE PROBLEMS IN RECREATION AND LEISURE SERVICES (3)**

Special problems in recreation and leisure service agencies, legal powers and liability, departmental organization, financing, personnel policies and human resource development. Prerequisite: LEST 46060 or ELS 56060.

ELS 65064**CONCEPTS AND TECHNIQUES IN THERAPEUTIC RECREATION (3)**

Issues in the application of concepts in therapeutic recreation from a multidisciplinary perspective; study of evaluation and research. Prerequisite: LEST 46041 or ELS 56041.

ELS 65080/75080**PHYSIOLOGICAL BASIS OF EXERCISE AND SPORT (3)**

Application of physiological concepts to human performance. Includes role of testing, training strength and endurance, nutritional considerations, environmental influences and adapted exercise programs. Prerequisite: ELS 55080 or equivalent.

**INSERT
NEW
COURSES
HERE

Education, Health, and Human Services**ELS 65081/75081****ENERGY METABOLISM AND BODY COMPOSITION (3)**

Measurement of metabolic response to exercise. Topics include ergometry, spirometry, energy expenditure, body composition and performance correlates of strength, power and endurance. Prerequisite: ELS 55080 or equivalent, undergraduate chemistry and physics recommended.

ELS 65082/75082**CARDIO-RESPIRATORY FUNCTION (3)**

Measurement of the cardiovascular-respiratory response to exercise. Includes resting spirometry, lung function during exercise, electrocardiography, blood pressure, PWC testing and exercise prescription. Prerequisite: ELS 55080 or equivalent, undergraduate chemistry and physics recommended.

ELS 65092**INTERNSHIP IN SPORT AND RECREATION MANAGEMENT (2-4)**

Field experience involving supervised contact with sport and recreation administrators. Students will work as understudies with these administrators in all phases of their positions. Repeat registration permitted. IP permissible.

ELS 65192/75192**INTERNSHIP IN PHYSICAL FITNESS TESTING PROGRAMS (2-8)**

Field experience in physical fitness programs and testing in Kent State adult fitness program cooperating agencies. S/U grading; IP permissible. Repeat registration permitted. Prerequisite: Permission.

ELS 65292**INTERNSHIP IN LEISURE STUDIES (1-4)**

Field experience involving supervised contact with recreation and leisure professionals. Involves experience in all phases of agency administration. Repeat registration permitted. S/U grading; IP permissible. Prerequisite: Permission.

ELS 65392**ADVANCED PRACTICUM IN PHYSICAL EDUCATION (10)**

A sixteen-week practicum in K-12 physical education, combining full-time student teaching and student teaching seminar. Eight weeks of student teaching at the preschool- to fifth-grade level and eight weeks at the sixth- to twelfth-grade level. S/U grading; IP permissible. Prerequisite: Permission.

ELS 65592/75592**INTERNSHIP IN MOTOR DEVELOPMENT (1-12)**

Supervised and supervisory experiences in motor development for all ages and abilities, including conceptual bases for assessment, individualizations, task analysis. Maximum of 6 hours applies to degree. Repeat registration permitted. IP permissible. Prerequisite: Permission.

ELS 65692**INTERNSHIP IN ATHLETIC COACHING (2-4)**

Supervised experience in organized sport focused upon the duties of a coach; can be at one or more levels (youth, school, college, professional) and sports. A focus on the philosophy, skills, strategies and tactics of coaching within contemporary society. S/U grading; IP permissible. Prerequisite: Permission.

ELS 65792**INTERNSHIP: SPORT STUDIES (1-6)**

Supervised field experience in a sport or physical education setting. 60 hours of involvement per credit. S/U grading; IP permissible. Prerequisite: Permission.

ELS 73020**KNOWLEDGE GENERATION IN EXERCISE, LEISURE AND SPORT (3)**

This course examines issues involved in the generation, organization, dissemination, and use of scientific and scholarly knowledge in exercise, leisure and sport.

ELS 73052**ADVANCED RESEARCH DESIGN AND STATISTICS IN EXERCISE, LEISURE AND SPORT (3)**

Advanced topics in research and statistical analysis with computer applications in exercise, leisure and sport. Prerequisite: Permission.

ELS 75004**BIOMECHANICS (3)**

Survey of biomechanics, with particular emphasis on skeletal muscle mechanics.

ELS 75075**MUSCLE FUNCTION AND EXERCISE (3)**

Characteristics of skeletal muscle related to contraction during exercise, strength, elasticity, fatigue and training. Electromyograph analysis of muscle function emphasized. Lecture and laboratory. Prerequisite: ELS 55080 and 75004 and doctoral standing.

ELS 75076**ENVIRONMENTAL STRESS AND EXERCISE (3)**

Effects of heat, cold, pressure, pollution and psychological stress upon physiological responses to exercise. Lecture and laboratory. Prerequisite: Permission.

ELS 75083**EXERCISE ENERGY METABOLISM (3)**

Energy transformations during exercise. Emphasis on controlling mechanisms that regulate the anabolic and catabolic responses to both acute and chronic exercise. Prerequisite: ELS 65081, 65082 and biochemistry.

ELS 75084**CARDIOVASCULAR/RESPIRATORY DYNAMICS DURING EXERCISE (3)**

Responses of the cardiovascular and respiratory systems to exercise. Use of noninvasive methods to measure cardio-respiratory function emphasized. Lecture and laboratory. Prerequisite: ELS 65081 and 65082.

ELS 75085**ANTHROPOMETRY AND BODY COMPOSITION IN THE EXERCISE SCIENCES (3)**

Theory of selected procedures for the measurement of body composition and physique and their applications in the sports sciences. Laboratory seminar format. Prerequisite: ELS 65081 and permission.

ELS 75097**COLLOQUIUM IN SPORT AND RECREATION STUDIES (3)**

Consideration of current scholarly issues in sport and recreation studies related to potential student research topics. Repeatable with permission.

ELS 83098**RESEARCH (1-5)**

Research for doctoral students. Repeat registration permitted. IP permissible. Prerequisite: Permission.

ELS 83199**DISSERTATION I (15)**

Doctoral dissertation, for which registration in at least two semesters is required, first of which will be semester in which dissertation work is begun and continuing until the completion of 30 hours. S/U grading; IP permissible. Prerequisite: Admission to candidacy for doctoral degree and permission.

ELS 83299**DISSERTATION II (1 or 15)**

Continuing registration required of doctoral students who have completed the initial 30 hours of dissertation and continuing until all degree requirements are met. S/U grading; IP permissible. Prerequisite: ELS 83199.

Hospitality Management (HM)**HM 53025****HOSPITALITY MARKETING (3)**

Application of marketing principles, practices and theories relevant to hospitality organizations. Internet marketing in hospitality. 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 and current controversies are 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.

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HM 53030**FOOD SERVICE SYSTEMS MANAGEMENT (3)**

The study of food services 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, market research, risk management and finance options are 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, and annual meetings held in hospitality venues requiring food and beverage and/or lodging.

HM 63024**MANAGEMENT OF FOOD AND NUTRITION SERVICES (3)**

Management issues in health care, 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.

HM 63095**Special Topics in Hospitality Management (1- 3)**

Specialized offering of a major topic within hospitality management.

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.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Apr-08

Curriculum Bulletin _____

Effective Date Fall 2009

Approved by EPC _____

Department College of Education, Health and Human Services

College RC - Regional Campuses

Degree **Bachelor of Applied Career Studies BACS**Program Name ~~Bachelor of Applied Career Studies~~ Program Code ~~BACS~~ **ACST**

Concentration(s) Concentration(s) Code(s)

Proposal Establish Program

Description of proposal:

Establish a new degree program that meets the needs of the fastest growing audience for higher education in our state, adult learners, and addresses the competencies validated by employers as necessary in the workforce. *To be offered on all seven regional campuses.*

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

Current total credit hours: Proposed total credit hours

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

The degree is created to compliment, not duplicate, the current degrees being offered to adult learners at Kent State University.

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

See Attachment D.

REQUIRED ENDORSEMENTS*John J. West*

Department Chair / School Director / Campus Dean

*5/8/08**Donald X. Bubenz*

College Dean

*5/8/08**Shirley J. Beerton*

Executive Dean of Regional Campuses

5/17/08

Senior Vice President for Academic Affairs and Provost

1/1/

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Apr-08

Curriculum Bulletin _____

Effective Date Fall 2009

Approved by EPC _____

Department College of Education, Health and Human Services
 College RC - Regional Campuses
 Degree **Bachelor of Applied Career Studies BACS**
 Program Name **Pre-Bachelor of Applied Career Studies** Program Code **PBAC**
 Concentration(s) Concentration(s) Code(s)
 Proposal Establish Program

Description of proposal:

Establish a pre-major for the new bachelor of Applied Career Studies degree. *Offered on all seven regional campuses.*

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

Current total credit hours: Proposed total credit hours

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

None.

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

See Attachment D.

REQUIRED ENDORSEMENTS

John D. West
Department Chair / School Director / Campus Dean

5/8/08

Donald L. Bubenz
College Dean

5/8/08

Shuley J. Barton
Executive Dean of Regional Campuses

5/17/08

Senior Vice President for Academic Affairs and Provost

 / /



TO: Educational Policies Council
FROM: Donald Bubenzer, Interim Dean, College of Education, Health and Human Services
 Shirley J. Barton, Executive Dean, Regional Campuses
DATE: May 5, 2008
SUBJECT: Transmittal Memo: Proposal for the Bachelor of Applied Career Studies (BACS)

Attached are the Proposal and supporting materials which have been conveyed to us by the Regional Campuses ad hoc Curriculum Committee (members were appointed by their respective Faculty Councils) and the appropriate curricular bodies of the College of Education, Health, and Human Services (Undergraduate Council and Department of Adult, Counseling, Health, and Vocational Education Curriculum Committee) for a new adult completion degree, the **Bachelor of Applied Career Studies**, formerly the Bachelor of Professional Studies. The faculty have detailed their revisions in their attached cover memo and proposal.

The academic home for this degree is in the Department of Adult, Counseling, Health, and Vocational Education within the College of Education, Health and Human Services. The ACHVE department curriculum committee and the Undergraduate Council of EHHS have approved the BACS proposal as of May 2, 2008 (see attachments). The degree is to be delivered only on regional campuses of Kent State University.

Included among the supporting documents submitted by the Regional Campuses ad hoc Curriculum Committee are letters from the Regional Campus Deans and RC Faculty Chairs which reflect recent consultations and support for the BACS. The Kent Campus Deans were also consulted regarding revisions for this degree as documented by a copy of the cover memo sent to them. Copies of their responding messages of support are also attached.

Please place this proposal on the agenda for the May EPC meeting.

Attachments: Memo, College of Education, Health and Human Services
 Memo, ACHVE Curriculum Committee
 Memo from RC ad hoc Curriculum Committee with Proposal Summary and supporting documents



To: Shirley Barton
From: Joanne Arhar, Associate Dean, EHHS *JA*
Re: Curriculum Proposals for EHHS
Date: May 6, 2008

EHHS

Proposal to establish a new adult completion degree, Bachelor of Applied Career Studies.

SPA

Proposal to establish two new courses within the Associate of Applied Science in Occupational Therapy Assistant Technology, OTAT 21095 and OTAT 21096

Proposal to establish two new courses within the Associate of Applied Science in Physical Therapist Assistant Technology, PTST 21095 and PTST 21096.

Proposal to revise prerequisites in the RADT and RIS programs.



The proposal to establish the Bachelor of Applied Career Studies (BACS) degree was approved by the ACHVE Curriculum Committee on May 2, 2008.

The proposal for the AAS PTST Curricular actions were reviewed by the School of Speech Pathology and Audiology, EHHS, PTAT program at East Liverpool Campus and the Office of the executive Dean for Regional Campuses and approved March 18, 2008..

The proposal for the AAS OTAT Curricular actions were reviewed by the School of Speech Pathology and Audiology, EHHS, OTAT program at East Liverpool Campus and the Office of the executive Dean for Regional Campuses and approved March 5, 2008..

The proposals to revise prerequisites in the RADT and RIS programs was reviewed by the School of Speech Pathology and Audiology and approved April 24, 2008.

All above proposals were reviewed by the Undergraduate Council and approved May 2, 2008.

College and Graduate School of Education, Health, and Human Services

Vacca Office of Student Services

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

330-672-2862 • Fax: 330-672-3549 • <http://www.ehhs.kent.edu/oss> • E-mail: oss@kent.edu

ACHVE CURRICULUM COMMITTEE

Proposal: Bachelor of Applied Career Studies (BACS)

Committee Decision:

☒ Approved

☐ Rejected

☐ Return to author for revision

Comments: Committee unanimously approved the proposal.

Lynne Gullett Miller
Signature, Curriculum Committee Chair

5/2/08
Date

M E M O R A N D U M

TO: Dr. Donald Bubenzer, Interim Dean, College of Education, Health and Human Services
Dr. Shirley Barton, Executive Dean, Regional Campuses

FROM: Regional Campuses ad hoc Curriculum Committee Members:
Professor Eric Brewer, Music, Ashtabula Campus
Professor Peter Dorff, Technology, Stark Campus
Professor Joyce Heise, Nursing, East Liverpool Campus
Professor John Jewell, English, Tuscarawas Campus
Professor Daniel Palmer, Philosophy, Trumbull Campus
Professor Renate Prescott, English, Geauga Campus
Professor Edward Villella, Technology, Salem Campus

SUBJECT: **Bachelor of Applied Career Studies (BACS) proposal**

DATE: April 16, 2008

After having received feedback regarding the proposed Bachelor of Professional Studies from the Educational Policies Council and the Executive Committee of Faculty Senate, we have spent over a year addressing the major concerns and incorporating the advice given to us by these faculty bodies as we have revised the proposal. The major changes are summarized in the attached chart, and we believe that these changes have strengthened the degree. We'd like to provide some background on the major changes, most of which are found in Section 6 of the requirement sheet.

Academic Home. We particularly appreciate the collaboration and support we have received from Dean Bubenzer and his college and the philosophical kinship we found among the faculty in the ACHVE department who share our concern for the educational needs of adults and the importance of career management as their work lives become increasingly impacted by globalization. As a result, the cornerstone and capstone courses they developed for the BACS are an excellent fit for the conceptual goals of the degree.

Information Literacy Information literacy generated much attention at the earlier EPC discussions. Since currently there are no credit courses in this subject area, we consulted with faculty in the School of Library and Information Science as well as Library and Media Services, seeking their advice. The result is that they have worked together to create an information fluency course to meet the needs of this degree.

Career Studies Major For better understanding of the disciplinary underpinnings and linkages among the ten competencies/skills/knowledge represented in the major courses, two changes were made. The **first** is the organization of the required courses in the major into three multi-disciplinary clusters. The **second** is the creation of a Course

Educational Policies Council

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April 16, 2008

Matrix which translates the targeted competencies/skills/knowledge into courses and then organizes the courses within the three multi-disciplinary clusters.

In closing, the Committee asks that you convey the attached materials to the Educational Policies Council for their review, and we wish to express our appreciation to both of you for the administrative assistance that you have provided us as we have labored to revise this curriculum.

Attachments: Chart of Changes
Proposal Summary
Certification of Curriculum Proposal
Internal Memos of Support
Catalog Copy
Graduation Requirement Sheet
Assessment Plan
Ohio Board of Regents Forms

REGIONAL CAMPUSES
ADULT COMPLETION DEGREE

	Proposed Fall 2006	Revised for Spring 2008
Name of Degree	Bachelor of Professional Studies (BPS)	Bachelor of Applied and Career Studies (BACS)
Academic Home	Regional Campuses	College of EHHS, ACHVE Division, Department of Counseling and Human Development (CHDS)
Cornerstone Course	ITEC 37100 Intro to Professional Studies (included E-portfolio unit and information literacy)	CHDS 37900 (new course; different content) Applied Career Studies Cornerstone
Capstone Course	ITEC 47100 Professional Studies Capstone Seminar	CHDS 41900 (new course) Applied Career Studies Capstone Seminar 41900 44900
Information Literacy	In ITEC 37100 Intro to Professional Studies	LIS/LMS 30010 Information Fluency in the Workplace and Beyond
Skills/Knowledge in Major	Major: Ten competencies validated nationally and by local employers	Major: Ten competencies organized into three discipline-based clusters
Courses in Major	COMM 35600 Communication in Teams	CHDS 37800 Small Group Processes
General Requirements	No Electives	3 hour elective

**BACHELOR OF APPLIED CAREER STUDIES
PROPOSAL SUMMARY
April, 2008**

TITLE

Bachelor of Applied Career Studies

SUBJECT SPECIFICATIONS

The Regional Campuses and the Department of Adult Counseling, Health and Vocational Education, in the College of Education, Health and Human Services, seek approval for an adult degree completion program, the Bachelor of Applied Career Studies (major code **BACS**; pre-major code **PBAC**). The major in this degree provides skills/knowledge validated by employers as needed on-the-job competencies. The degree is designed primarily to target place-bound, time-bound adults in our service areas who have completed some college coursework or an associate degree. The degree is to be offered on all seven Regional Campuses.

BACKGROUND INFORMATION

(1) Description of action, intended effect.

This new degree is proposed to meet the higher education needs of adults, the fastest growing audience for higher education in our state, 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. The case for the need for this degree was made in depth in the Program Development Plan approved by the Ohio Board of Regents on January 16, 2006. The purpose of this degree is to serve adult students whom we currently are not reaching with existing degrees.

(2) **Conformity with mission**

The proposed degree strongly aligns with the mission of the Regional Campuses which is to meet the higher education needs of the communities they serve. This includes offering nontraditional baccalaureate degrees such as the Bachelor of Radiologic and Imaging Sciences, which has been at the Salem Campus for several years, and like Ohio University's Bachelor of Technical and Applied Studies. Since his appointment, the new Chancellor of the Ohio Board of Regents has challenged all regional campuses in the state to offer more baccalaureate degrees and to graduate more adults from baccalaureate programs. This degree will demonstrate that our regional campuses are responding to that expectation. Also, the program adheres to the College's conceptual framework that bases its programs on preparing students for responsible citizenship and productive careers; broadens intellectual perspectives; and fosters ethical and humanitarian values. Within the College, ACHVE provides programs that counsel students in their careers. Finally, the offering of this completion degree also meets several of the University's strategic goals: *focus on those we serve; engage with the world beyond our campuses; and build and sustain relationships that foster success.*

(3) **Rationale for action**

a) **Purpose/Markets.** 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, the intent is to attract new adult students who have an associate degree or have accumulated credit from other institutions and to target 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 Kent

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: (Human Services Technology, Legal Assisting Technology, Occupational Therapy Assistant Technology, Physical Therapist Assistant Technology, ATS—Emergency Medical Services Technology, Veterinary Technology.)

2. In addition, several associate degree programs have selective admissions: Early Childhood Education, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, Radiologic Technology, Veterinary Technology. 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 2007 was 1,552. Clearly, these students could also benefit by having the Bachelor of Applied Career Studies as an option for their major.
4. Further, the accommodation of accumulated earned credit and the articulation pathway for most associate degree credits make the Bachelor of Applied Career 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.

b) Curriculum Development

1. Search of Literature Research disclosed a body of literature that discussed knowledge, skills and abilities (competencies) to be mastered as a result of study in higher education programs preparing graduates for careers and effective citizenry. A distillation of the competencies found in each of the reviewed articles was prepared as a foundation for further inquiry.
2. Employer Input Adult student and employer focus groups were conducted by the Office of Corporate and Community Services of the Stark Campus to provide further direction for the development of this degree. The resulting information about skills/knowledge valued by employers, reinforced by the research of pertinent literature, and about program delivery preferences of adult students, helped shape the curriculum. 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 A) The curriculum of the Bachelor of Applied Career Studies has been developed in response to employers who asked for a program that accommodates varied educational backgrounds, develops skills/knowledge 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.

3. Course identification Once the curriculum's skills/knowledge were validated by employers, numerous consultations within the university community provided "inputs" that assisted the curriculum committee to make appropriate selections from existing courses where possible. A process of refinement has continued to assure that the most cutting-edge learning opportunities are provided in the proposed curriculum. A cluster/course matrix is provided in Attachment D.

- c) Curriculum rationale Boundaryless Organizations/Careers (See Concept Paper, Attachment E). Because the "global economy is in a seismic shift of unprecedented proportions, . . . organizations had to become smaller, smarter, and swifter in responding to market conditions." As a result, organizations have created "a new social organization of work, one that flattens hierarchies and dissolves boundaries" – vertical, horizontal, external and geographic."

Organizations without boundaries "leave it to employees to chart their own courses . . . which are not bounded within a single organization for life." Thus, self-management of work life and career is now a worker's lifelong responsibility. Employability and expansion of one's portfolio is an ongoing journey.

This proposed degree "is designed to increase student's abilities to pursue intelligent portfolio careers based on their identity, skills, knowledge, and relationships." This major enables "students to increase their knowledge, develop new skills, articulate their identities, and build a support network."

To accomplish this end, three new courses were developed for this degree:

- CHDS 37900 Applied Career Studies Cornerstone. 3 credits (Attachment F).
- CHDS ~~41801~~ ⁴⁷⁹⁰⁰ Applied Career Studies Capstone. 4 credits (Attachment G).

-LIS 30010/LMS 30010 Information Fluency in the Workplace and Beyond. 3 credits (Attachment H).

Of the remaining 12 courses in the degree's 44 hour core, only three courses (CACM 32020, CHDS 37800, and HED 46052) are not currently taught at one or more regional campuses.

(4) **Effects**

- a) **On Current Programs** This proposed degree also will 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 degree's major. Chairs/directors of the departments of the courses used in the trans-discipline major were consulted individually about the use of the course(s) for the identified skill or knowledge and are supportive of their courses being used in this degree. Documentation for these consultations is provided in Attachment C.

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 2 + 2 already existed. Yet in the first iteration of this proposal, consultations with academic units disclosed that there were some concerns as to overlap with these degrees. At that time, we addressed these questions by providing the following rationale:

1. The Bachelor of Science in Technology 2+2 degree successfully articulates the credits earned in most of the associate degrees in its College. However, it is not a good fit for associate degree holders in other fields of study who prefer a non-technology baccalaureate degree.
2. Although the Bachelor of General Studies permits students, including adults, to design their own individualized degree, it 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 curriculum in the major, (3) deliver courses in the major via pre-determined accelerated scheduling options and alternative instructional modes. The Bachelor of Applied Career Studies is designed to achieve all of these unique expectations/needs of adult students.

3. The nontraditional, broad-based trans-disciplinary nature of this new degree's curriculum does not encroach on existing traditional baccalaureate degrees.

When a draft of this updated proposal was sent to Kent Campus deans in April, 2008, none responded in writing with concerns.

- b) 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, including new courses, we will be able to stay within the budgetary considerations as they have been proposed by the Regional Campuses. 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. ACHVE and the regional campuses will collaborate to prepare 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. 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 budget demands for any additional faculty and staff.

Regional Campus library directors 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 courses in the major that are new to Regional Campuses.

5) **Scope of action.**

The establishment of the BACS is a significant step in preparing the 21st Century Graduate within Ohio who can meet the demands of a global society. We intend it to be a means of assisting our state to move toward the 55% of our population who must have college degrees.

The academic home of the proposed degree is in the College of Education, Health and Human Services. Responsibility for the academic content and approval of faculty to teach each course will continue to be with those academic departments/schools whose courses are included in the curriculum. The Board of Regents grants each regional campus site-specific authority to offer this degree.

Regional Campuses faculty teaching in the major will be responsible for ensuring the integration of the curriculum at their campuses and for working with the ACHVE department to keep the curriculum current. The Regional Campuses faculty are primary stakeholders in the degree and are committed to its success and innovative approaches. A Regional Campus ² ~~Faculty~~ ^{preferably a Regional Campus faculty member,} Coordinator for the degree will work with faculty representatives from each regional campus, overseeing advising, providing oversight for the curriculum, and collaborating with the chair of ACHVE. The Coordinator and regional campuses faculty representatives will meet for system-wide curriculum purposes and for consensus building concerning recommendations to the ACHVE department for curricular changes. Appropriate University guidelines will be followed throughout these processes.

The Regional Campuses Academic Affairs Office, as a part of the Provost's Office, will serve the Regional Campus system's needs by providing administrative support for this degree, as they do for other Regional Campus degrees.

(6) **Fiscal and staffing impact of action** – See Attachment B

(7) **Evidence of need and sustainability**

Enrollment projections in Attachment B address the need for the BACS. Fiscal, faculty, and staff support are in place to assure the program's sustainability.

ALTERNATIVES AND CONSEQUENCES

An alternative to establishing this 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 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 only 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 this proposed degree.

Lastly, not establishing such a degree could be perceived by the new Chancellor of the Ohio Board of Regents as an indication that our Regional Campuses are not acting in an expeditious manner to meet the challenge of graduating more adult students in the next decade.

SPECIFIC RECOMMENDATION

The Educational Policy Council is asked to approve the establishment of a Bachelor of Applied Studies degree, in the College of Education, Health and Human Services, to be offered 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	May 19, 2008
Faculty Senate Review	July 14, 2008
Kent State University Board of Trustees	September 17, 2008
Submit to Ohio Board of Regents	September 2008

- Attachments:**
- A. R.P.I.E. Survey of Employees**
 - B. Fiscal, Staffing, and Enrollment Data**
 - C. Consultations with Chairs/Directors**
 - D. Cluster/Course Matrix**
 - E. Preamble (concept paper)**

Bachelor of Applied Career Studies
Assessment Plan

Upon completion of the program of study, the learner will be able to:

1. Demonstrate a working knowledge of the competencies required in a professional work situation
 - a. Through the seminar course and completion of an e-portfolio, the learner will provide examples of activities accomplished that involve self/career management, information fluency, leadership, critical thinking, statistical and algebraic thinking, communication, ethics, computer fluency, civic engagement, and diversity/internationalism.
 - i. Assessment of learning and the e-portfolio will occur in the BACS Capstone Seminar.
2. Plan a job search or career advancement strategy that utilizes the knowledge and skills developed during the learning program.
 - a. The learner will articulate his/her identity as a worker, build a support network, critically evaluate job opportunities, and prepare materials to support a search or career advancement.
 - i. Assessment of the student's job preparedness and search/advancement activities will occur in the BACS Capstone Seminar.
3. Apply acquired skills in the role of professional practitioner within a chosen field.
 - a. The learner will perform successfully in the work world and will be satisfactorily evaluated in the performance of his/her role as an employee.
 - i. Assessment will take place post graduation with feedback to the program via employer follow-up surveys.

Attachment A
BACS Proposal

EMPLOYER VALIDATION OF COMPETENCIES

BACHELOR OF APPLIED CAREER STUDIES

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 curriculum	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 possessed 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 competencies, why not?

		Frequency
Valid	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.	32
	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)

	Fr eq ue nc y
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!")	1
(Comment by the 'Ethics' item: "Another very important")	1
(For Q23: "Mine already possess 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 enclosed 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral communication: the ability to express thoughts and ideas clearly and concisely when speaking to others or when speaking publicly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening: the ability to listen to others, following their train of thought and focusing on salient points.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding and applying external knowledge/research: the ability to identify, read, understand, and use knowledge gained from others/gained from research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numerical understanding: the ability to understand and to apply numerical concepts/data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity: the ability to use prior knowledge and/or experience in new ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism: knowledge and understanding of how to conduct oneself as a "real-world" professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic engagement and responsibility: to understand and to value individual differences; to assume appropriate social responsibilities based on this understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Mandatory, a "must have"	Useful	Not that Important	Unimportant
Ethics: to make ethical judgments and decisions, and to act in an ethical manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills: general knowledge and experience working with computers, and knowledge of commonly used software.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic Economic Knowledge: for example, general knowledge about finances, budgets, cash flow, balance sheets,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team building: the ability to use leadership skills to bring individuals together for defined purposes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal skills: the ability to communicate and work effectively with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would you be supportive of/recommend a degree program with a curriculum that develops the above competencies in its graduates?	<input type="radio"/> Yes		<input type="radio"/> No	
Would you hire a person who possessed the above competencies, if you were in a position to do so?	<input type="radio"/> Yes		<input type="radio"/> 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?	<input type="radio"/> Yes		<input type="radio"/> 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?	<input type="radio"/> Yes		<input type="radio"/> No	

Would your organization be willing to provide support
(e.g., tuition reimbursement, release time, etc.)
for employees wishing to earn this degree? ☐ Yes ☐ No

Would it increase the likelihood of promotion for an
employee at your organization to have earned this degree? ☐ Yes ☐ No

Would your organization see an advantage to having
some or all of the courses in this degree offered on-site? ☐ Yes ☐ 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? ☐ Yes ☐ 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.

- | | |
|---|--|
| <input type="checkbox"/> Accommodations/food service | <input type="checkbox"/> Information |
| <input type="checkbox"/> Administrative/Administrative support services | <input type="checkbox"/> Manufacturing |
| <input type="checkbox"/> Agriculture/mining | <input type="checkbox"/> Professional, scientific, or technical services |
| <input type="checkbox"/> Arts/entertainment/recreation | <input type="checkbox"/> Real estate |
| <input type="checkbox"/> Construction | <input type="checkbox"/> Retail trades |
| <input type="checkbox"/> Education | <input type="checkbox"/> Transportation/warehousing |
| <input type="checkbox"/> Finance/insurance | <input type="checkbox"/> Utilities |
| <input type="checkbox"/> Health care/medical/social assistance | <input type="checkbox"/> 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

ATTACHMENT B**FINANCIAL STATEMENT FOR NEW DEGREE PROPOSAL**Institution: Kent State UniversityProposed Program: Bachelor of Applied Career StudiesDate: April 22, 2008Contact Person for Financial Analysis: Timothy Martin, Executive Director Administrative & Business SvcsPhone: (330) 672-5803**IMPACT ON STATE EXPENDITURES**

The impact of new academic program approvals on state expenditures occurs in two ways, one of which reasonably can be quantified at the moment of approval and the other of which can develop only over a longer period of time. Since state subsidies to colleges and universities are based on enrollment-driven formulas and institutions must operate all programs within the resulting dollars, no impact of a new program approval occurs in the current fiscal year unless enrollments will thereby stand at a higher level than otherwise anticipated. In the ensuing biennium, such newly generated enrollment presumably will continue to cause higher state subsidy payments, although the rate of such state support is unknown at the time of approval. For this program, the impact of newly generated enrollment is reported below:

Number of New FTE Enrollments Anticipated

Academic

Year 1: 64Year 2: 91Year 3: 118Year 4: 148**Increased State Subsidy Payments Anticipated**

Academic

Year 1: \$ 0Year 2: \$ 221,145Year 3: \$ 267,410Year 4: \$ 360,128

The second way in which new programs impact future state expenditure is through the influence that actual institutional expenditures have on support formulas established for ensuing fiscal periods. Inasmuch as the costs of a particular program can affect state formulas through influencing system-wide cost averages only, it is virtually impossible to calculate the impact and report such impact at the time of individual program approval.

IMPACT ON INSTITUTIONAL INCOME AND EXPENDITURES

The impact of new programs on institutional income and expenditures ranges from very substantial in the case of a wholly new curricular, administrative and support structure designed to serve a newly recruited body of students, to virtually none in the case of the simple rearrangement of existing courses to give a new study option to students already enrolled. The income generated by the second type of program may be zero and the expenditures very minimal or virtually nil. The estimates reported below are those of the proposing institution and are intended to be net increases only over currently existing income and expenditure bases.

Increases in Net Income

	Year 1	Year 2	Year 3	Year 4
State Subsidy	<u>\$0</u>	<u>\$221,145</u>	<u>\$267,410</u>	<u>\$360,128</u>
Student Fees	<u>\$168,583</u>	<u>\$239,120</u>	<u>\$309,946</u>	<u>\$389,556</u>
Other	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Total	<u>\$168,583</u>	<u>\$460,265</u>	<u>\$577,355</u>	<u>\$749,684</u>

Increases in Net Expenditures:

	Year 1	Year 2	Year 3	Year 4
Net Faculty	<u>\$6,000</u>	<u>\$123,000</u>	<u>\$210,690</u>	<u>\$346,011</u>
Costs (Benefits @ 32%)	<u>\$1,920</u>	<u>\$39,360</u>	<u>\$67,421</u>	<u>\$110,723</u>
Administrative	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Support Costs	<u>\$21,000</u>	<u>\$21,000</u>	<u>\$30,000</u>	<u>\$20,000</u>
Total	<u>\$28,920</u>	<u>\$183,360</u>	<u>\$308,111</u>	<u>\$476,734</u>

Brief Description of Income and Expenditure Increases:

Academic Year of Program Initiation: _____

Filed: _____

Filed with: _____

Date: _____

Attachment C
BACS Proposal

**Consultation with Chairs and Directors
Relative to Course Equivalencies for Competencies**

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 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 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 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 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 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 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 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 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

4/11/06

Barton informational e-mail to Awilda Hamilton, Academic Affairs - Education

4/17/06

Positive meeting with Seachrist and Stan Wearden

4/26/06

Positive meeting with Barton, Awilda Hamilton and Chip Ingram

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, Mathematics

9/15/06

Meeting with Barton and College of Ed.

9/19/06

Meeting with Barton and Jerry Feezel

9/21/06

Phone meeting with Barton and Jim Gaudino

Phone meeting with Barton and George Stevens

Meeting with Barton and Raj Chowdhury

9/22/06

Phone meeting with Barton and Gary Padak

Phone meeting with Barton and Marlene Dorsey

9/26/06

Phone Meeting with Barton and Steven Fong

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.

Attachment D
Bachelor of Applied Career Studies
Course Matrix

Competencies Skills/Knowledge	Foundation Courses	Behavioral/Cultural/Social	Organizational/Career Development	Other
1. Self/Career Management	CHDS 37900 BACS Cornerstone Course LIS/LMS 30010 Information Fluency in the Workplace and Beyond	HED 46052 Stress: Recog/Mgmt	CHDS 44790 47900 BACS Seminar	
2. Information Fluency				LER: 3-4 Hours MATH 11010 Algebra for Calculus MATH 11011 College Algebra MATH 12001 Algebra & Trigonometry
3. Statistics/Alg. Thinking	Math 30011 Basic Probability & Statistics			
4. Communication				
- Written	Eng 30063 Bus & Prof Writing			LER: ENG 11011 College Writing I ENG 21011 College Writing II
- Human		COMM 35852 Intercult Comm		LER: COMM 15000 Intro Human Comm
- Organizational			COMM 35864 Organ. Communication	
- Group		CHDS 37800 Small Group Processes		
5. Ethics				LER: PHIL 21001 Intro to Ethics
6. Computer Fluency	TECH 36401 Applic of Tech Mgmt SW			Computer Literacy: Choose 1 from COMT 11000, COMT 12000, MIS

Attachment D
Bachelor of Applied Career Studies
Course Matrix

7. Civic Engagement		SOC 32570 Inequalities in Societies		LER: SOC 12050 Intro to Soc.
Competencies Skills/Knowledges	Foundation Courses	Behavioral/Cultural/Social	Organizational/Career Development	Other
8. Leadership		MIS 24163 Prin of Mgmt	MIS 34165 Dynamics of Leadership	LER: PSYCH 11762 General Psych
			PSYC 31773 Industrial Psych	
9. Critical Thinking			CACM 32020 Strategic Planning	
10. Diversity/Internationalism		COMM 35852 Intercultural Communication		
		SOC 32570 Inequalities in Societies		Diversity Requirement LER: SOC 12050 Intro to Soc.

Bachelor of Applied Career Studies
Assessment Plan

Upon completion of the program of study, the learner will be able to:

1. Demonstrate a working knowledge of the competencies required in a professional work situation
 - a. Through the seminar course and completion of an e-portfolio, the learner will provide examples of activities accomplished that involve self/career management, information fluency, leadership, critical thinking, statistical and algebraic thinking, communication, ethics, computer fluency, civic engagement, and diversity/internationalism.
 - i. Assessment of learning and the e-portfolio will occur in the BACS Capstone Seminar.
2. Plan a job search or career advancement strategy that utilizes the knowledge and skills developed during the learning program.
 - a. The learner will articulate his/her identity as a worker, build a support network, critically evaluate job opportunities, and prepare materials to support a search or career advancement.
 - i. Assessment of the student's job preparedness and search/advancement activities will occur in the BACS Capstone Seminar.
3. Apply acquired skills in the role of professional practitioner within a chosen field.
 - a. The learner will perform successfully in the work world and will be satisfactorily evaluated in the performance of his/her role as an employee.
 - i. Assessment will take place post graduation with feedback to the program via employer follow-up surveys.

Bachelor of Applied Career Studies Concept Paper

This preamble to a formal proposal to initiate a curriculum leading to a degree of Bachelor of Applied Career Studies presents the rationale for a new major designed specifically to prepare students for work in the global economy of the information society. The preamble explains how boundaryless organizations have produced boundaryless careers, which in turn produce the need among certain students to pursue a boundaryless major, one that prepares them for a portfolio career.

Boundaryless Organizations

The United States is now in the midst of the most rapid transformative moment in economic history. The global economy is in a seismic shift of unprecedented proportions. Industrialization has given way to digitalization, urbanization to globalization, and immigration to migration and world workers. 20th century corporations lacked the flexibility to adapt in a rapidly changing, global economy. To survive, organizations had to become smaller, smarter, and swifter in responding to market conditions. Accordingly, they have fashioned a new social organization of work, one that flattens hierarchies and dissolves boundaries.

The chief means of becoming a learning organization that can adapt quickly to changing market conditions has been to break down four types of boundaries: vertical, horizontal, external, and geographic. Organizations that dissolve these barriers are faster, more flexible, better able to marshal their resources into products and services, and therefore better able to generate, harness, and capitalize on new business ideas. An unexpected consequence of the new social organization of work has been the “death of career.” The modern, corporate career of the 20th century reflects the bureaucratic values of hierarchical organizations. As the form of organizations has changed, so has the form of careers.

Boundaryless Careers

Breaking the bureaucratic chains of an organization dissipates the form of a modern career. Hierarchical organization layout career paths for their employees to progress along, while boundaryless organizations leave it to employees to chart their own course. Consequently, entering the work world and moving through occupational positions requires more effort and confidence today than it did during the modern industrial era. Working in the postmodern global economy entails more risks because in a substantial way jobs are being replaced by assignments and organizations are being replaced by networks. The dejobbing of organizations has produced the “insecure worker” as companies now look for work not workers.

Insecure workers include those who are temporary, contingent, casual, contract, free-lance, part-time, external, atypical, self-employed, and adjunct. According to the Department of Labor, the typical 38 year old person has already held ten jobs. Of jobs started between the ages of 33 to 38, 39% ended in a year or less, with 70% ending within five years. For example, today 70% of college professors hold non-tenure track positions compared to 1969 when only 3.3% held non-

tenure track positions. Contingent work, such as that performed by adjunct professors, has eroded the number of identifiable and predictable career routes. Simply stated, established career paths and identifiable life scripts are giving way to boundaryless and unscripted careers.

Boundaryless organizations have produced boundaryless careers in which occupational paths are not bound within a single organization for life. Instead, these protean careers are routes ploughed, not by jobs, but by a series of assignments and projects in which workers develop competencies to add to their portfolios, thus the emergence of the “portfolio career.” The routes may be within one occupation yet they may cross occupational lines. Thus, peer networks within an occupational community have become increasingly important. Some workers center their careers on place and accept assignments only within one geographic region. Other individuals become world workers who migrate across countries and continents.

The industrial age produced a new life stage called adolescence. According to development psychologists, the information age with its boundaryless organizations has also produced a new life, one called emerging adulthood. Too old to be adolescents but not yet fully adult, today’s 20-somethings are charting a new path to maturity. They wait longer than ever to marry and have children, often pursuing higher education and advanced training to obtain the skills they need to engage in an intelligent, portfolio career. Emerging adults, thus have a particular need for new ways of pursuing higher education, engaging in lifelong learning, and maintaining their employability. A specific way that Kent State university can assist these students is to offer a “completion degree” opportunity to those students who have attended universities but not graduated.

A Boundaryless Major for Kent State University

Self-management of work life and career now involves an individual’s lifelong quest to construct the best possible future for self and family. Career management concentrates on maintaining employability (not employment) and continually expanding one’s skill portfolio through lifelong learning. The intelligent (boundaryless, protean, portfolio) career involves *knowing-why* (Identity: values, motives, interests, personal meaning); *knowing-how*: (Knowledge: skills and expertise); and *knowing-who* (Relationships: relationships that support unfolding career).

The proposed major in Applied Career Studies is designed to increase students’ competence and knowledge to pursue an intelligent, portfolio career based on their identity, knowledge, and relationships. The major concentrates on enabling students to increase their knowledge, develop skills, articulate their identities, and build a support network. These objectives have been selected based on contextual factors, rather than abstract ideals.

As change, ambiguity, diversity, and complexity become the norm, employers seek new skills such as adaptability, flexibility, teamwork, leadership, and cultural sensitivity. To determine the skill set most prized in Northeastern Ohio, the Committee asked R.P.I.E to survey a group of prominent regional campuses’ employers. Analyses of the surveys and interviews, along with consideration of the research literature in industrial and organizational psychology, resulted in identification of ten key skills for pursuing an intelligent, portfolio career in the context of needs and opportunities in Ohio and the Midwest.

1. critical thinking skills as applied to a professional setting,
2. ethical decision making skills as applied to a professional setting,
3. written and oral communication skills as applied to a professional setting,
4. statistical and algebraic thinking as applied to a professional setting,
5. knowledge of diversity and internationalism as applied to a professional setting,
6. computer literacy as applied to a professional setting,
7. civic engagement as applied to an understanding of social interactions within institutions and organizations and the accompanying social structures that produce stratification and inequity,
8. self-management as it pertains to healthy life style in professional settings,
9. leadership as applied to professional settings, and
10. information literacy as applied to professional settings.

Subsequent analysis of the Kent State University course catalogue identified several that offered opportunities to develop and refine each of the ten competencies. The Committee then interviewed faculty who teach these courses to confirm their analyses. However, a few new courses needed to be developed. As a result, the Committee designed a curriculum for a major that prepares students to engage in a portfolio career within the global economy of the US information society. In a sense, it could be viewed as a portfolio major in which students, with the help of academic advisors and faculty mentors, enroll in particular courses to obtain the specific skills outlined above.


A cornerstone course teaches students about boundaryless organizations and portfolio careers as well as how to systematically and intentionally use the Applied Career Studies major to design their lives and prepare for work that matters to them and to society. A related capstone course requires that students synthesize what they have accomplished and prompts them to articulate their skills and experiences in an electronic portfolio that they can use to apply for jobs, assignments, and promotions.

Dr. Mark Savickas
Counseling and Human Development Services

LIBRARIES AND MEDIA SERVICES
KENT STATE UNIVERSITY
KENT, OHIO 44242-0001

April 10, 2008

To: Shirley Barton, Executive Dean
Regional Campuses
Don Bubenzer, Dean, College of Education Health
And Human Services

From: Mark W. Weber, Dean 
Libraries and Media Services

Subject: Bachelor of Applied Career Studies (BACS)

Thank you for your memo of April 1, 2008 which was accompanied by the proposal for the Bachelor of Applied Career Studies (BACS). I support the passage of this proposal at the upcoming meeting of the Educational Policies Council on April 28, 2008.

The BACS degree program seeks to reach out to a large and growing market of adults who wish to earn a college degree. With this program, we can reach these potential students and offer them a program that will offer skills and competencies that make them lifelong learners.

In addition, this proposal seems to support the goal of Chancellor Fingerhut that we do what we can to increase the number of Ohioans with a college degree.

An exciting dimension of this program is the opportunity it offers to Libraries and Media Services to offer, with the School of Library and Information Science, cross-listed information literacy instruction.

Copy: LMS SAC/curriculum committee
Gayle Ormiston, Associate Provost

BARTON, SHIRLEY

From: Padak, Gary
Sent: Thursday, April 10, 2008 3:46 PM
To: BARTON, SHIRLEY
Cc: SEACHRIST, DENISE
Subject: Support for Bachelor of Applied Career Studies

Shirley,

I have reviewed the proposal for the Bachelor of Applied Career Studies (BACS) that will be offered on the seven Kent State regional campuses if approved. I fully support the proposal and feel it will be a critical vehicle for allowing more Ohio adults to complete a baccalaureate degree.

Gary Padak

Gary M. Padak
Dean, Undergraduate Studies
Kent State University
gpadak@kent.edu
330-672-9292 (phone)

BARTON, SHIRLEY

From: WARNER, DONNA
Sent: Wednesday, April 30, 2008 5:13 PM
To: BARTON, SHIRLEY
Subject: Bachelor of Applied Career Studies

A message from Evelyn S. Goldsmith, Interim Dean of Graduate Studies

I apologize for not getting back to you sooner regarding your proposed Bachelor of Applied Career Studies. I certainly agree with your goal of addressing adult, time and place bound students in need of flexible alternatives to continuing their education. Please accept my best wishes for your continued success.

Regards,

Evelyn S. Goldsmith

BARTON, SHIRLEY

From: DZUREC, LAURA
Sent: Tuesday, April 08, 2008 2:16 PM
To: BARTON, SHIRLEY; BUBENZER, DONALD
Subject: BACS degree

Dear Shirley and Don

This e-mail indicates my support for the BACS degree, and my willingness to consult, as needed.

Laura

Laura Cox Dzurec, PhD, RN, CS
Dean and Professor
Kent State University
College of Nursing
113 Henderson Hall
Kent, Ohio 44242
(o) (330) 672-7930
(f) (330) 672-2433
ldzurec@kent.edu



TO: Don Williams, Interim Dean, Honors College
Jerry Feezel, Interim Dean, College of Arts and Sciences
Laura Dzurec, Dean, College of Nursing
Raj Chowdhury, Dean, College of Technology
Evelyn Goldsmith, Interim Dean, Graduate Studies
George Stevens, Dean, College of Business
Timothy Chandler, Dean, College of the Arts
Mark Weber, Dean, Library and Media Services
James Gaudino, Dean, College of Communications and Information
Gary Padak, Dean, Undergraduate Studies
James Dalton, Interim Dean, College of Architecture

FROM: Donald Bubenzer, Interim Dean, College of Education, Health and Human Services
Shirley Barton, Executive Dean, Regional Campuses

DATE: April 1, 2008

SUBJECT: **Proposal for the Bachelor of Applied Career Studies (BACS)**

As a follow up to the discussion about the BACS (formerly BPS) proposal that we had at a meeting with the provost last December, we are enclosing copies of a revised proposal and supporting documents to consult with your unit prior to going to EPC.

Feedback and advice provided at two EPC meetings in the Fall semester of 2006 and other forums have been addressed in the form of major changes as detailed in the attached summary, including three new courses. A Basic Data Sheet for Information Fluency is not included since it is undergoing college review.

Please review these materials and provide us your feedback **no later than Friday, April 12, 2008**. Do not hesitate to call one or both of us if you have questions.


Thank you for your review, and we request your support for the BACS proposal at EPC.

Enclosures: Chart of Changes
Proposal and addenda
Catalog copy
Requirement Sheet
Cornerstone/Capstone BDSs

cc: Robert Frank, Senior Vice President for Academic Affairs
and Provost (memo only)
Gayle Ormiston, Associate Provost for Faculty Affairs & Curriculum (memo only)

**Kent State University
Ashtabula**

Memo

To: Dr. Shirley Barton, Executive Dean for Regional Campuses
From: Dr. Susan J. Stocker, Dean 
Date: March 14, 2008
Re: **Proposed Bachelor of Applied Career Studies Degree**

I write in support of the proposed Bachelor of Applied Career Studies (BACS). As you know, the Ashtabula Campus faculty and I have been supportive of the concept of an adult degree completion program since its inception. I believe the additional changes that have been made to the proposed degree strengthen it. The curriculum for this proposed degree has been well thought out and received considerable input from all stakeholders.

I look forward to the approval of the proposed Bachelor of Applied Career Studies. Thank you.

SJS/sw

KENT STATE[®]
UNIVERSITY
ASHTABULA

'08MAR18 AM 8:17 RCADM
Attachment 11 | Page 54

12 March 2008

Shirley J. Barton, Ph.D.
Executive Dean, Regional Campuses
Kent State University
208 Michael Schwartz Center
Kent, OH 44242
330-672-2286

Dr. Barton;

As Chair of the KSUAC Faculty Council, I am writing in support of the revised BACS Degree. Faculty has been consistently apprised of the changes to this degree, and they have been (overall) supportive.

Respectfully,



Brian Castellani, Ph.D.
Chair of Faculty Council, KSUAC
Associate Professor, Department of Sociology
Kent State University, Ashtabula
Adjunct Professor
Department of Psychiatry
Northeastern Ohio Universities College of Medicine

c. Dr. Susan Stocker, Dean, Ashtabula Campus



April 1, 2008

TO: Dr. Shirley Barton, Executive Dean, Regional Campuses
FROM: Dr. Jeff Nolte, Dean, East Liverpool Campus

A handwritten signature in black ink, appearing to read "Jeff Nolte".

SUBJECT: Bachelor of Applied Career Studies degree

I am pleased to support the faculty's consensus supporting the Bachelor of Applied Career Studies degree.

After reading the Chancellor's Strategic Plan Update it is very clear that the regional campuses need to increase the number of Bachelor degrees they offer.

The Bachelor of Applied Career Studies is the perfect fit for students who have some education background and want to return to college. The Columbiana County Campuses enthusiastically endorse this proposal.

Memorandum

TO: Dr. Shirley Barton
Executive Dean

FROM: Joyce Heise,
FC Chair, East Liverpool Campus

DATE: March 31, 2008

SUBJECT: Bachelor of Applied Career Studies degree

On March 31, 2008 the East Liverpool Campus Faculty met to discuss the Bachelor of Applied Career Studies degree. There was consensus of all faculty at the meeting to support the Bachelor of Applied Career Studies degree. Faculty expressed that it is critical that the BACS go forward at this time as a crucial component of our pro-active response to current trends in higher education in Ohio. The strategic plan recently released makes it clear how important it is that we contribute to the availability of the Bachelor level preparation in our region.

KENT STATE UNIVERSITY
Geauga Campus

TO: Dr. Shirley Barton, Executive Dean, Regional Campuses

FROM: Dr. David Mohan, Dean, Geauga Campus and Twinsburg Center

DATE: March 28, 2008

SUBJECT: Bachelor of Applied Career Studies (BACS)

The faculty of the Geauga Campus and Twinsburg Center voted unanimously in support of the BACS 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 in our four county service area who seek to complete a four year degree.

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 BACS provides a unique opportunity to maximize previous courses completed by applying them towards a four year degree.

The Geauga Campus Advisory Board also endorses the establishment of the BACS. 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.

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 BACS 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.

Continuing students' academic success and furthering a state-wide initiative of economic growth are both achievable through providing new degree configurations such as Kent's proposed BACS. 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. These two factors represent critical reasons for the strong support the Geauga Campus and Twinsburg Center have provided for this timely degree initiative.


KENT STATE
UNIVERSITY
SALEM

'08 MAR 31 PM 3:44 RCADM
Attachment 11 | Page 33

March 28, 2008

Dr. Shirley J. Barton
Executive Dean for Regional Campuses
P.O. Box 5190
Kent, OH 44242-0001

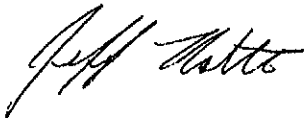
Dear Dr. Barton:

I am pleased to inform you that I support the unanimous endorsement of the Kent Salem faculty for the Bachelor of Applied Career Studies (BACS) degree.

Interestingly, during our Faculty Council meeting, a number of technology faculty voiced support for this degree. In point of fact, the Columbiana County campuses have very little response to the Bachelor of General Studies and Bachelor of Science Technology "2+2" degrees. They simply are not of great interest to students in our area. This degree, however, has great potential to serve the needs of our students and local economy.

We need this degree option and we need it yesterday.

Sincerely,



Jeffrey Nolte
Dean

JLN/pg

Memo

To: Shirley Barton, Executive Dean
From: Jay Wooten, FC Chair *JW*
CC: Jeff Nolte, Dean
Subject: Bachelor of Applied Career Studies
Date: March 27, 2008

On March 13, 2008, the Salem Campus Faculty Council voted unanimously to endorse the BACS proposal as amended. Dr. Edward Villella, a member of the BACS committee, presented the changes to the FC.

The Salem Campus Faculty Council strongly supports the addition of this completer degree for our students, and it realizes that this new degree will not substitute for or replace current baccalaureate options.


KENT STATE
UNIVERSITY
STARK

April 3, 2008

Dr. Shirley Barton
Executive Dean, Regional Campuses
Kent State University
Michael Schwartz Center
Kent OH 44242-0001

Dear Dr. Barton:

I am writing to express my support for the proposed Bachelor of Career Studies (BACS). With its provision for 34 hours of credit accepted from an Associate Degree program, this completion degree will serve a variety of adult students. The prescribed courses cover a number of areas identified by employers as important for success in the workplace. At the same time, the degree meets University expectations for all Liberal Education, Diversity, upper-division and residency requirements. The BACS will extend baccalaureate coursework to all of the Regional Campuses, helping those areas to meet state-wide goals for degree attainment.

The Stark Campus Faculty Council reviewed the proposed curriculum and expressed support. I concur with their positive evaluation.

Sincerely,

Betsy V. Boze

Betsy V. Boze
Dean

BB:ds

March 28, 2008

To: Shirley Barton
Executive Dean for Regional Campuses

From: Jack McWhorter
Stark Campus Faculty Council Chair

Subject: Faculty Council Support for the BACS Degree

On Friday, March 14, the Faculty Council of the Stark Campus discussed in detail the proposed Bachelor of Applied and Career 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 we support its further development.



Memorandum

TO: Dr. Shirley Barton
Executive Dean

FROM: Wanda Thomas *Wanda Thomas*
Dean, Trumbull Campus

DATE: March 31, 2008

SUBJECT: Bachelor of Applied Career Studies degree

On March 11, 2008 the Trumbull Campus Faculty Council began discussing the Bachelor of Applied Career Studies degree. Unfortunately, no vote was taken due to a lack of a quorum. Dan Palmer, Chair of the Council, called another meeting March 31, but there was no quorum. Faculty members who could not attend the meeting were invited to send comments to Dr. Palmer. Both positive and negative comments were made about this degree. The negative concern remains that this degree will have a negative impact on the College of Technology. 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. Governor Strickland and Chancellor Fingerhut have a 10-year master plan that has a goal of increasing the number of Ohioans pursuing postsecondary education by 230,000. Included in this goal is for universities to provide completer degrees to those who have some college. 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' ability to complete 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 Applied Career Studies, as well as, our Associate of Technical Studies, Bachelor of General Studies, and Bachelor of Technology.

A few Trumbull faculty continue to express 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. 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.

Memorandum

TO: Dr. Shirley Barton
Executive Dean

FROM: Daniel Palmer,
FC Chair, Trumbull Campus

DATE: March 31, 2008

SUBJECT: Bachelor of Applied Career Studies degree

The Trumbull Campus faculty were distributed information concerning the Bachelor of Applied Career Studies degree and the item was put up for discussion at a Faculty Council meeting on March 11, 2008. The Trumbull Campus Faculty Council began discussing the Bachelor of Applied Career Studies degree at that time, and several comments were made, both positively and negatively, about the proposal. Unfortunately, no vote was taken as, due to the length of the meeting, a quorum was lost before any motion could be entertained. As Chair of the Council, I called another meeting for March 31 to continue this discussion and to provide faculty with the opportunity to make a motion if they so desired. I also gave faculty who would not be able to attend due to scheduling issues the opportunity to forward me comments to be read at the discussion scheduled for that meeting. Unfortunately, there was not a quorum for the meeting, and thus the discussion was not continued and no motion was made.

As such, the Trumbull Faculty Council has made no motion, either positive or negative, on the issue, and given that faculty were fully informed that this would be the last opportunity to entertain such a motion before the proposal went forward, I take this to mean that the Trumbull Faculty Council does not wish to provide any official input at this time as a body.

I would note, however, that I have received input informally, and during the prior meeting's discussion, from a number of colleagues at the Campus, both positive and negative. The negative comments have primarily come from faculty from the College of Technology, who see the degree as having a negative impact upon the College of Technology, concerns which are thus also being raised independently through discussions occurring within the College of Technology. On the other hand, several faculty members also have informally informed me that they support the degree, including some who previously did not support the proposed Bachelor of Professional Studies degree. These faculty noted that their concern that the degree be housed in an academic unit was now appeased, and that they were satisfied with the curriculum offered as well as the potential the degree has to attract adult learners. Again, neither kind of comments are intended to reflect the opinion of the Trumbull Faculty Council as a whole, since that body has made no official motion concerning the proposal.



Office of the Dean

New Philadelphia, OH 44663

330-339-3391, Ext. 47423

330-339-5022 FAX

Date: March 10, 2008

To: Dr. Shirley Barton
From: Dr. Gregg L. Andrews
Subject: Bachelor of Applied Career Studies

I am writing in response to your request of March 5, 2008 regarding the need for the approval of the Bachelor of Applied Career Studies 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 and Malone College recently began offering their adult completion degree in New Philadelphia.

I, therefore, personally support the development and approval of the Bachelor of Applied Career Studies. Further, on March 10, 2008, the Kent State Tuscarawas Faculty Council voted (16 Yes, 0 No, 10 Abstain) to support the Bachelor of Applied Career Studies Degree, as well.

GLA/cb

Associate of Applied Science

This degree is awarded to students who successfully complete prescribed coursework in any of the following environmental, health or engineering technologies: computer design and animation technology, early childhood education technology, electrical/electronic engineering technology, engineering of information technology, environmental technology, high technology manufacturing, horticulture technology, human services technology, legal assisting technology, manufacturing engineering technology, mechanical (integrated manufacturing) engineering technology, nursing, occupational therapy assistant technology, physical therapist assistant technology, plastics technology, radiologic technology, systems (Industrial) engineering technology or veterinary technology.

Associate of Technical Study

Degree-Category A: This degree requires a minimum of 65 credit hours selected in consultation with an academic advisor from existing courses at that campus. The program permits students to develop a curriculum based on specific career objectives that are not served by existing degree programs.

Associate of Technical Study

Degree-Category B: This degree provides associate's degree-level completion based on a technical certificate or other formal technical training program acquired outside Kent State University.

Options in Technical Programs

Some business and engineering technology programs have different options from which students can choose. While options provide students with opportunities for focused study, not all options possible within a program are offered at all campuses. Students should check with an advisor to see what program options are available at the campus they are attending.

Certificate Programs

The Regional Campus system awards approved certificates to students who successfully complete a course of study designed to meet a specific need. These programs consist of a minimum of 15 credit hours and a maximum of 30. Some certificate programs articulate fully or in part with associate degree majors.

Students wishing to participate in certificate programs must meet the standards set forth in the university admissions policy, except where a program has been designed for a group with unique needs, such as a contract training group.

Students already enrolled at Kent State must declare their intent to pursue a certificate before completing 50 percent of the courses required. Courses completed pass/fail or through Credit-By-Exam

will not count toward completion of the certificate requirements. If a student already has completed a program requirement by pass/fail or Credit-By-Exam, an alternative requirement will be designated.

To successfully earn a certificate, students must achieve a minimum 2.50 cumulative GPA in the courses required for the following programs: computer forensics and information security, database administrator, legal nurse consulting/nurse paralegal, solutions developer and systems engineer. All other certificates require a minimum cumulative GPA of 2.00 in the courses required for the programs.

Opportunities for Study Beyond the Associate's Degree

Associate of Arts and Associate of Science degree programs can become the foundation for baccalaureate programs.

Many credits earned in a technical associate's degree program are also applicable to baccalaureate degrees both at Kent State and at other colleges and universities. Which credits apply depend upon the associate's degree earned and the baccalaureate degree toward which students wish to work. Working closely with an advisor is strongly suggested as students explore options for majors and plan their schedules.

The baccalaureate completion program permits students who hold an associate's degree in an appropriate field to complete the Bachelor of Science in approximately two years of additional study. For additional information, please consult Page 382 of this *Catalog*.

BACHELOR OF APPLIED CAREER STUDIES**Bachelor of Radiologic and Imaging Sciences Technology**

The Salem Campus provides a Bachelor of Radiologic and Imaging Sciences Technology, designed for students pursuing studies related to medical imaging. Five concentrations are offered: computed tomography (CT), diagnostic medical sonography (DMS), magnetic resonance imaging (MRI), nuclear medicine technology (NMT) and radiation therapy (RTH). The options to pursue this major are the following:

- **Option I:** Completion of the Associate of Applied Science in Radiologic Technology prior to acceptance into the major. Available in the following concentrations: CT, DMS, MRI, NMT or RTH.
- **Option II:** Completion of an Associate of Science degree or completion of electives (freshman entry) prior to acceptance into the major. Available in the following concentrations: DMS, NMT or RTH. No previous radiologic technology program is required prior to acceptance into this option.

CATALOG COPY

BACHELOR OF APPLIED CAREER STUDIES

The Bachelor of Applied Career 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. Self-management of one's career in the 21st century is a major goal of this degree.

This degree provides a blended, breadth of learning experience that is trans-disciplinary, and is quite different from the traditional degree which provides depth within a single discipline. *Students who desire a major with depth in a specific discipline should consider a traditional degree.*

The Bachelor of Applied Career Studies requires a prescribed core of skills/knowledge based courses which bridge multiple disciplines in multiple colleges. The skills/knowledge 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 construct a meaningful plan for using the curriculum in Applied Career Studies to explore and prepare for their preferred futures by completing a cornerstone course and developing an electronic portfolio. This enables students to collect artifacts of their learning which can be used to advance their careers. A capstone course features a synthesizing of learning focused on the ten foundational competencies and finalization of the electronic portfolio for job search and career development purposes.

Students also complete 34 hours of applied courses from their major in an associate degree or develop a concentration in consultation with an advisor.

To receive a Bachelor of Applied Career 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 Career Studies Courses.

All baccalaureate students at Kent State University must complete a writing-intensive course in their major. For Applied and Career 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 31 semester credit hours in College of 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 10097, First Year Colloquium	1
II.	Liberal Education Requirements	
•	Composition.....	6
	ENG 11011, College Writing I	3
	ENG 21011, College Writing II.....	3
•	Math and Critical Reasoning.....	3-4
	Select one from MATH 11010, 11011, or 12001	3
•	Humanities and Fine Arts	9
	Select 9 hours from the Liberal Education Requirements	9
•	Social Sciences	6
	PSYC 11762, General Psychology	3
	SOC 12050, Introduction to Sociology.....	3
•	Basic Sciences	6-7
	(must include lab requirement)	
	Select 6-7 hours from Liberal Education Requirements.....	6-7
•	Additional Liberal Education Requirements	6
	COMM 15000, Introduction to Human Communication	3
	PHIL 21001, Introduction to Ethics.....	3
III.	Courses from the major in an Associate Degree program or a Concentration (selected in consultation with an advisor)	34
IV.	Elective	3
V.	Computer Literacy.....	3
	Choose one of the following:	
	COMT 11000, Introduction to Computer Systems (3)	
	COMT 12000, Personal Productivity Software (3)	
	MIS 24053, Introduction to Computer Applications (3)	
VI.	Career Studies Courses	44
•	Foundational Skills	
	CHDS 37900, Applied Career Studies Cornerstone	3
	ENG 30063, Business and Professional Writing	3
	LIS30010/LMS 30010, Information Fluency in the Workplace and Beyond ...	3
	MATH 30011, Basic Probability and Statistics.....	3
	TECH 36401, Applications of Tech. Management Software	3
•	Behavioral, Cultural and Social Dimensions	
	COMM 35852, Intercultural Communication	3
	CHDS 37800, Small Group Process	2
	HED 46052, Stress: Recognition and Management	2
	MIS 24163, Principles of Management	3
	SOC 32570, Inequality in Societies.....	3
•	Organizational/Career Development	
	CACM 32020, Strategic Planning	3

47900	
CHDS 41891 , Applied Career Studies Capstone Seminar	4
COMM 35864, Organizational Communication	3
MIS 34165, Dynamics of Leadership	3
PSYC 31773, Industrial Psychology.....	3
TOTAL.....	121-123

1.	US	10097	First Year Colloquium	1
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2. LIBERAL EDUCATION REQUIREMENTS

- Composition (6 hours)

ENG 11011	College Writing I	3	_____
ENG 21011	College Writing II	3	_____
- Mathematics, Critical Reasoning (3-4 hours)
 Select from the following

MATH 11010	Algebra for Calculus (3)	_____	_____
MATH 11011	College Algebra (4)	_____	_____
MATH 12001	Algebra & Trigonometry (4)	_____	_____
- Humanities and Fine Arts (9 hours)
 Minimum one course from Humanities and one course from Fine Arts category required.

- Social Science (6 hour)
 Courses must be selected from **two** curricular areas

PSYC 11762	General Psychology	3	_____
SOC 12050	Introduction to Sociology	3	_____
- Basic Sciences (6-7 hours at least one laboratory course must be selected)

- Additional LERs (6 hours)

COMM 15000	Intro. to Human Comm.	3	_____
PHIL 21001	Introduction to Ethics	3	_____

Total Liberal Education Requirement Hrs. 36-38

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 44 semester hours of career studies courses is required.**

A minimum of 121 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 Career Studies major (6) is required for graduation.

- ☐ Domestic Diversity: _____
- ☐ Global Diversity: _____
- ☐ Writing Intensive: _____

3. Applied Courses

Courses from the major in an Associate Degree program or a Concentration* (selected in consultation with an advisor)

a Concentration (selected in consultation with an advisor)			Sem/ Yr.	Grd 0-4	Qty Pts.
Dept.	Course Number	Title	Credit Hours	Cmpl	
Total Applied Course Hours			34		

Total Applied Course Hours

34

4. Elective

3

Total Elective Course Hours

3

5. Computer Literacy

Choose one of the following:

COMT	11000	Intro. to Comp. Syst. (3)			
MIS	24053	Intro. to Comp. App. (3)			
COMT	12000	Personal Prod. SW (3)			
Total Computer Literacy Course Hours			3		

Total Computer Literacy Course Hours

3

6. Career Studies Courses

Foundational Skills

CHDS	37900	ACS Cornerstone	3		
LIS/ LMS	30010	Information Fluency in the Workplace and Beyond	3		
ENG	30063	Bus. and Prof. Writing	3		
MATH	30011	Basic Prob. & Statistics	3		
TECH	36401	Appl. Of Tech Mgmt SW	3		

Behavioral, Cultural and Social Dimensions

COMM	35852	Intercultural Commun.	3			
CHDS	37800	Small Group Process	2			
HED	46052	Stress: Recog./Mgmt.	2			
MIS	24163	Principles of Management	3			
SOC	32570	Inequality in Societies	3			

Organizational/Career Development

CACM	32020	Strategic Planning	3			
COMM	35864	Organization. Commun.	3			
MIS	34165	Dynamics of Leadership	3			
PSYC	31773	Industrial Psychology	3			
CHDS	41001	ACS Capstone	4			

Total Career Studies Level Course Hours

4

47900

GPA

TOTAL REQUIREMENTS

121-123

Student Signature

Date _____

Advisor Signature

Date _____

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **6-Dec-07**

Curriculum Bulletin _____

Effective Date **Fall 2009**

Approved by EPC _____


Department **ACHVE**
 College **EH - Education, Health and Human Services**
 Proposal **Establish Course**
 Course Subject **CHDS** Course Number **37900**
 Course Title **APPLIED CAREER STUDIES CORNERSTONE**
 Minimum Credits **03** Maximum Credits **03**

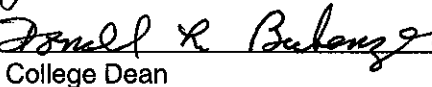
Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
NONE

Units consulted (other departments, programs or campuses affected by this proposal):
REGIONAL CAMPUS DEANS, ACHVE UNDERGRADUATE CURRICULUM COMMITTEE, EHHS UNDERGRADUATE CURRICULUM COUNCIL

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean 5/8/08


 College Dean 5/8/08

 Executive Dean of Regional Campuses _/_/_

 Senior Vice President for Academic Affairs and Provost _/_/_

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	6-Dec-07	Requested Effective Term	Fall 2009
Course Subject	CHDS	Course Number	37900
Course Title	APPLIED CAREER STUDIES CORNERSTONE		
Title Abbreviation	Applied Career Studies Crrnrstn NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)		
Slash Course	/ / 4/5, 4/5/7 or 6/7	Cross-listed with	Cross-list Banner code _____ NOTE: To be completed by Curriculum Services.
Minimum Credit	03 <input checked="" type="checkbox"/> to <input type="checkbox"/> or	Maximum Credit	03 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours	<input type="checkbox"/> Lecture	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
Per Week	<input type="checkbox"/> Laboratory	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
	<input type="checkbox"/> Other	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
	NOTE: Contact hours should be per week.		
Repeat Status	NR - Course may not be repeated If repeats, course limit 1 OR maximum hours 0		
Course Level	UG - Undergraduate		
Grade Rule	C - Letter or In Progress (IP)		
Schedule Type(s)	LEC - Lecture		
Course Attribute(s)	select one None		
Credit By Exam	N - Credit by Exam Not Approved		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s)

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☒ Yes ☐ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration **Bachelor of Applied Career Studies**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description **This cornerstone course for the major in Applied Career Studies instructs students about how the work role in industrial and information societies has evolved to its current organization. It explains how the boundaryless organization of work has transformed the meaning of jobs and careers for the 21st century. Students personalize the information by reflecting on the role of work in their own lives and then construct a meaningful plan for using the curriculum in Applied Career Studies to explore and prepare for possible selves and preferred futures.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	The History and Theology of Work in Western Societies
3.00	The Psychology and Sociology of Work
3.00	Person-Environment Fit: Matching Workers to Jobs
3.00	The World of Work: Characterization of occupations by their requirements, routines, and rewards.
9.00	Career Development Across the Life Span
6.00	Globalization of the Economy and Boundaryless Careers
6.00	A Portfolio of Skills for the Global Economy: Preparation of my Portfolio
6.00	Life Design and Career as Story: Narrative and Autobiography
6.00	Balancing Work, Family, and Community Interactions

45.00 Total Contact Hours

Textbook(s) Used in this Course	Hardy, Lee. The Fabric of This World: Inquiries Into Calling, Career Choice, and the Design of Human Work. Grand Rapids, MI: William B. Eerdman's Publishing Company, 1990.
Writing Expectations	Prepare and initial version of a portfolio, a career autobiography, a prospectus for Applied Career Studies, and a paper summarizing what has been learned from narrating the career autobiography.
Instructor(s) Expected To Teach	CHDS Approved Faculty
Instructor(s) Contributing to Content	M. Savickas, J. McGlothlin, J. West

REQUIRED ENDORSEMENT

John P. West
Department Chair / School Director / Campus Dean

5/8/08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **23-Jan-08**

Curriculum Bulletin _____

Effective Date **Fall 2009**

Approved by EPC _____

Department **ACHVE**
 College **EH - Education, Health and Human Services**
 Proposal **Establish Course**
 Course Subject **CHDS** Course Number **41891 47900**
 Course Title **APPLIED CAREER STUDIES CAPSTONE SEMINAR**
 Minimum Credits **04** Maximum Credits **04**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

NONE

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

REGIONAL CAMPUS DEANS, ACHVE UNDERGRADUATE CURRICULUM COMMITTEE, EHHS UNDERGRADUATE CURRICULUM COUNCIL

REQUIRED ENDORSEMENTS

John D. West 5/8/08
 Department Chair / School Director / Campus Dean

Donald R. Bubenz 5/8/08
 College Dean

_____ _/_/_
 Executive Dean of Regional Campuses

_____ _/_/_
 Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	6-Dec-07	Requested Effective Term	Fall 2009
Course Subject	CHDS	Course Number	41891 47900
Course Title	APPLIED CAREER STUDIES CAPSTONE SEMINAR		
Title Abbreviation	Applied Career Studies Capston		
NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)			
Slash Course	/ /	Cross-listed with	Cross-list Banner code _____
	4/5, 4/5/7 or 6/7		NOTE: To be completed by Curriculum Services.
Minimum Credit	04 <input checked="" type="checkbox"/> to <input type="checkbox"/> or	Maximum Credit	04 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours	<input type="checkbox"/> Lecture	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
Per Week	<input type="checkbox"/> Laboratory	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
	<input type="checkbox"/> Other	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
NOTE: Contact hours should be per week.			
Repeat Status	NR - Course may not be repeated		
	If repeats, course limit 1 OR maximum hours		
Course Level	UG - Undergraduate		
Grade Rule	C - Letter or In Progress (IP)		
Schedule Type(s)	LEC - Lecture		
Course Attribute(s)	select one None		
Credit By Exam	N - Credit by Exam Not Approved		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s)

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☒ Yes ☐ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration **Bachelor of Applied Career Studies**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description **This is a summative course designed to help students articulate and intergrate the ten competencies that are part of the bachelor's degree in Applied Career Studies. In part, an electronic portfolio will be used to help describe familiarity with the competencies.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____

Term End _____

NOTE: To be completed by Curriculum Services.

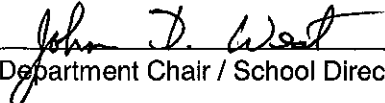
Content Outline (include contact hours for each section)

Contact Hours	Outline
4.00	Exploring and Reflecting on critical thinking skills as applied to a professional setting
4.00	Exploring and Reflecting on ethical decision making skills as applied to a professional setting
4.00	Exploring and Reflecting on written and oral communication skills as applied to a professional setting
4.00	Exploring and Reflecting on statistical and algebraic thinking as applied to a professional setting
4.00	Exploring and Reflecting on knowledge of diversity and internationalism as applied to a professional setting
4.00	Exploring and Reflecting on computer literacy as applied to a professional setting
4.00	Exploring and Reflecting on civic engagement as applied to an understanding of social interactions within institutions and organizations and the accompanying social structures that produce stratification and inequity.
7.00	Exploring and Reflecting on self management as it pertains to healthy life style in professional settings
7.00	Exploring and Reflecting on leadership as applied to professional settings
4.00	Exploring and Reflecting on information literacy as applied to professional settings
7.00	Evaluation of an Electronic Portfolio that reflects the ten competencies included in the bachelors degree in Applied Career Studies
7.00	Consideration of future career development and interviewing skills

60.00 Total Contact Hours

Textbook(s) Used in this Course	Because this is a capstone course, previous texts used throughout the Applied Career Studies degree will be used.
Writing Expectations	E-portfolio and weekly required posting on web CT discussion board.
Instructor(s) Expected To Teach	CHDS Approved Faculty
Instructor(s) Contributing to Content	M. Jencius, J. McGlothlin, J. West

REQUIRED ENDORSEMENT


Department Chair / School Director / Campus Dean

5/8/08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **21-Feb-08** Curriculum Bulletin _____Effective Date **Spring 2009**
Fall Approved by EPC _____

Department **School of Library and Information Science**
 College **CI - Communication and Information**
 Proposal **Establish Course**
 Course Subject **LIS** Course Number **30010**
 Course Title **Information Fluency in the Workplace and Beyond**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input checked="" type="checkbox"/> Cross-Listed / Slash LSM 30010
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

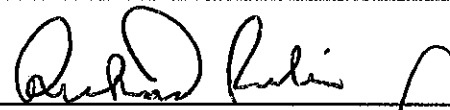
Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):

Libraries and Media Services' faculty librarians on all eight campuses are responsible for information literacy and research skills instruction, and the School of Library and Information Science is responsible for the professional education of librarians. At the request of Regional Campuses, Libraries and Media Services and the School of Library and Information Science jointly investigated and developed this course.

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

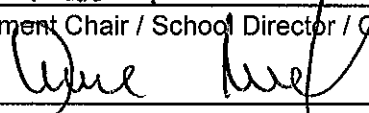
This course has been developed as part of the proposed Bachelor of Applied Career Studies program. This course development was initiated after discussions with Regional Campuses and further consultations with Regional Campus faculty librarians and the Regional Campus Curriculum Committee.

REQUIRED ENDORSEMENTS



 Department Chair / School Director / Campus Dean

04, 11, 08



 College Dean

4, 14, 08

 Executive Dean of Regional Campuses

 / /

 / /

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	21-Feb-08	Requested Effective Term	Spring 2009 Fall
Course Subject	LIS	Course Number	30010
Course Title	Information Fluency in the Workplace and Beyond		
Title Abbreviation	Info Fluency Workplace/Beyond		
NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)			
Slash Course	/ /	Cross-listed with	Cross-list Banner code LAG
	4/5, 4/5/7 or 6/8	LMS 30010	NOTE: To be completed by Curriculum Services.
Minimum Credit	03 <input checked="" type="checkbox"/> to <input checked="" type="checkbox"/> or	Maximum Credit	03 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours	<input checked="" type="checkbox"/> Lecture	Minimum Hours	03.00 <input checked="" type="checkbox"/> to <input checked="" type="checkbox"/> or
Per Week	<input type="checkbox"/> Laboratory	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or
	<input type="checkbox"/> Other	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or
NOTE: Contact hours should be per week.			
Repeat Status	NR - Course may not be repeated		
	If repeats, course limit OR maximum hours		
Course Level	UG - Undergraduate		
Grade Rule	B - Letter		
Schedule Type(s)	LEC - Lecture		
Course Attribute(s)	none		
Credit By Exam	N - Credit by Exam Not Approved		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s)

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **09**

OBR Subsidy Code **08**

OBR Course Level **3**

CIP Code **110401**

Catalog Description **This course teaches information access, technology, and media literacy skills which enables students to become, not only information literate, but also information fluent – able to move seamlessly among multiple information sources and technologies resources to fill their informational needs, whether in the classroom or the workplace.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	Information Fluency, the Workplace and Beyond Introduction
3.00	The World of Information
3.00	Libraries and Library Technology
3.00	Recognizing Information Needs and Focusing the Problem
3.00	Accessing Needed Information
6.00	Accessing and Managing Library Information
6.00	Accessing and Managing Information from the Public Web
3.00	Evaluating Information
3.00	Information Ethics
6.00	Solving Information Problems in the Real World
6.00	Solving Information Problems in the Workplace

45 Total Contact Hours

Textbook(s) Used in this Course **None; use of supplementary materials**

Writing Expectations **Papers and exercises**

Instructor(s) Expected To Teach
(SLIS), as well as adjunct faculty **Faculty from the School of Library and Information Science**

Instructor(s) Contributing to Content **Kenneth Burhanna, Assistant Professor, LMS; Dr. Greg Byerly, Associate Professor, SLIS; Dr. Barbara Schloman, Associate Dean and Professor, LMS. Faculty in SLIS and LMS, including regional campus librarians, will participate in the development of the course. There will also be consultation with the Regional Campus Office, including appropriate committees and representatives from the Regional Campuses.**

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

04/11/08

To: Anne Reid, CCI
From: Richard Rubin, School of Library & Information Science
Date: April 1, 2008
Re: New Course: LIS ~~30100~~ ³⁰⁰¹⁰

This is a memo to establish a new course, LIS ~~30100~~ ³⁰⁰¹⁰, *Information Fluency in the Workplace and Beyond*.

This course has been developed as part of the proposed Bachelor of Applied Career Studies program. This course development was initiated after discussions with Regional Campuses and further consultations with Regional Campus faculty librarians and the Regional Campus Curriculum Committee.

SLIS working cooperatively with LMS to develop this proposed course.

It is the first venture of SLIS into the undergraduate curriculum. The SLIS Curriculum Committee and the FAC voted unanimously to approve this new course, as well as its companion course, 60100 (*Information Fluency for College Success*).

This course teaches information access, technology, and media literacy skills which enables students to become, not only information literate, but also information fluent -- able to move seamlessly among multiple information sources and technologies resources to fill their informational needs, whether in the classroom or the workplace.

This course will be part of the curriculum for the proposed Bachelor of ~~Career~~ ^{Career} Studies program to be offered by Regional Campuses.

Thank you.

KENT STATE UNIVERSITY LMS 30010

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **21-Feb-08** Curriculum Bulletin _____Effective Date **Spring 2009** Approved by EPC _____

Department _____

College **LM - Library and Media Services**Proposal **Establish Course**Course Subject **LMS** Course Number **30010**Course Title **Information Fluency in the Workplace and Beyond**Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input checked="" type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

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

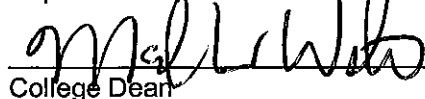
Libraries and Media Services' faculty librarians on all eight campuses are responsible for information literacy and research skills instruction, and the School of Library and Information Science is responsible for the professional education of librarians. At the request of Regional Campuses, Libraries and Media Services and the School of Library and Information Science jointly investigated and developed this course.

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

This course has been developed as part of the proposed Bachelor of Applied Career Studies program. This course development was initiated after discussions with Regional Campuses and further consultations with Regional Campus faculty librarians and the Regional Campus Curriculum Committee.

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean



College Dean

_____/_____/_____
04/14/08

Executive Dean of Regional Campuses

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **21-Feb-08** Requested Effective Term **Spring 2009**
Course Subject **LMS** Course Number **30010**
Course Title **Information Fluency in the Workplace and Beyond**
Title Abbreviation **Info Fluency Workplace/Beyond**
NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
Slash Course **/ /** Cross-listed with **LIS 30010** Cross-list Banner code **LAG**
NOTE: To be completed by Curriculum Services.
Minimum Credit **03** ☒ to ☒ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☒ or Maximum Hours **03.00**
Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
NOTE: Contact hours should be per week.
Repeat Status **NR - Course may not be repeated**
If repeats, course limit **OR** maximum hours
Course Level **UG - Undergraduate**
Grade Rule **B - Letter**
Schedule Type(s) **LEC - Lecture**
Course Attribute(s) **none**
Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **none**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code **09**

OBR Subsidy Code **08**

OBR Course Level **3**

CIP Code **110401**

Catalog Description **This course teaches information access, technology, and media literacy skills which enables students to become, not only information literate, but also information fluent – able to move seamlessly among multiple information sources and technologies resources to fill their informational needs, whether in the classroom or the workplace.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	Information Fluency, the Workplace and Beyond Introduction
3.00	The World of Information
3.00	Libraries and Library Skills
3.00	Recognizing Information Needs and Focusing the Problem
3.00	Accessing Needed Information
6.00	Accessing and Managing Library Information
6.00	Accessing and Managing Information from the Public Web
3.00	Evaluating Information
3.00	Information Ethics
6.00	Solving Information Problems in the Real World
6.00	Solving Information Problems in the Workplace

45 Total Contact Hours

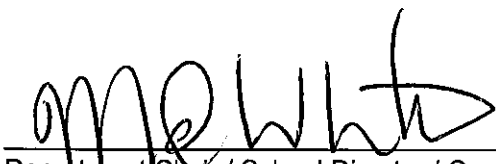
Textbook(s) Used in this Course **None; use of supplementary materials**

Writing Expectations **Papers and exercises**

Instructor(s) Expected To Teach **Faculty from Libraries and Media Services (LMS) and from the School of Library and Information Science (SLIS), as well as adjunct faculty.**

Instructor(s) Contributing to Content **Kenneth Burhanna, Assistant Professor, LMS; Dr. Greg Byerly, Associate Professor, SLIS; Dr. Barbara Schloman, Associate Dean and Professor, LMS. Faculty in SLIS and LMS, including regional campus librarians, will participate in the development of the course. There will also be consultation with the Regional Campus Office, including appropriate committees and representatives from the Regional Campuses.**

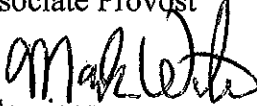
REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

04,14,08


KENT STATE
 UNIVERSITY
 INTEROFFICE MEMORANDUM
 LIBRARIES AND MEDIA SERVICES
 OFFICE OF THE DEAN

TO: Gayle Ormiston, Associate Provost
FROM: Mark Weber, Dean 
 Libraries & Media Services
DATE: April 14, 2007
SUBJECT: Information Fluency Courses for Undergraduates

Enclosed please find the CCP and BDS for two information fluency courses—Information Fluency for College Success (LMS 10010) and Information Fluency in the Workplace and Beyond (LMS 30010)--which we hope to be able to offer in the near future. LMS 30010 has been developed as part of the Bachelor of Applied Career Studies (BACS) program proposed by Regional Campuses. Additionally, I am enclosing a CCP to create a new course subject for LMS.

The faculty of Libraries and Media Services (LMS) has been deeply involved in promoting information literacy to undergraduates. This has taken the form of collaborating with faculty across disciplines within existing courses and through stand-alone library workshops. These instruction programs have a decades-long history, and our plans are to continue these efforts. In the past year, for example, LMS faculty provided information literacy instruction to 7,000 undergraduate students via class sessions and workshops. In addition a basic introduction to library resources and services reached over 3,500 first-year students.

The proposed information fluency courses would permit Libraries and Media Services to reach more students. LMS 10010 would provide students with a foundation that would help them do research in upper division courses. It could also assist the retention of first-year students by making library research less intimidating. Students taking LMS 30010 as part of the BACS program will gain the skills needed for their coursework and for success in the workplace.

The proposed information fluency courses are based on the standards developed by the Association of College and Research Libraries (ACRL). The courses would equip students with the skills needed to conduct college-level research in an overwhelmingly digital resource environment.

Three general areas would be covered. These are: strategies for locating appropriate scholarly resources in a digital resource environment; ways to critically evaluate digital resources in order to determine if they meet the standards of objectivity and thoroughness; and the importance of responsible use of all information resources.

The courses would also employ the Standardized Assessment of Information Literacy Skills (SAILS) as a tool to determine the proficiency of students as a group when they enter the course and their level of proficiency after completion of the course. SAILS was developed by LMS faculty members here at Kent State, and it has been tested at over 100 institutions across the United States.

These two courses incorporate several important elements: 1) They are based on national standards of a professional association; 2) They include specific outcomes measures; and 3) They utilize a standardized instrument to measure group competency.

These courses have been approved by the School Advisory Committee of Libraries and Media Services. The SAC is composed by six tenured or tenure-track faculty members and one NTT faculty member. This body serves as our Curriculum Committee and would be responsible for reviewing tenured or tenure-track faculty who would teach these courses.

We have also held several discussions with Richard Rubin, Director of the School of Library and Information Science, and James Gaudino, Dean of the College of Communication and Information. Our plans call for the cross-listing of course 10010 and 30010 under both the SLIS and the LMS designation. The matter of cross-listed courses has been approved by the School Advisory Committee of Libraries and Media Services.

To date, the School of Library and Information Science has provided graduate, professional training for those who wish to become practicing librarians. The focus of Libraries and Media Services has been undergraduate information literacy instruction in courses across the curriculum. This has been a principal focus of our service program, and now we seek to work with SLIS to offer two for-credit courses in information literacy.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Jan-08 Curriculum Bulletin _____

Effective Date ~~Spring~~ ^{Fall} 2009 Approved by EPC _____

Department College of Technology
Regional Campuses
 College GT-Technology Regional Campuses
 Degree ATS - Associate of Technical Studies (category B)
 Program Name Urban Environment Mangement Technology Program Code UENT
ATS-B
 Concentration(s) _____ Concentration(s) Code(s) _____
 Proposal Establish Program Banner: TR-ATS-UENT

Description of proposal:

The proposed degree will prepare green industry professionals who have completed a registered apprenticeship for supervisory positions within their career field. Trumbull campus

Does proposed revision change program's total credit hours? ☐ Yes ☐ NoCurrent total credit hours: _____ Proposed total credit hours 62

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

There is no impact on other programs

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

COT BMRT Curriculum Committee, Trumbull Campus faculty Council, Academic Program Director of Horticulture Program, KSU Department of Biological Sciences, and Salem Campus Dean.

REQUIRED ENDORSEMENTS

[Signature] Thomas 1/3/19/08
 Department Chair / School Director / Campus Dean

[Signature]
 College Dean

[Signature]
 Executive Dean of Regional Campuses

 Senior Vice President for Academic Affairs and Provost

3/14/08

3/14/08

4/4/08

____/____/____



Regional Campuses

Interdepartmental Correspondence

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

FROM: Shirley J. Barton, Executive Dean, Regional Campuses *SJB*

DATE: April 3, 2008

SUBJECT: CURRICULAR PROPOSAL

The Trumbull Campus is requesting approval of a new Associate of Technical Studies-B in Urban Environment Management Degree. The purpose of the degree is to transition technicians into a supervisory role. The curricular proposal has been reviewed and approved by the Campus and the College of Technology.

The degree was created in response to the Regional Campuses mission to deliver “a wide variety of area-specific technical education and training to the communities they serve,” and “programs and services that enhance business and employment opportunities in a time of economic transition.” The demand for the degree has been documented through a needs assessment survey.

The degree grants students, who have completed registered apprenticeship/journeyman training in the green industry, 27 credit hours toward completion of the Associate of Technical Studies-B degree. The remaining courses strengthen student’s business, management and communication skills. Courses in sociology, foreign language, and computer technology have incorporated into the curriculum based on the results of employer validation through the needs assessment survey. No new courses have been created for this degree.

I now request this proposal be placed on the EPC Agenda for April, 2008. Please let me know if any additional information is needed for consideration by EPC.


SJB/vmc

Enclosure

08MAR14 PM 4:25 RCADM

**KENT STATE UNIVERSITY
COLLEGE OF TECHNOLOGY
INTER-OFFICE MEMORANDUM**

TO: Dr. A. Raj Chowdhury, College of Technology, Dean

FROM: Josna Neuman, College Curriculum Committee, Chair 

SUBJECT: Curricular proposals

DATE: March 14, 2008

For your review and approval, attached are curricular proposals for:

-
- Associate of Technical Studies, Category B: Urban Environment Management Technology (new degree program);
 - EERT course revisions, to comply with TAG;
 - MERT course revisions, to comply with TAG.
 - Tech 46031, Student teaching. Course revision change in student teaching weeks from 10 to 12, to comply with OBR mandate.

These were approved by the College Curriculum Committee on March 14, 2008. After review and approval, please forward these as soon as possible so that they may be included as an agenda item for the next EPC meeting.

Thank you.

Kent State University
Inter-department Memorandum
Trumbull Campus

To: Dr. A. Raj Chowdhury, Dean, College of Technology

FROM: Susan Emens

SUBJECT: Proposal for Associate of Technical Studies, Category B
Urban Environment Management Technology

DATE: January 29, 2008

This document serves as a transmittal memo for the proposed Associate of Technical Studies, Category B; Urban Environment Management Technology at the Trumbull Campus. This proposed program responds to the mission of Kent State University, Trumbull Campus to meet the region's educational and workforce development needs by offering an associate degree completion program for students wishing to increase their earning potential.

The ATS-B Urban Environment Management Technology Degree is designed to assist green industry professionals, who hold registered apprenticeship/journeyman credentials, in completing an associate degree that will prepare them for supervisory positions within their career field. This degree combines a foundation of liberal education coursework with the development of skills and competencies in the area of employee supervision. Originally, this degree program was to have the name Urban Ecology Management. However, based on our survey findings the current name Urban Environment Management Technology is more reflective of the degree to the green industry.

Eligibility Requirements: Only individuals who have completed a registered green industry apprenticeship program may enroll in this program. Upon completion of the proposed curriculum, students will be granted 27 credit hours for their apprenticeship training program. There will be no partial credit given if an individual only completes a portion of an apprenticeship program.

Eligible Apprenticeship Programs: Only registered apprenticeship programs can be considered for credit. **Registered Apprenticeship** is a national training system that combines paid learning with on-the-job and related technical and theoretical instruction in a skilled occupation. The purpose of a Registered Apprenticeship program is to enable employers to develop and apply industry standards to training programs that can increase productivity and improve the quality of the workforce. In the United States today, 250,000 separate employers offer Registered Apprenticeship employment and training to almost 450,000 apprentices in such industries as construction, manufacturing, transportation, telecommunications, information technology, biotechnology, retail, health care, the military, utilities, security, and the public sector. By providing on-the-job

learning, related classroom instruction, and guaranteed wage structures, employers who sponsor apprentices provide incentives to attract and retain more highly qualified employees and improve productivity and services. Regions that adopt robust Registered Apprenticeship programs in the context of economic development strategies create seamless pipelines of skilled workers and flexible career pathways to meet current and future workforce demands.

The National Registered Apprenticeship system is a partnership among U.S. Department of Labor (DOL), State agencies, industry leaders, employers, employer associations, labor-management organizations (primarily consisting of labor organizations and employers), and educational institutions. Industries, in partnership with state and federal apprenticeship offices, develop and operate apprenticeship programs based on the skills and knowledge that business and industry needs from its employees, ensuring that apprentices develop up-to-date and relevant skills. Program sponsors, which include employers, employer associations, and labor-management organizations, voluntarily operate and cover most or all costs of the program. The programs are registered with DOL or a federally recognized State Apprenticeship Agency (SAA). Through a formal apprenticeship agreement, program sponsors and apprentices agree to the requirements of the registered program.

All courses included in the program are currently offered at the Trumbull campus and this program will not require additional full time faculty. This degree will not duplicate any existing degree offered at the University.

Proposed Associate of Technical Studies, Category B
In
Urban Environment Management Technology

This program leading to an ATS in Urban Environment Management Technology is designed to prepare students for a career in green industry administration. Individuals who have completed a registered green industry apprenticeship/journeyman training program can receive credit and gain new skills necessary for upward mobility. Graduates of the program will be prepared to work in a variety of green industry settings as administrative and supervisory personnel.

Upon completion of the associate degree graduates are expected to:

- Integrate fundamental administrative and business skills to problem solve, evaluate outcomes and assess performance in green industry settings.
- Make decisions based upon ethical, organizational, and sound financial business principles.
- Understand applications of technology in green industry practice.
- Use computing skills to solve occupational problems.
- Analyze, evaluate, and improve daily operations.
- Demonstrate leadership and effectively use communication, negotiating, problem solving and decision making skills in professional interactions with customers and team members.
- Formulate an effective management style by incorporating knowledge about management models, human and material resource allocation and utilization, public relations, and quality improvement.

Statement of Need:

As the tree care industry has changed over the years, the demand for skilled technicians has increased. Government regulations and technology require workers to have a better understanding of the technical aspects of the industry. A deeper understanding of management disciplines such as technology management, human resource management and the use of technology in day-to-day tasks is also needed to keep pace with these changes. Tree care, which was once considered a “blue collar” profession, has evolved considerably into a field that requires highly skilled individuals who also possess managerial skills.

A needs assessment was conducted by the Office of Regional Development. A total of 124 surveys were sent out statewide, 27 surveys were returned for a response rate of 22%.

Survey Findings:

Of the twenty-seven tree care professionals who completed the survey, the majority had a positive reaction to the proposed Associate of Technical Studies, Category B degree in

Urban Environment Management Technology. Most respondents expressed that there is a need for this type of degree program and that the skills gained from the proposed degree would be beneficial to the tree care industry.

- Of the twenty-seven respondents, twenty-five (93%) reported that they believe individuals who have earned the proposed associate degree would be valuable to the tree care industry.
- Fifteen respondents (60%) reported they currently employ people who might be interested in earning the proposed degree.
- Seventeen respondents (63%) reported they would encourage employees to enroll in the proposed associate degree program.
- Twenty respondents (77%) reported they would be interested in hiring someone with the credentials described in the proposed degree program.
- Nineteen respondents (70%) reported they would be willing to write a letter to the Ohio Board of Regents in support of the proposed program and supplied their name and phone number.

Additional comments from the respondents on program need were:

- Program will be particularly helpful for private sector companies, which have difficulty finding and retaining staff.
- Program is needed to change public's perception of tree care industry.
- Program graduates would easily find employment.
- Program should coordinate with biggest corporate employers and revolve around their needs.

General Conclusion from the survey results:

Based on the positive reaction of the majority of survey respondents to the proposed associate degree program, steps should be taken to move forward with this program. Although the sample size of tree care professionals surveyed was small, those surveyed were specifically targeted because they are employed within Ohio, and the majority work within Northeast Ohio. The types of companies the respondents are employed by represent a good mix of city and state departments (55%) versus private companies (45%). Additionally, respondents reported a wide variety of job titles, so it is evident that the survey collected opinions from tree care professionals at various levels.

Program will be promoted via direct marketing communication to companies with registered apprenticeship programs. BMRT Faculty will serve as industry liaisons.

Fiscal and Staffing Impact:

All classes listed for this degree are currently being offered on the campus and no additional staffing will be required. Additional students for the degree will only add to the revenues of the campus, due to present level of capacity no additional cost are anticipated.

**Associate of Technical Studies – Category B
Urban Environment Management Technology**

The Regional Campuses offer an associate degree completion program for students who have completed registered green industry apprenticeship/journeyman training programs. The National Registered Apprentice program is a partnership among U.S. Department of Labor, State agencies, labor-management associations, and businesses.

Students interested in this program should apply to the Trumbull Campus and must meet with an advisor to be admitted to this program. Upon completion of the curriculum, students will be granted 27 credit hours on the basis of their apprenticeship training. The student must successfully complete a minimum of 35 hours of courses selected in accordance with the following curriculum.

I. Technical Courses.....	30
Registered Apprenticeship	27
BMRT 11009 Introduction to Management Technology	3 - prereq BMRT 11000
II. Related Courses.....	15
COMT 11000 Introduction to Computer Systems	3
BMRT 11006 Business Computations *	3
IERT 22003 Supervision & Labor relations	5
ACTT 11000 Accounting I – Financial	4
III. General studies Courses.....	17
COMM 15000 Introduction to Human Communications **	3
ENG 11011 College Writing I	3
PHIL 21001 Introduction to Ethics	3
SOC 12050 Introduction to Sociology	3
Foreign Language Requirement	4
US 10097 First Year Experience FLASHPOINT	1

TOTAL 62

Students will be advised by Full- Time BMRT Faculty.

** BMRT 11006 meets the minimum requirement for this Associate Degree, however, it does not satisfy the math requirement for 2+2 Tech (Bachelor's Degree). MATH 11010 may be substituted for BMRT 11006 for those students who may wish to meet the 2+2 Tech requirement.*

*** ITAP 260/38 Business Communications may be substituted.*

DRAFT

Program Requirement Sheet
Associate of Technical Study
Category B

Student Name: _____
Campus: _____

URBAN ENVIRONMENT MANAGEMENT TECHNOLOGY
Completion Program
2009-2010

DEVELOPMENTAL PRESCRIPTION COURSES

Determined by Basic Skills Assessment (Check Required Courses)

Dept.	Crs No	Title	Cr Hrs	Sem/Yr	Comp
<input type="checkbox"/>	ENG 11001	Intro. to College Writing S (3)	6		
<input type="checkbox"/>	ENG 11002	College Writing I – Stretch (3)	1		
<input type="checkbox"/>	MATH 10031	Fundamentals of Math I	1		
<input type="checkbox"/>	MATH 10032	Fundamentals of Math II	1		
<input type="checkbox"/>	MATH 10033	Fundamentals of Math III	1		
<input type="checkbox"/>	MATH 10034	Fundamentals of Math IV	1		
<input type="checkbox"/>	MATH 10035	Fundamentals of Math V	1		
<input type="checkbox"/>	MATH 10036	Fundamentals of Math VI	1		
<input type="checkbox"/>	US 10003	Reading Strategies for College Success	3		
<input type="checkbox"/>	US 10006	Study Strategies for College Success	3		

TECHNICAL COURSES

Thirty (30) semester hours are awarded on the basis of Registered Apprenticeship (attach a copy of apprenticeship certificate). In addition, students must successfully complete a minimum of 35 hours of courses selected in accordance with the following curriculum.

Dates and Place of Apprenticeship	27	Date Certificate Awarded
-----------------------------------	----	--------------------------

BMRT 11009	Introduction to Management Technology	3
Total Technical Course Hours		30

RELATED COURSES

Dept.	Course Number	Title	Credit Hours	Sem./Yr. Completed
ACTT	11000	Accounting I - Financial	4	
BMRT	11006*	Business Computation	3	
COMT	11000	Introduction to Computer Systems	3	
IERT	22003	Supervision and Labor Relations	5	
Total Related Course Hours			15	

Issued by the office of the Executive Dean for Regional Campuses

GENERAL STUDIES COURSES

Dept.	Course Number	Title	Credit Hours	Sem./Yr. Completed
COMM	15000**	Introduction to Human Communication	3	
ENG	11011	College Writing I	3	
PHIL	21001	Introduction to Ethics	3	
SOC	12050	Introduction to Sociology	3	
US	10097	First Year Experience FLASH Point	1	
		Foreign Language Requirement - select four credit hours	4	

Total General Studies Course Hours 17

TOTAL REQUIREMENTS 62

Student Signature	Date
Advisor Signature	Date

Students will be advised by full-time BMRT faculty.
*BMRT 11006 meets the minimum requirement for this associate degree, however, it does not satisfy the math requirement for 2+2 Tech (Bachelor's Degree). MATH 11010 may be substituted for BMRT 11006 for those students who may wish to meet the 2+2 Tech requirement.

**ITAP 26638 Business Communications may be substituted.

Rationale for Program Course Selection:

Specific courses were selected for inclusion in this program based on the results of the needs assessment survey and the learning outcomes established for this degree program. Additional information is provided below.

SOC 12050 Introduction to Sociology - Managers should have a basic understanding of all forms of social interactions and interrelationships. It is important for them to know certain aspects of group dynamics and other collective factors in human behavior. It is important to keep perspective that the apprenticeship program is focused on giving the employees the knowledge and skills specific to Tree Care or line Clearance.

Foreign Language Requirement -- A foreign language was recommended by the employers who participated in the needs assessment due to the diverse demographic composition of their employee and customer base. This course will enhance their communication skill level.

COMT 11000 Introduction to Computer Systems – Most business functions, including budget management, requisition processing, employee evaluations, etc. are computerized in this industry. To function productively in this environment, managers will need basic computer skills.



EDMUND J. ADAMS
DONNA M. ALVARADO, CHAIR
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JEANETTE G. BROWN
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JEROME F. TATAR
JAMES M. TUSCHMAN, SECRETARY
SENATOR JOY PADGETT
REPRESENTATIVE ARLENE J. SETZER

ERIC D. FINGERHUT, CHANCELLOR

November 1, 2007

Dr. Shirley J. Barton, Executive Dean, Regional Campuses
Kent State University
P.O. Box 5190
Kent, Ohio 44242-0001

Dear Dr. Barton:

This is to acknowledge that our office has received Kent State University-Trumbull Campus preliminary proposal for an Associate of Technical Study-Type B degree in Urban Ecology Management Technology.

Preliminary approval has been granted and the institution may proceed with the process of the 'Formal Proposal' development for this new degree. Preliminary approval will be withdrawn if a formal proposal to Eric D. Fingerhut, Chancellor of the Ohio Board of Regents, has not been submitted within two years of the date preliminary approval was granted.

The signed Request for Preliminary Approval form is enclosed.

We look forward to receiving the formal proposal within the near future. If you need any additional information or I can be of further assistance, please do not hesitate contact me at 614/644-1343 or via email at chill@regents.state.oh.us.

Sincerely,

Catherine M. Hill
Administrator, Workforce Development

Enclosure

cc: Dr. Gayle Ormiston, Associate Provost, Faculty Affairs & Curriculum
Dr. Wanda Thomas, Dean, Trumbull Campus

Ohio Board of Regents
Operating Manual for Two-Year
Campus Programs

Format/
Preliminary Approval

OCT 15 2007 Page 401.3

OHIO BOARD OF REGENTS
Request for Preliminary Approval

Kent State University - Trumbull Campus
Name of Campus

- ☒ **Develop proposal for a new two-year ASSOCIATE DEGREE program.**

Title of Program: ATS-B Urban Ecology Management 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: _____

Wanda Thomas
Signature of Campus Official Making Request

10-3-07
Date of Request

Campus Contact Person:

Name: Robert G. Sines, Jr.
Title: Associate Dean
Phone: 330 675-8823
E-mail: rsines@kent.edu

Return to: Director, Workforce Development
Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, Ohio 43266-0417
E-Mail: mtaggart@regents.state.oh.us

OBR STAFF ACTION:

- ☒ **Approved - November 1, 2007**
☐ **Denied**
☐ **Held for further consideration**
☐ **Comments / Conditions**

Catherine M. Hill

Administrator, Workforce Development

November 1, 2007
Date



October 9, 2007

Ms. Cathy Hill
Ohio Board of Regents
3600 State Office Tower
30 East Broad Street
Columbus, OH 43266-3414

Dear Ms. Hill:

Enclosed for your review is a completed Request for Preliminary Approval form and other supporting documentation from the Kent State University Trumbull Campus to develop a proposal for an Associate of Technical Study-Category B degree in Urban Ecology Management Technology.

The preliminary proposal has been created by the Trumbull Campus at the request of the Davey Expert Tree Company. College credit will be granted to students who complete a U.S. Department of Labor apprenticeship program in the green industry, and the proposed coursework for the degree will prepare students for supervisory positions.

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,

A handwritten signature in cursive script that reads "Shirley J. Barton".

Shirley J. Barton, Ph.D.
Executive Dean, Regional Campuses

Enclosure

Copy: Dr. Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum
Dr. Wanda Thomas, Dean, Trumbull Campus

Regional Campuses

P.O. Box 5190 • Kent, Ohio 44242-0001

Ohio Board of Regents
Operating Manual for Two-Year
Campus Programs

Format/
Preliminary Approval

Page 401.3

OHIO BOARD OF REGENTS
Request for Preliminary Approval

Kent State University - Trumbull Campus
Name of Campus

- ☒ **Develop proposal for a new two-year ASSOCIATE DEGREE program.**

Title of Program: ATS-B Urban Ecology Management 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: _____

Wanda Thomas
Signature of Campus Official Making Request

10-3-07
Date of Request

Campus Contact Person:

Name: Robert G. Sines, Jr.
Title: Associate Dean
Phone: 330 675-8823
E-mail: rsines@kent.edu

Return to: Director, Workforce Development
Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, Ohio 43266-0417
E-Mail: mtaggart@regents.state.oh.us

OBR STAFF ACTION:

- ☐ **Approved**
☐ **Denied**
☐ **Held for further consideration**
☐ **Comments / Conditions**

Director, Workforce Development

Date

Ohio Board of Regents
Operating Manual for Two-Year
Campus Programs

Format/
Preliminary Approval

Page 401.4

- I. Why is this proposed addition to the curriculum necessary? _____
- 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: _____
- IV. Preliminary estimate of headcount enrollments:

	2001 - 2001	2001 - 2001
First Year Students		
Second Year Students		
Total		

Information for this page is in Dr. Wanda Thomas' attached memo and proposal.

10/04/07 2:02 PM

**INTERDEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
TRUMBULL CAMPUS**

TO: Dr. Shirley Barton, Executive Dean, Regional Campuses

FROM: Dr. Wanda Thomas, Dean 

DATE: October 4, 2007

SUBJECT: ATS Category B – Urban Ecology Management Technology

At the request of Davey Expert Tree Company Kent State Trumbull has been working to develop an associate in technical studies degree that grants college credit for those who complete a U.S. Department of Labor apprenticeship program in the green industry. The purpose of the degree is to enable incumbent workers to have a career pathway that will enable them to gain the knowledge and skills to be an effective supervisor/manager. A needs assessment conducted by Kent State University's market research analyst has found that there is a need for this type of associate degree.

Kent State Trumbull is interested in offering such a degree and is requesting that we obtain approval from the Ohio Board of regents to develop such a degree.

Proposal Summary

KENT STATE UNIVERSITY REGIONAL CAMPUSES

ATS-B URBAN ECOLOGY MANAGEMENT TECHNOLOGY PROGRAM DEVELOPMENT PLAN

Designation, Rationale, Purpose, and Centrality to the University Mission

- A. **Designation.** Kent State University, Trumbull Campus is proposing a new degree, an Associate of Technical Studies – B; Urban Ecology Management Technology. This degree will not duplicate any existing degree offered at the University or any nearby public institution in Northeast Ohio.
- B. **Rationale.** This degree is being created to assist green industry professionals who hold accredited apprenticeships in their career field to obtain an associate degree.
- C. **Purpose.** This degree will allow green industry professionals with accredited apprenticeships to complete an associate degree that will prepare them for supervisory positions within their career field.
- D. **Mission.** The proposed program responds to the mission of Kent State University, Trumbull Campus to meet the region's educational and workforce development needs and to increase associate 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."

Curriculum Description: The ATS-B Urban Ecology Management Technology is an academic program designed to provide students the supervisory skills and competencies needed to succeed in the green industry as supervisors. This degree combines a foundation of liberal education coursework with the development of knowledge and applied skill in the area of employee supervision.

Administrative Arrangements: The academic home of the degree will be in the College of Technology. This degree will be offered on the Kent State University Trumbull Campus

Evidence of Need: To measure the need a survey was conducted by Davey Expert Tree Company. The survey was sent to 124 tree care professionals. Results were compiled based on 27 surveys out of 124, which represents a 22% response rate. Of the twenty-seven tree care professionals who completed the survey, the majority had a positive reaction to the proposed degree in Urban Ecology Management Technology.

- ***Of the twenty-seven respondents, 93% reported that they believe individuals who have earned the proposed associate degree would be valuable to the tree care industry.***
- ***Sixty percent reported they currently employ people who might be interested in earning the proposed degree.***
- ***Sixty-three percent reported they would encourage employees to enroll in the proposed degree.***
- ***Seventy-seven percent reported they would be interested in hiring someone with the credentials described in the proposed degree***

Additional comments from the survey respondents indicated:

- **Program will be particularly helpful for private sector companies, which have difficulty finding and retaining staff.**
- **Program is needed to change public perception of tree care industry**
- **Program graduates would easily find employment.**
- **Program should coordinate with biggest corporate employers and revolve around their needs.**

Prospective Enrollment: Anticipated enrollment for the first five years is as follows:

Year	Total New FTE
1	3.2
2	4.4
3	5.6
4	6.8
5	8.0

Numbers conservatively estimated with 8 students the first year and adding 3 students each year. Most if not all of these students would be part time taking six semester hours each term.

Special Enrollment Efforts: An advisory board comprised of green industry employers will be formed to advise the program and as a means to foster enrollment and employment opportunities.

Special efforts will be made to recruit minorities to the program. Enrollment management will schedule recruiting initiatives with local employers, and the Trumbull Campus has a special programs officer who works closely with local employers and organizations.

Faculty: Kent State University Trumbull Campus has a strong and diverse faculty in the Business Technologies field. It is anticipated that this program will not require any additional full time faculty.

Need for Additional Facilities and Staff – Plan for Meeting Need: At this time there is no need for additional facilities or staff. Adequate classroom and computer facilities presently exist on campus to support this program.

Projected Costs and Income

Subsidy & Fee Projection
New Enrollment in Urban Ecology Management Technology
First Five Years

Year	Projected Subsidy	Projected Tuition	Projected Total
Year 1	\$8,060	\$10,416	\$18,476
Year 2	\$11,083	\$14,322	\$25,405
Year 3	\$14,106	\$18,228	\$32,334
Year 4	\$17,129	\$22,134	\$39,263
Year 5	\$20,156	\$26,040	\$46,192

There are no projected additional cost because all courses required for the degree are currently being taught on the campus and there is ample space for the additional students in the scheduled sections

Assumptions:

Used 2007=07 subsidy rates for projections for all five years, average of OBR subsidy lever 1,3, and 4 (\$2519 per FTE)

0% of students would be out of state students and not eligible for subsidy

Each student would be part-time taking six hours per semester

Used 2007-08 tuition with a 0% increase per year.

From: BLANK, JAMES
Sent: Fri 3/7/2008 9:37 AM
To: THOMAS, WANDA
Subject:

Dear Wanda: The Department of Biological Sciences, and I, fully endorses the Associate of Technical Studies, Category B; Urban Environment Degree program at the Trumbull Campus. We believe this program offers a great opportunity to connect Kent State University degree programs to new cadres of students and is clearly in line with an excellent history of course and related degree offerings in this area.

If I need to provide additional information or comments, please do not hesitate to call.

James Blank
Professor and Chair
Department of Biological Sciences
Kent State University

C/O Dean Jeff Nolte & Dean Wanda Thomas

Ref; Urban Environment Degree

In reference to the Urban Environment Degree through the College of Technology and subject matter/specifics in linking the new associate degree with the state's apprenticeship program requirements as discussed during the meeting (Student Center) on January 30th, 10am with Dr. James Blank, Dr Robert Carlson, Dean Wanda Thomas, Dean Jeff Nolte and myself, I see no encroachment issues (subject to BSCI departments approval from Dr. James Blank) with the proposal with the Horticulture Technology Program.

We very much appreciate others keeping us informed and wish all the luck in making your new associate degree approach a very successful one.

Sincerely

Stanley M. Jones
Academic Program Director-Horticulture Technology
Kent State University-Salem Regional Campus
330-337-4290 sjones34@kent.edu

SEACHRIST, DENISE

From: EMENS, SUSAN
Sent: Tuesday, March 25, 2008 12:13 PM
To: SEACHRIST, DENISE
Subject: FW: CCC's approval of proposed Urban Management Technology degree

Hi Denise,

This is an email from Josna, indicating approval of the degree by the COT CCC. It is one of the items you asked for in your last email. I will forward the corrected document to you by this evening.

Thanks
Susan

Susan Emens
Asst. Professor - Business Management Technology
Kent State University- Trumbull
(330) 675-8997

From: NEUMAN, JOSNA
Sent: Tuesday, March 25, 2008 9:29 AM
To: semens@kent.edu
Subject: CCC's approval of proposed Urban Management Technology degree

Hi Susan:
An FYI to keep you posted:

On March 14, 2008, the College of Technology CCC unanimously approved the proposed ATS B Urban Management Technology degree.

The minutes of that meeting will be approved in April and therefore not available for distribution at this time. In the meantime, I hope this email will suffice.

Josna

**Minutes of Faculty Council Meeting
April 25, 2008, 10:00 a.m.**

**Kent State University Trumbull Campus
Faculty Council Meeting
A205 Classroom/Administration Building**

FACULTY PRESENT: Phillip Buntin, Jim, Canacci, Gary Ciuba, William Daugherty, Alberta De Capito, Phyllis Jean Defiore-Golden, Larry Del Pizzo, Min He, Charles Heinbach, Mary Beth Lukach, Danial Nadon, Jeff Nelson, Josna Neuman, Daniel Palmer, Vic Perera, Carol Robinson, Mary Russell, Ken Salzer, Mary Lee Sandusky, Pat Tomich, William Ward, Ruth Watson, Tony Zampino

EX-OFFICIO FC MEMBERS: Dr. Wanda Thomas, Dean

GUESTS: Mr. Robert Sines, Associate Dean
Ms. Elaine Shively

Call to Order: The meeting was called to order at 10:03 a.m.

I. Approval of the agenda

The agenda was unanimously accepted.

II. Approval of minutes

The minutes from the previous meeting were unanimously accepted.

III. Budget Report — Mr. Randy Malmsberry

The campus budget was sent to faculty via email prior to the meeting. Mr. Malmsberry mentioned the following items:

- a. The campus will break even this year.
- b. Next year's budget has not been set for multiple reasons.
- c. Faculty are encouraged to contact Randy with questions regarding the budget.

IV. Call for Nomination for Faculty Council Officers, AY 2008-2009.

- a. Daniel Palmer, Carol Robinson and Mary Russell were nominated for the positions of FC Chair, FC Vice Chair and FC Secretary. Distributing the ballots and counting the votes will be handled by Larry Del Pizzo.

V. Dean's Report — Dr. Wanda Thomas

Dr. Thomas reported on several issues:

- a. Freshmen applications are 38% lower than last year. Discussion ensued as to the reasons for this reduction.
- b. This is the first year that the campus is required to submit a retention plan to the office of the Provost.

- c. Dr. Thomas updated the FC on the status of the Mahoning Valley Community College initiative.
- d. The campus is looking into on-line tutoring with which to supplement the tutoring available at the Learning Center. Ms. Shively described a program called Smarthinking (with one "t") that looks promising. The campus would pay the fee so that the service would be free to the students.
- e. Founder's Day took place the evening of the meeting. Wanda mentioned that awards would be presented to distinguished faculty, staff and administration.
- f. Wanda also discussed distance learning. She explained that the Provost appears to support the RC's desire to offer such courses. Discussion ensued.

VI. Associate Dean's Report — Mr. Robert Sines

Mr. Sines discussed the following items:

- a. The Spring 2009 schedules from faculty are due into the Associate Dean's office.
- b. The make-up finals schedule had been emailed to all faculty, Bob's office needs 24 notice if a make-up final is to be given.
- c. The Scheduling Committee is meeting on May 1, 2008 to discuss student survey results.
- d. A vacant office memo will be sent out next week.
- e. Two new faculty have been hired, Dr. Burn in the English department and Dr. Lantz in the Psychology department.
- f. Construction of the science labs should be completed by July 21, 2008.
- g. It would be nice if faculty would consider purchasing a "leaf" on the Tree of Knowledge; each cost \$100. The money goes towards campus scholarships.
- h. Graduation will take place in Packard Hall May 9, 2008.
- i. Faculty eligible for new computers this year through the refresh program have been notified.
- j. Let Bob know about any equipment requirements for the Fall semester now.
- k. The electronic sign at the front entrance should be erected by the end of May, 2008.

VII. Chairperson's Report — Dr. Daniel Palmer

Dr. Palmer brought up the issue that there is a move to restructure the Educational Policies Council. In regards to such, the following motion was made by Dr. Ciuba and seconded by Dr. Danial Nadon:

- a. One senator and one non-senator from a regional campus must be on the EPC.
- b. The motion carried unanimously.

Dr. Palmer reported the following from the RFAC:

- c. The changes in the line of reporting to the Provost are now in effect.
- d. The Provost will appoint a kitchen cabinet to study the R/P/T process in effect for regional campus faculty. He wishes to streamline the process.

- e. Dan also stated that the Boyer model is not favored by the Provost and is likely to be changed in the future. Discussion ensued.
- f. The book chosen for the freshmen reading assignment is the Kite Runner. This assignment is not mandatory for regional students but faculty can incorporate it into their curriculum if they wish.
- g. In response to a question, Dan said that the Provost would look at the issue of 4 year programs on regional campuses.

VIII. Vice-Chairperson's Report — Dr. Carol Robinson

- a. Dr. Robinson handed out an updated report on the flower fund.
- b. She also brought up the issue of recycling cans and bottles on campus on behalf of Rose Guerrieri. The Dean said the administration would look into starting a recycling program. Mary Beth Lukach also offered to see if her student nursing group would be interested in such a program.

IX. Committee Reports

a. Travel — Dr. Ken Salzer

- i. The committee received input from other campuses regarding how they distribute travel funds to faculty. The committee is considering changing the current process on the Trumbull campus. Discussion ensued.

b. Academic Affairs — Dr. Gary Ciuba

Dr. Ciuba reported on several issues taken under consideration by the AAC including the following:

- i. The plans on offering an online COMT degree
- ii. The possibility of offering the MERT degree on weekends
- iii. The fact that the accrediting body for the College of Business has changed the criteria for staffing making it more difficult for the Trumbull campus to fulfill the requirements. The administration is looking into various options to resolve this problem.
- iv. The salary of part-time RC faculty is below that of the Kent campus and YSU.
- v. Implication of the Mahoning Valley Community College for Trumbull campus.
- vi. When the inactivation of ITAP was previously voted on there were 8 yes and 9 no votes with 6 abstentions. Bob Sines wanted to know if the matter should be brought back to the Council. The AAC decided that it should not and he should proceed as he sees fit.

- vii. Bob is also proposing a completer degree program for the Davey Tree employees who have completed an apprenticeship with the company. After some explanation Gary offered the following motion:

- 1. That the KSU Trumbull campus offer a Urban Environment Management Technology Degree for students who have an apprenticeship with the Davey Tree employees.
- 2. The motion carried unanimously.

c. Community Relations — Dr. Jonathan Stone

- i. Nothing to report at this time.

d. Educational Resources — Dr. Mary Russell

- i. Bob Sines indicated that the alterations in the classroom technology requested by the ERSC will be carried out over the summer.

e. Faculty Affairs — Associate Dean Sines for Dr. Ken Bindas

- i. Regional Campus administration has indicated that FC approval is need for faculty professional improvement requests.
- ii. Therefore, Carol Robinson made the following motion:
 1. The professional improvement request by Dr. Michael Lynch be approved.
 2. The motion carried unanimously.

X. Old/New business

- a. Dr. Robinson reported that two of her students, George Ruckman and Brad Phillips, are presenting a poster at the International Congress of Medieval Studies under Medieval Electronics Multimedia Organization.

XI. Adjournment



Associate Degree in Urban Ecology Survey Analysis

Introduction

As the tree care industry has changed over the years, the demand for skilled technicians has increased. Government regulations and technology require workers to have a better understanding of the technical aspects of the industry. A deep understanding of management disciplines such as technology management, accounting, finance, human resources and the use of technology in day-to-day tasks is also needed to keep pace with these changes. Tree care, which was once considered a “blue collar” profession, has evolved considerably into a field that requires highly skilled individuals who also possess managerial skills.

To respond to this need, Kent State University, in partnership with The Davey Tree Expert Company, is exploring the possibility of offering an Applied Technology degree in urban ecology at the Trumbull campus. In order to measure interest in and need for this type of degree, Kent State University conducted an online survey of tree care professionals.

Proposed Curriculum

The proposed degree would grant some college credit to individuals with appropriate work experience, those with an approved apprenticeship journeymen card or those with certification from industry or trade associations. This would enable an experienced worker to complete the degree in a shorter amount of time. The focus of the curriculum is to prepare individuals with the skills needed to become managers and supervisors in their field of certification.

Following is the proposed curriculum:

TECH COURSES: 30 Hours

Credit awarded based on appropriate certifications and work experience

RELATED COURSES: 14 Hours

Introduction to Computers	3 hours	Prereq: None
Supervision & Labor Relations	5 hours	Prereq: None
Introduction to Business	3 hours	Prereq: None
Business Computations	3 hours	Prereq: None

GENERAL STUDIES: 17 Hours

Introduction to Human Communications	3 Hours	Prereq: None
College Writing I	3 Hours	Prereq: Test Score
Introduction to Sociology	3 Hours	Prereq: None
General & Elementary Organic Chemistry	5 Hours	Prereq: High School Algebra or Equivalent
Introduction to Ethics	3 Hours	Prereq: None

Methodology

The Davey Tree Expert Company provided a contact list of 124 professionals within the tree care industry. An invitation to participate in a 12-question online survey was sent via email to the list of 124 tree care professionals on Tuesday, August 28, 2007. Potential participants were asked to complete the survey by Friday, August 31, 2007. The email invitation instructed them to click on a link within the email invitation in order to complete the online survey. Due to Labor Day weekend and the short time frame of the initial email invitation, a deadline extension email was sent on Tuesday, Sept. 4, 2007, which asked potential participants to complete the survey by the new deadline, Friday, Sept. 7, 2007.

Of the 124 tree care professionals who were invited to participate in the survey, 32 responded. Of those respondents, one is employed by Kent State, and four are employed by The Davey Tree Expert Company. Since Kent State and The Davey Tree Expert Company are the organizations conducting the survey, the responses of those five professionals were not included in the overall Survey Data or Findings sections below; however, all comments offered by Davey Tree Employees appear in the Comments of Davey Tree Employees section (page 9) and were taken into account in the Recommendations section. Results were compiled based on 27 surveys out of 124, which represents a 22% response rate.

Findings

Of the twenty-seven tree care professionals who completed the survey, the majority had a positive reaction to the proposed Applied Technology degree in urban technology. Most respondents expressed that there is a need for this type of degree program and that the skills gained from the proposed degree would be beneficial to the tree care industry.

- Of the twenty-seven respondents, twenty-five (93%) reported that they believe individuals who have earned the proposed associate degree would be valuable to the tree care industry.
- Fifteen respondents out of twenty-five (60%) reported they currently employ people who might be interested in earning the proposed degree. Two respondents did not answer this question.
 - Of those fifteen respondents, eleven (73%) estimated one to three employees would be interested in this degree. Two (13%) estimated four to seven employees, one (7%) estimated eight to ten employees, and one (7%) estimated eleven to fifteen employees.

- Seventeen respondents out of twenty-seven (63%) reported they would encourage employees to enroll in the proposed associate degree program.
 - Among the thirty-seven percent of respondents who would not encourage employees to enroll, reasons included: (1) their distance from Kent State; (2) present employees have already earned degrees; (3) no current employees; (4) values knowledge of trees over business knowledge; and (5) lack of specification on what tech courses will be required for the program.
- Twenty out of twenty-six respondents (77%) reported they would be interested in hiring someone with the credentials described in the proposed degree program. One respondent did not answer this question.
 - Among the twenty-three percent of respondents who would not be interested in hiring a graduate of the program, reasons included: (1) their need for employees with both credentials and substantial field experience; (2) a preference for employees with bachelor's or master's degrees; and (3) no need for new employees.
- Nineteen out of twenty-seven respondents (70%) reported they would be willing to write a letter to the Ohio Board of Regents in support of the proposed program and supplied their name and phone number.

Eleven respondents offered comments regarding the proposed program. The majority of the comments fell into one of two categories: program need or curriculum suggestions. For verbatim responses, please see the Comments of Respondents portion of the Survey Data section (page 8). Summaries of the comments appear below.

Program Need

- Program will be particularly helpful for private sector companies, which have difficulty finding and retaining staff.
- Program is needed to change public's perception of tree care industry.
- Program graduates would easily find employment.
- Program should coordinate with biggest corporate employers and revolve around their needs.

Curriculum Suggestions

- Require more courses related to plants – Arboriculture, Plant Pathology, Dendrology, Entomology, Botany, Field Biology, etc.
- Offer more elective courses – Public Speaking, Professional Writing, GIS/GPS Computer Mapping, etc.
- Consider including a basic Spanish class for students who want to become supervisors.
- Consider offering online courses.

Recommendations

General

- Based on the positive reaction of the majority of survey respondents to the proposed associate degree program, steps should be taken to move forward with this program. Although the sample size of tree care professionals surveyed was small, those surveyed were specifically targeted because they are employed within Ohio, and the majority work within Northeast Ohio. The types of companies the respondents are employed by represent a good mix of city and state departments (55%) versus private companies (45%). Additionally, respondents reported a wide variety of job titles, so it is evident that the survey collected opinions from tree care professionals at various levels.

Curriculum

- Consider adding more courses to the program curriculum that focus on plants. Examples include Arboriculture, Plant Pathology, Dendrology, Entomology, Botany, Field Biology, etc.
- Consider adding more elective courses to the program curriculum that focus on specific business skills. Examples include Public Speaking, Professional Writing, Computer Mapping, etc.
- Consider replacing the General & Elementary Organic Chemistry course with a course more relevant to the tree care industry. Biological Principles was suggested by a respondent as a possible replacement.
- Consider offering online courses.
- Consider adding a basic Spanish course to the curriculum. Many supervisors in the industry currently work with Spanish-speaking employees. Being able to speak basic Spanish would help eliminate this language barrier.
- Define the types of field work and the number of hours that will be required for the technical portion of the curriculum.

Marketing

- When marketing the degree, be sure to emphasize the focus on technical skills and field work, as well as business skills, to prospective students and employers. Several respondents were concerned that graduates of the program would have adequate business skills but lack substantial field experience.
- Once the program is launched, market it to those survey respondents who indicated personal interest or employee interest. Company name and title are available for the majority of respondents. Name and phone number are available for some.

- Target experienced tree care professionals who do not have an official degree as a secondary target market.
 - A Davey Tree employee pointed out that he is interested in participating because he wants to be awarded an official degree before he retires – rather than needing to obtain the degree in order to work in the tree care industry. He already has 25 years of industry experience.

Follow-Up Communications

- Contact the 19 tree care professionals who agreed to write letters of support to assist Kent State in obtaining approval from the Ohio Board of Regents. Each individual supplied their name, the name of their employer and a telephone number.
- Consider initiating contact with Asplundh Tree Expert Company and Nelson Tree Service to gauge their interest in the proposed program or to market to their employees when the program is launched. Both are large corporations offering nationwide tree care services.
 - Asplundh Tree Expert Company, which is headquartered near Philadelphia, employs over 24,000 service professionals throughout the U.S., Canada, New Zealand and Australia. Their location closest to Kent is in Hartville, Ohio.
 - Nelson Tree Service, which is headquartered in Dayton, has locations in more than 25 states. One of their manufacturing and distribution centers is located in Ashland, Ohio.
- Initiate conversations with companies in Northeast Ohio to see if they would be willing to sponsor employee enrollment in the proposed program.
 - A Davey Tree employee reported that a number of employees he knows of are interested and have already obtained management approval for such a program.
- Once the program is launched, contact the companies that reported interest in hiring graduates of the program. Kent State can work with these companies to place program graduates.

Survey Data

Name of Company

Of the twenty-seven tree care professionals who responded to the survey, twelve (45%) reported they were employed by a private company, eleven (41%) reported they were employed by a city in Ohio, two (7%) reported they were employed by a village in Ohio, and two (7%) reported they were employed by the state of Ohio.

Title of Person Completing the Survey

Twenty-five of the respondents supplied their title. Two respondents did not answer this question. Titles included:

Title	Responses	Percentage
Urban Forester/Municipal Arborist	7	28%
President	3	12%
Owner	3	12%
Superintendent	3	12%
Supervisor/Manager Forestry Services	3	12%
Program Coordinator	2	8%
Founder/Chairman/CEO	1	4%
Vice President	1	4%
Public Works Foreman	1	4%
Landscape Technician	1	4%

Number of Employees

Exact responses for number of employees appear below. Any number ranges not listed did not receive any responses. One respondent did not answer this question.

Number of Employees	Responses	Percentage
1-10	13	48%
11-20	2	7%
21-30	3	11%
31-40	1	4%
91-100	2	7%
151-160	1	4%
171-180	1	4%
241-250	1	4%
371-380	1	4%
2,000+	1	4%

Type of Services Provided

Respondents were asked to select all answers that applied from a list of three choices: landscape, tree trimming and "other." Sixteen respondents (62%) chose landscape, eighteen (69%) selected tree trimming, and twenty-two (85%) chose "other." One respondent did not answer this question.

Of the twenty-two respondents who chose "other," several specified multiple types of services they provide. Seven specified consulting, four specified public works/municipality, three specified design, three specified full tree care, two specified urban forestry, and two specified athletic field work. Additionally, one respondent specified golf courses and cemeteries, one specified road and facility maintenance, and one specified education, expert witness testimony, the Prairie Horticulture Certificate (PHC) program, and diagnostics in arboriculture and horticulture.

Value of Degree

Of the twenty-seven respondents, twenty-five (93%) reported that they believe individuals who have earned the proposed associate degree would be valuable to the tree care industry. Two (7%) reported that they do not believe individuals who have earned the proposed associate degree would be valuable to the tree care industry.

Employees' Interest in Degree

Of the twenty-five respondents who answered this question, fifteen (60%) respondents reported they currently employ people who might be interested in earning the proposed degree. Ten (40%) reported they do not employ people who might be interested in this degree. Two respondents did not answer this question.

Number of Employees Interested

Of the fifteen respondents who answered this question, eleven (73%) estimated one to three employees would be interested in this degree. Two (13%) estimated four to seven employees, one (7%) estimated eight to ten employees, and one (7%) estimated eleven to fifteen employees. Twelve respondents did not answer this question.

Encourage Employees to Enroll

All respondents answered this question. Seventeen (63%) reported they would encourage employees to enroll in the proposed associate degree program. Ten (37%) reported they would not encourage employees to enroll in the program.

Of the ten respondents who would not encourage employees to enroll, nine specified a reason. Three specified they would not recommend the program to their employees because the distance to Kent State is too far, and three explained that their present employees already have associate's, bachelor's or master's degrees. One specified that he is a "one-man department," so he does not have any employees. Another respondent reported he needs employees who "have knowledge of trees rather than business." The final respondent stated that he would not recommend the program because the tech courses were not specified in the proposed curriculum.

Interest in Hiring Graduates of Program

Of the twenty-six respondents who answered this question, twenty (77%) reported they would be interested in hiring someone with the credentials described in the proposed degree program. Six (23%) reported they would not be interested in hiring a graduate of the program. One respondent did not answer this question.

Of the six respondents who would not be interested in hiring a graduate of the program, four specified a reason. Two explained they need employees with both credentials and substantial field experience. One respondent reported a preference for employees with bachelor's or master's degrees, and another explained that no new employees will be hired due to his "business winding down due to age and health."

Letters of Support

All twenty-seven respondents answered this question. Nineteen (70%) reported they would be willing to write a letter to the Ohio Board of Regents in support of the proposed program and supplied their name and phone number. Eight (30%) reported they would not be willing to write a letter of support.

Comments of Respondents

Eleven respondents offered comments about the proposed program. Verbatim responses appear below.

Program Need

- "I think this would be particularly helpful for the private sector companies who have difficulty finding and retaining qualified staff."
- "I find it very hard to find persons who possess these skills. Your program graduates would easily find employment."
- "A program of this content has been necessary for some time now in NE Ohio. KSU would seem to be a likely candidate. I am very excited at the prospect of this program. The professional industry is in dire need of continuing education. It is also imperative to convey to the community the professionalism and economic value of this industry. The industry will never raise the blue collar perception of the public if the industry does not promote the need for college-educated employees. It's time for such a program!"
- "Urban forestry plays a major role or function in most communities, and the need for professionals will increase as communities expand their forestry programs."
- "Coordinate with the biggest corporate employers to get a better industry view – Asplundh, Davey and Nelson Tree. Revolve your course around their needs."

Curriculum Suggestions

- “Offer more elective courses such as Dendrology, Botany, Arboriculture, Plant Pathology, Entomology, Public Speaking and Professional Writing.”
- “Where are the courses related to plants? Tree and Shrub I.D., Entomology, Plant Pathology, Arboriculture, GIS/GPS Computer Mapping. These are the skills that are needed in addition to the business courses.”
- “If this is an ‘ecology’ degree, a course in field biology should be required.”
- “With the changing dynamics of the work force, it would be a good idea to introduce some Spanish to people who want to become supervisors. I would also encourage some hands-on classes in field work. I’ve been in tree care for 20 years and what we are most lacking is qualified/skilled personnel for labor/customer relations/supervision. This would be echoed by some dozen other owners in similar situations.”
- “This might work if the work could also be done online.”

Personal Interest

- “I am very interested and would take this course myself.”

Comments of Davey Tree Employees

- “The division of the Davey Company that I am responsible for only hires candidates with two- or four-year degrees in urban forestry related fields. Not many Ohio schools offer such programs, and an arboriculture-focused program would be of great benefit to local prospective students and local employers alike.”
- “We have a number of employees who have expressed interest in such a program and have already obtained management approval.”
- “Myself, I have just under three years [of coursework completed] at Kent State and 25 years at Davey. I would like to at least end my career with a degree.”
- “For what possible purpose is organic chemistry included in this degree? I believe it is a total waste of time and has no bearing at all for the field. Please consider requiring Biological Principles instead.”

Copy of Survey

Survey Introduction

As the tree care industry has changed over the years, the demand for skilled technicians has increased. Government regulations and technology require workers to have a better understanding of the technical aspects of the industry. A deep understanding of management disciplines such as technology management, accounting, finance, human resources and the use of technology in day-to-day tasks is also needed to keep pace with these changes. Tree care, which was once considered a “blue collar” profession, has evolved considerably into a field that requires highly skilled individuals who also possess managerial skills.

To respond to this need, Kent State University is exploring the possibility of offering an Associate of Applied Technology degree in urban ecology. The proposed degree would grant some college credit to individuals with appropriate work experience, those with an approved apprenticeship journeymen card or those with certification from industry or trade associations. This would enable an experienced worker to complete the degree in a shorter amount of time.

The focus of the curriculum is to prepare individuals with the skills needed to become managers and supervisors in their field of certification.

Following is the proposed curriculum:

TECH COURSES: 30 Hours Credit awarded based on appropriate certifications and work experience

RELATED COURSES: 14 Hours

Introduction to Computers	3 hours	Prereq: None
Supervision & Labor Relations	5 hours	Prereq: None
Introduction to Business	3 hours	Prereq: None
Business Computations	3 hours	Prereq: None

GENERAL STUDIES: 17 Hours

Introduction to Human Communications	3 Hours	Prereq: None
College Writing I	3 Hours	Prereq: Test Score
Introduction to Sociology	3 Hours	Prereq: None
General & Elementary Organic Chemistry	5 Hours	Prereq: High School Algebra or Equivalent
Introduction to Ethics	3 Hours	Prereq: None

Keeping this curriculum in mind, please complete the following survey. Your input and feedback on this proposed degree is greatly appreciated. Thank you for your participation.

Survey Questions

1. Name of company: _____
2. Number of employees: _____
3. Type of services provided: (select all that apply)
 - ☐ Landscape
 - ☐ Tree trimming
 - ☐ Other (please specify)
4. Do you believe that individuals who have earned the proposed associate degree would be valuable to the tree care industry?
 - ☐ Yes
 - ☐ No
5. Based on the proposed associate degree, do you currently employ people who might be interested in earning this degree?
 - ☐ Yes
 - ☐ No
6. If yes, how many employees do you estimate would be interested in the proposed program?
 - ☐ 1-3
 - ☐ 4-7
 - ☐ 8-10
 - ☐ 11-15
 - ☐ 16-20
 - ☐ 21-30
 - ☐ 31 or more
7. Based on the proposed associate degree, please indicate if you would encourage current employees to enroll in this program.
 - ☐ Yes, I would encourage employees to enroll.
 - ☐ No, I would not encourage employees to enroll.

If no, please explain why. _____
8. Based on the proposed associate degree, would you be interested in hiring someone with these credentials?
 - ☐ Yes
 - ☐ No

If no, please explain why. _____

9. In order to obtain approval from the Ohio Board of Regents to offer this degree, Kent State will need letters of support. Would you be willing to write a letter in support of this proposed program?

☐ Yes
☐ No

10. If yes, please provide your name and phone number.

Name: _____

Phone Number: _____

11. Please add any other helpful comments you may have.

12. Title of person completing the survey: _____

Kent State University, in partnership with the The Davey Tree Expert Company, conducted an online survey of tree care professionals to measure interest in and need for an Associate Degree in Urban Ecology. The Davey Tree Expert Company provided a contact list of 124 professionals within the tree care industry. Of the 124 tree care professionals who were invited to participate in the survey, 27 responded. Name, title and company for each respondent appear below:

Name	Title	Company
Richard E Abbott	Founder, Chairman, CEO ACRT-Ret	ACRT
Shawn D. Greer	Manager of Forestry Services	American Municipal Power – Ohio
	Owner	Askren Municipal Forestry LLC
Ben Askren	Consulting Forestry	Askren Municipal Forestry LLC
Mark J Hoenigman	Owner/Partner	Busy Bee Services Ltd.
	Landscape Technician II	City Of Akron
Bill Hahn	City Arborist and Horticulturist	City of Akron Bureau of Engineering
	Program Coordinator	City of Bay Village
David S. Bienemann	Municipal Arborist	City Of Bowling Green
Daniel Krizner	City Forester / Wildlife Supervisor	City Of Cleveland Hts.
	Urban Forester	City of Grove City
Thomas Munn		City of Hudson
Gerald Shanley	Kent City Arborist/Supervisor	City of Kent
Martin J Wineland	Superintendent of Streets	City of Oregon Street Division
	Superintendent of Horticultural Services	City of Sandusky
Steve Cothrel	Superintendent of Parks/Forestry	City of Upper Arlington
	President & Consulting Arborist	Fred J. Robinson & Assoc., Inc.
	Vice President/Director Arboriculture & Horticulture	Horticultural Concepts Inc.
Carrie Paulus	President	Jones' Tree Company
Jason Knowles	Consulting Arborist	Knowles Municipal Forestry LLC
Lola Lewis	Regional Urban Forester	ODNR Division of Forestry
		Ohio Department of Natural Resources – Division of Forestry
Drew Todd	State Urban Forestry Coordinator	
Jeff Bailey	Owner	Ornamental Tree & Shrub Ltd.
Eric Davis	President	Tree Care Inc.
Richard H. Miller	Urban Forester	Village of Canal Winchester
	Public Works Foreman	Village of Waterville
Curt Van Blarcum		Western Reserve Academy

* Respondents who supplied their names indicated they would be willing to write letters to the Ohio Board of Regents in support of the proposed degree.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **26-Mar-08**

Curriculum Bulletin _____

Effective Date **Fall 2008**

Approved by EPC _____

Department **Chemistry**
 College **AS - Arts and Sciences**
 Proposal **Establish Program *ARTICULATION AGREEMENT***
 Program Name **Biological Chemistry Concentration (~~NEOUCOP OPTION~~) *R***
 Degree **BS - Bachelor of Science *IN CHEM***

Description of proposal:

Establish an Articulation Agreement between KSU and NEOUCOP. This agreement would allow students who are admitted to NEOUCOP (and leave KSU before completion of their BS degree) to satisfy the remaining BS course requirements with equivalent courses that would be taken as part of their Pharm. D. degree program

Chemistry - Biological Chemistry Concentration

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):

Biological Sciences

REQUIRED ENDORSEMENTS

[Signature]

 Department Chair / School Director / Campus Dean

3, 27, 08

[Signature]

 College Dean

4, 28, 08

 Executive Dean of Regional Campuses

1 1

 Provost

1 1

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DRAFT
ARTICULATION AGREEMENT
By and between
The Northeastern Ohio Universities College of Medicine
And
Kent State University Department of Chemistry

THIS ARTICULATION AGREEMENT (the "Agreement") is entered into on this 1st day of December, 2008 (the "Effective Date") by and between The Northeastern Ohio Universities College of Medicine ("NEOUCOM"), with an address of 4209 State Route 44, Rootstown, Ohio 44272-0095, and the Kent State University with an address at Williams Hall, Kent, Ohio 44242-0001. NEOUCOM is an institution of higher education, established pursuant to Section 3354 of the Ohio Revised Code, and Kent State University is an institution of higher education. NEOUCOM and Kent State University desire to enter into a contract pursuant to which students of NEOUCOM who formerly attended Kent State University would be eligible for articulated course credits at Kent State University, according to the terms contained in this Agreement.

ACCORDINGLY, in consideration of the provisions and mutual covenants contained in this Agreement, and of other good and valuable considerations, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

1. Description of Articulation Program.

- a. Definitions: Articulation Criteria and Articulation Benefits are defined in Attachment A.
- b. Articulation Benefits to Students: Kent State University will provide the Articulation Benefits at no charge to past and present students who meet the Articulation Criteria.
- c. Accreditation of NEOUCOM. NEOUCOM is accredited by the Liaison Committee on Medical Education, which is a joint committee of the American Association of Medical Colleges and the American Medical Association. NEOUCOM is also accredited through the North Central Association. NEOUCOM will notify Kent State University if such accreditation ceases to exist. The Northeastern Ohio Universities College of Pharmacy (NEOUCOP) is part of NEOUCOM. NEOUCOP warrants that in January 2007 it was awarded Precandidate accreditation status by the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago, IL 60602-5109. NEOUCOP will notify Kent State University if such accreditation ceases to exist.
- Accreditation of Kent State University. Kent State University warrants that it is accredited by the North Central Association. Kent State University will notify NEOUCOM if such accreditation ceases to exist.
- e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party,

2. Term and Termination

- a. Term. This Agreement will run from the Effective Date until the end of the last day of the Fall 2018 academic term of Kent State University, at which time this Agreement will automatically expire.

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- b. Termination. Either party may terminate this Agreement in the event of a material breach by the other party, effective 90 days after the notice that includes a description of the breach; *provided* that the breaching party shall be allowed until said effective date to cure said breach, and if the breach is so cured the termination notice will be of no effect.
- c. Post-Termination. Upon expiration or termination of this Agreement for any reason, Kent State University students previously admitted to NEOUCOP shall continue to receive the benefits contemplated by this agreement.
- d. Renewal. This agreement can be renewed, with appropriate modifications, provided both parties agree to such renewal.

3. Miscellaneous.

- a. Post-Termination. Upon expiration or termination of this Agreement for any reason, Kent State University students previously admitted to NEOUCOP shall continue to receive the benefits contemplated by this agreement.
- b. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of Ohio applicable to contracts made and to be enforced wholly within Ohio.
- c. Jurisdiction. The parties to this Agreement each specifically consent to jurisdiction in Ohio in connection with any dispute between the parties arising out of this Agreement of pertaining to the subject matter hereof.
- d. Survival. Sections 2(c) and this Section 3 will survive termination or expiration of this Agreement.
- e. Notices. All notices or other written communication required or permitted under this agreement will be effective when received in accordance with this sentence and must be given in writing by courier or reputable overnight delivery services, or by certified mail, return receipt requested to either party at its address first set forth above (or to such other address as such party may substitute by providing a written notice in the manner specified in this Section).

For Kent State University:
 Dr. Roger Gregory
 Professor and Chair
 Williams Hall
 Kent, OH 44242-0001

For NEOUCOM:
 Dr. Robb McGory
 Executive Associate Dean of NEOUCOP
 4209 State Route 44
 Rootstown, Ohio 44272-0095

- f. Waivers and Amendments. The waiver by either party of any provision of this Agreement on any occasion and upon any particular circumstance shall not operate as a waiver of such provision of this Agreement on any other occasion or upon any other circumstance. This Agreement may be modified or amended only via a writing signed by both parties.
- g. Assignment. Neither party may assign its rights or delegate its duties under this Agreement. Any attempted assignment or delegation in violation of this Section will be null and void.
- h. Complete Agreement: Integration. This Agreement contains the complete understanding of the parties with respect to the subject matter hereof and supersedes all other agreements,

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understandings, communications and properties of any kind, whether oral or written, between the parties with respect to such subject matter.

- i. Counterparts: Facsimile Signatures. This Agreement may be executed in multiple counterparts, all of which shall be originals and which together shall constitute a single agreement. For the purpose of interpreting this Agreement, facsimile signatures shall be considered equivalent to original signatures.
- j. Independent Contractors. The parties are independent contractors, and no agency, partnership, franchise, joint venture, or employment relationship is intended or created by this Agreement. Neither party shall make any commitment, or give the impression that it has authority to make any commitment, on behalf of the other party.
- k. Compliance with Laws. The parties will comply with all applicable laws and regulations in performing their obligations hereunder. When taking actions (or failing to act in any way relating to this agreement, each party agrees that it will not unlawfully discriminate against any person on the basis of races, sex, religion, disability, age, national origin or color.

INTENDING TO BE LEGALLY BOUND, by signing below, each party acknowledges its agreement with the terms and conditions of this Agreement and each signatory represents and warrants that he/she is authorized to sign on behalf of and to bind his/her party to all of the terms and conditions of this Agreement as of the Effective Date.

Kent State University

**NORTHEASTERN OHIO UNIVERSITIES
COLLEGE OF MEDICINE**

By: _____
Dr. Robert G. Frank
Senior Vice President and Provost

By: _____
Dr. Robb McGory
Executive Associate Dean of Pharmacy

CHEM 50

Attachment A
To The
Articulation Agreement Dated December 1, 2008
By and Between
The Northeastern Ohio Universities College of Medicine
And
Kent State University Department of Chemistry

Articulation Criteria and Articulation Benefits

1. **The articulation criteria ("Articulation Criteria") are:**
- a. For the B.S. degree in Chemistry with a Biological Chemistry Concentration at Kent State University, the Northeastern Ohio Universities College of Pharmacy (NEOUCOP) courses "**Physiological Basis of Human Health**", "**Brain, Mind, and Behavior**", and "**Infection and Immunity**" may be substituted, as a package, for Kent State University courses "Elements of Genetics (BSCI 30156, 3 semester hours)", "General Microbiology (BSCI 30171, 4 semester hours)", and "Concentration Electives (9 semester hours)"
 - b. This course substitution requires grades of "Pass" or "Honors" for all three NEOUCOP courses.
2. **The articulation benefits ("Articulation Benefits") are:**
- a. Students who complete the specified transfer articulation agreement courses at NEOUCOP will be assured that they can complete the B.S. degree in Chemistry with a Biological Chemistry Concentration at Kent State University, provided all other requirements for that degree are satisfied. See Appendix A-1.

Medicine (see attached e-mail)

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Consortial Agreement Supplemental Information

- I. The partners in this agreement are the Kent State University Department of Chemistry and The Northeastern Ohio Universities College of Pharmacy, which is part of the Northeastern Ohio Universities College of Medicine.
- II. The purpose of this agreement is to provide transfer articulation of selected courses at The Northeastern Ohio Universities College of Pharmacy and the B.S. degree in Chemistry with a Biological Chemistry Concentration in the College of Arts and Sciences at Kent State University. Students who complete the specified transfer articulation agreement courses at The Northeastern Ohio Universities College of Pharmacy will be assured that they can complete the B.S. degree in Chemistry with a Biological Chemistry Concentration, provided that all other requirements for that degree are also completed. See the articulation agreement for details. This will allow students to reduce by one full year the time to complete both the B.S. degree in Chemistry with a Biological Chemistry Concentration and the Pharm. D. degree. In addition to benefits for the students, this agreement should benefit The Northeastern Ohio Universities College of Pharmacy, in that students completing the B.S. degree utilizing this articulation agreement will be better prepared than typical students entering the Pharm.D. program without completing an undergraduate degree. The Kent State University Chemistry Department is expected to benefit, in that students choosing to enter The Northeastern Ohio Universities College of Pharmacy before completing an undergraduate degree, can still complete the B.S. degree in Chemistry with a Biological Chemistry Concentration under this Articulation Agreement, improving the department's degree completion statistics.
- III. The Department of Chemistry approved the Agreement during the Fall Semester 2007. The College of Arts & Sciences Curriculum Committee is expected to approve the agreement during the Spring Semester of 2008. The Kent State University Educational Policies Council, Faculty Senate, and Board of Trustees are expected to approve the agreement during the Fall Semester of 2008.
- IV. Agreement particulars:
 - a. Beginning and end dates of agreement—see Articulation Agreement.
 - b. List of courses in catalog and course inventories—The designated courses at The Northeastern Ohio Universities College of Pharmacy are listed in Attachment A of the Articulation Agreement. The terms of the agreement state that these courses will fulfill graduation requirements for the B.S. degree in Chemistry with a Biological Chemistry Concentration in the College of Arts & Sciences.
 - c. Registration, authorizations and criteria for students—Each institution will register students into its own class according to its own criteria.
 - d. Exclusions—Students who do not meet the articulation criteria listed in Attachment A will not be able to receive the articulation benefits, also listed in Attachment A.
 - e. Acceptance of credit by all participating members—See Articulation Agreement.
 - f. Participation of faculty—Each institution will be responsible for making faculty teaching assignments to the designated courses at its own institution in its normal manner.

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- g. Processing of evaluation and grades—Each institution will be responsible for processes related to the designated courses and instructors at its own institution in its normal manner.
- h. Funding and budgeting—No new funds are required at either institution. Each institution will be responsible for funding and budgeting in its normal manner.
- i. Subsidy, tuition and course fees—Each institution will collect subsidy, tuition and fees for its own courses in its normal manner.
- j. Record of credit hours taught—Each institution will provide records related to credit hours taught at its own institution to its respective institutional research office in its normal manner.
- k. Distribution of income—NA
- l. Transfer of funds—NA
- m. Equipment usage—Each institution is expected to provide the required instructional equipment of its own courses in its normal manner.
- n. Patents, copyrights, etc.—NA
- o. Protection of human subjects—NA
- p. Research support, etc.—NA
- q. Responsibility for program policy enforcement—Appropriate staff at each institution will be responsible for enforcing the policies of this agreement at their respective institutions. At Kent State University, the primary responsibility will rest with Chair of the Department of Chemistry, and the staff of the College of Arts & Sciences.
- r. Institutional deadlines—Deadlines for admission, registration, and course management will be followed at each institution for its own students and courses in its normal manner.
- s. Reconsideration of agreement—According to the terms of the agreement, the contents of the courses specified in the articulation agreement will be reviewed annually.
- t. Expectations (joint report)—NA

CHEM 53

TILLET, THERESE

From: SEED, ALEXANDER
Sent: Thursday, May 08, 2008 9:14 AM
To: TILLET, THERESE; GREGORY, ROGER
Cc: SAMPSON, PAUL
Subject: RE: NEOUCOM articulation / new CHEM option
Importance: High

Hi Therese,

I have just spoken with Rob McGory at NEOUCOP and he informed me that the course title has changed (although the course is unchanged) and should now read "Physiological Basis of Medicine" (NOT Physiological Basis of Human Health).

Best wishes,

Alex

Dr. Alexander J. Seed
Associate Professor
Dept. of Chemistry
Kent State University
Kent, OH 44242-0001
Tel: 330-6729528
Fax: 330-6723816
Editor of "Liquid Crystals Today"

From: TILLET, THERESE
Sent: Wednesday, May 07, 2008 5:02 PM
To: GREGORY, ROGER
Cc: SAMPSON, PAUL; SEED, ALEXANDER
Subject: RE: NEOUCOM articulation / new CHEM option

Roger,

Dr. Chilian from NEOUCOM returned your call. He said the course's title is "Physiological Basis of Medicine." He thought "...of Human Health" may have been a previous title; nevertheless, it is not a future title.

He is on the medicine side and has no part of this articulation agreement; perhaps NEOUCOP may be developing a similar course with the new title?

Therese E. Tillett | Director of Curriculum Services | Office of the Provost | Kent State University
Tel: 330-672-8558 | Fax: 330-672-2644 | ttillet1@kent.edu | www.kent.edu

SYLLABUS

INTRODUCTION TO PHYSIOLOGICAL BASIS OF MEDICINE

2007-2008

Goal

The Physiological Basis of Medicine course is designed to help you to learn the principles of physiology essential to your understanding of the pathophysiology of disease. Our focus this year will be to help you achieve a basic understanding of how the cardiovascular, respiratory, renal, endocrine, and gastrointestinal systems function under normal conditions. Throughout the course, however, we will discuss examples of disordered physiology (i.e. disease) that by illustrating what can go wrong, will help you understand the normal processes. Case studies will also be used to facilitate your understanding of physiology and illustrate how physiology relates to medicine. This process will continue for medical students in the M2 year in the Principles of Medicine course where the focus will shift towards the understanding of the pathophysiology of disease and its treatment. The following is a brief outline describing important points about the course.

Faculty and Support Staff

- Course Director: Dr. Charles F. Pilati (D-144)
Associate Professor Emeritus
E-mail: pc@neoucom.edu
- Rootstown-based Instructors
 - William M. Chilian, Ph.D. (D-142)
Email: wchilian@neoucom.edu
 - Anthony Costa, M.D. (R-167)
Email: acosta@neoucom.edu
 - Hans G. Folkesson, Ph.D. (D-134)
Email: hgfalkes@neoucom.edu
 - Patrick Gallegos, PharmD. Pharmacy Practice
Email: pgallego@neoucom.edu
 - George Litman, M.D. (R-126)
Email: glitman@neoucom.edu
 - J. Gary Meszaros, Ph.D. (D-136)
Email: jgmesar@neoucom.edu
 - Gary D. Niehaus, Ph.D. (D-146)
Email: gdn@neoucom.edu
 - Charles F. Pilati, Ph.D. (D-144)
Email: pc@neoucom.edu
- Guest Lecturers
 - Amelia Laing, M.D., Dunlap Hospital - Orrville, OH

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- Administrative Personnel

- Karen Greene, Administrative Coordinator (D-138)
Email: kjg@neoucom.edu
- Cheryl Hodnichak - Laboratory Coordinator (D-150)
Email: cmh@neoucom.edu

Office Hours

Dr. Chilian	By appointment, call 330-325- <u>6426</u> or email.
Dr. Folkesson	By appointment, call 330-325- <u>6436</u> or email.
Dr. Meszaros	By appointment, call 330-325- <u>6432</u> or email.
Dr. Niehaus	By appointment, call 330-325- <u>6420</u> or email.
Dr. Pilati	By appointment, call 330-325- <u>6423</u> or email.

Course Format

The course consists of lecture, small group laboratory sessions, cases studies and independent learning exercises. The laboratories are designed to amplify and extend your knowledge of the material that is covered in lecture. The independent learning exercises have been a recent addition to the course and have proven to be popular with the students. These consist of case studies, computer simulations of physiological processes and questions and problems that are designed to help you better understand the material.

Case Studies

A congestive heart failure (CHF) case and a chronic obstructive pulmonary disease (COPD) case, respectively, will be presented after the cardiovascular and pulmonary units of the course are completed. The cases are scheduled for presentation on March 6 and March 18, and will be led by a team that includes a physician and a pharmacist. Each case is followed by a set of questions. A thorough understanding of the case and the questions is expected of each student before attending the presentation. You can anticipate three or four test items based on the CHF case to appear on the midterm examination, and a like number from the COPD case on the final examination. The cases can be found on the PBM section of AIMS.

Laboratory Exercises

Two laboratory exercises (Electrocardiology and Spirometry) are planned. Each of these exercises are scheduled over three days with one third of the class participating on a given day. Laboratory dates for 2008 are February 20, 21 and 22 and March 5, 6 and 7. The mid-term examination may include questions from these exercises.

Practice Questions

To enhance the learning experience, a series of practice questions will be available on AIMS. These are intended to help you gauge your progress, and to serve as a preview of the types of questions that are likely to be encountered on the exams.

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Textbook and Other Learning Sources

The textbook, Textbook of Medical Physiology, 11th ed., by Guyton & Hall is recommended, but not required.

An additional source, National Medical Series for Independent Study: Physiology by Bullock, Boyle, and Wang, 4th ed. has been placed in the library under reserve. This book provides a concise outline of the fundamentals of physiology and 300 USMLE-format style questions with annotated answers that you can use to assess your knowledge.

Examinations

- Midterm: Wednesday, March 12, 2008, 9:00 a.m., Olson/Meshel
- Final Exam: Friday, April 4, 2008, 9:00 a.m., Olson/Meshel

The final exam is not comprehensive and will include only the material covered from the midterm exam to the end of the course.

- Mistakes students sometimes make in preparation for exams

Over the years, we have learned about several possible mistakes that students can make in studying for an exam. **First**, the study of physiology is based on the understanding of physiological concepts rather than on rote memorization. Some students have had difficulty on the final, because they tried to memorize rather than understand the material. In your studying, it is thus important to understand each concept and most importantly the role each concept plays in the overall function of the organ system. **Secondly**, we have seen students who have had previous courses in physiology perform poorly on exams. When asked about this, they invariably state that given their previous experience, they felt that they were well prepared for Physiology and could devote less effort toward the course. **Finally**, some students have difficulty on exams, because of inadequate sleep the night before. A good night's sleep is important, because most of the questions will require you to think and to make judgements based upon your knowledge of the concepts that you have learned. This is hard to do if you are sleep deprived.

Student evaluation of the course

We use two types of written student evaluations in the course. The first of these is an evaluation of the performance of each of the major lecturers in the course. At the end of the course, we will also ask you to evaluate the entire course. We always appreciate constructive criticism designed to improve the course and we take your comments very seriously.

CAEM 56

MODIFICATION OF EXISTING COURSES

Course Directors: As part of the continuous quality improvement process of our new curriculum, the Executive Curriculum Committee is monitoring the changes made to courses. Please respond to the following questions after your review of the evaluation results, content, pedagogy and assessment methods used previously.

1. **Name of Course/Curricular Component**

Physiological Basis of Medicine

2. **Reviewed by which Curriculum Mgmt Team/Date Reviewed**

3. **Name of Course/Module Director**

Charles F. Pilati, Ph.D.

4. **Name of educational liaison within Health Professions Education**

5. **Academic year course first offered as part of integrated steps curriculum**

2006-2007

7. **Please list any changes to the course objectives. What lead to these changes – results of student evaluations? Faculty consensus? Discussions with HPE staff? Other?**

The course objectives remain the same. The primary objectives are to provide the students with a detailed understanding of the physiological principles that underlie the practice of medicine, and to provide a seamless transition from normal and abnormal organ function to the Principles and Practice of Medicine.

8. **Are there any major changes to the course content or to individual session objectives? If so, what is the rationale for the changes? How do you ensure that the content of your course is well integrated across sessions and topics?**

Physiological Basis of Medicine is a course in human physiology that covers the five major organ-systems of the body. There will be no major changes to the course content but Dr. Hans Folkesson will be assuming responsibility for the Pulmonary unit of the course (replacing Dr. Michael Maron), and Dr. William Chillian will be responsible for the Gastrointestinal unit of the course (replacing Dr Hans Folkesson). Although the overall content of these two units will remain the same, I expect that there will be some changes in approach and conceptual emphasis suitable to the particular styles of the new instructors. With regard to integration across sessions and topics, each unit of PBM is taught by one instructor. This ensures continuity between topics within a given

unit. We have also added a two-hour lecture on shock. This will occur after completion of the cardiovascular, pulmonary, and renal units, and will be used to integrate these three major units of the course.

9. **How is this course integrated with other courses across the Integrated Steps curriculum? How is the course integrated between the Longitudinal curricular components and/or courses run concurrently?**

PBM is an organ-systems course in physiology that serves as the foundation for understanding the principles that underlie the practice of medicine. Thus it is vertically integrated with POMS. Case studies provide the primary avenue for integration with Doctoring. In the upcoming year, our CHF and COPD case will be presented as part of Doctoring, and the discussions of these cases led by clinicians. The goal is to demonstrate the relevance of physiology in medicine to both medical and pharmacy students, and to provide the opportunity to apply the physiological principles that they have just mastered.

10. **In your opinion, where has integration gone well in the past and where are there still problems that need to be addressed? How does your course help to integrate the PharmD and MD curricula?**

I believe that PBM provides a solid foundation for understanding the principles that underlie the practice of medicine. The case studies that we have added to the course were designed to further link physiology and medicine. They have certainly helped in this integration but we continue to look for ways to make the experience better for the students. This year, we will be moving the cases to Doctoring as discussed above, and this move should substantially strengthen the link between the two courses.

PharmD and MD students will be taking PBM "side by side", and will share in all course activities including the PBM component of Doctoring. In Doctoring, both MD and PharmD students will have the opportunity to see the connection between physiology and medicine. This will include the mechanism of action of drugs, their targets, and the rationale for their use in the treatment of the various diseases.

11. **Will course syllabus materials be changed and if so, why?**

The Pulmonary and GI components of the course will have new lecturers, and therefore new syllabi. Except for minor changes, the syllabi for the other units will remain the same.

12. **How will teaching strategies be changed? Will you use online modules, cases etc in a different way than in the past? What prompted changes in teaching strategies?**

For the most part, teaching strategies will not change from last year. The major change this year is moving our case studies to Doctoring, and having clinicians lead the two-hour discussion of each. A two-hour shock presentation will be used to integrate the cardiovascular, pulmonary, and renal components of the course

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13. What changes will you make to your student assessment strategies and what is your rationale for these changes?

The only change in student assessment that we are considering is to increase our pass/fail cut line from 67 to 70%. We believe that this may be necessary so that students with rather severe deficiencies in some units do not go forward with these deficiencies because they were able to score well in one or two of the other units. Our recent experience suggests that this is possible with the cut line set at 67%.

14. What changes have you made to your course with regard to the following:
- innovation

We are creating stronger links between PBM and Doctoring, and have increased the number of clinical faculty in the course.

- professionalism - no changes
- informatics – no changes
- diversity – no changes
- interdisciplinary teaching development – no changes

15. What faculty development needs have you identified to ensure the long term success of your course?

Yearly updates of all laboratory exercises and technical capabilities of the lecture halls.

16. Are there any major budgetary changes and if so, please explain.

17. Are there any other significant changes to your course?

18. Comments or additional information which may be useful in reviewing course

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CURRICULAR APPROVAL REQUEST

Brain, Mind and Behavior 2006-2007

Please use the following template to provide information regarding a component of the Integrated Steps curriculum to the Curriculum Development & Implementation Work Group.

1. **Name of Curricular Component** – Brain, Mind and Behavior
2. **Name of Course/Module Director** – Raymond Papka, Ph.D.
3. **Name of Educational Liaison within Health Professions Education** – Marilda Ward
4. **Month/Year to be Implemented** – April 16 – June 8, 2007
5. **Course/Module Learning Objectives**

The Brain, Mind and Behavior course is a team-taught course that provides an interdisciplinary approach to the understanding of the structure and function of the nervous system and how these interplay in behavior. This course will provide a background to understand structural and functional dysfunctions that lead to behavioral functions/dysfunctions. We will emphasize both basic science and "clinical" problem solving skills, by including problem sets on many aspects of the course material. Patient presentations, videos, and the essentials of a basic examination of a patient are used to emphasize and re-emphasize both principles of basic neuroscience and lessons that apply to the clinics.

The over-arching BMB course objectives are:

1. Introduce the normal anatomy of the central nervous system, its blood supply, and its environment in the cranium and vertebral column.
2. Introduce the normal neurochemistry and physiology of neurons, receptors, reflexes, and integration.
3. Introduce the anatomy, neurochemistry and physiology that underlie "normal" behavior.
4. Introduce common psychopathologic conditions.
5. Introduce associations of common neurological signs and symptoms with alterations of normal structures (lesions).
6. Introduce associations of common neurological signs and symptoms with alterations of physiological functions (lesions).
7. Introduce associations of common neurological signs and symptoms with alterations of pharmacological or neurochemical functions.
8. Introduce the impact of mind on health and wellness.
9. Introduce the importance of accepting variations of behaviors in the population whether it is due to biologic function or dysfunction.

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Specific objectives related to each lecture will be presented in the syllabus material for that lecture.

6. Instructional Approaches: Didactic, Labs, WebCT, DVD, Small group instruction, Demonstration etc

1. Formal lectures by faculty (basic scientists and clinicians).
2. Wet labs examining human brain materials
3. Dry labs examining slides of stained human brain materials
4. Wet/Dry labs coordinating brain specimens with MRI images
5. WebCT – computer-aided instruction with videos, an electronic atlas, practice questions, and an emerging electronic syllabus.
6. DVDs are used by clinicians to illustrate patients. DVDs are used by the students for reviews.
7. Small group instruction occurs in the lab setting while examining specimens and discussing case-studies.

7. Faculty Involved in Teaching
Basic Science Faculty

Department of Neurobiology

Alexander Galazyuk, Ph.D., Assistant Professor	agalaz@neoucom.edu
Yong Lu, Ph.D., Assistant Professor	ylu@neoucom.edu
Raymond Papka, Ph.D., Chairman and Course Director	rpapka@neoucom.edu
Barb Puder, Ph.D., Assistant Professor	bap2@neoucom.edu
Brett Schofield, Ph.D., Associate Professor	bschofie@neoucom.edu
Jeffrey Wenstrup, Ph.D., Professor	jjw@neoucom.edu
Megan Storey-Workley, M.S.	mes1@neoucom.edu

Department of Behavioral Sciences

Julie Aultman??, Ph.D., Assistant Professor	jmaultma@neoucom.edu
Paul Hartung, Ph.D., Associate Professor	phartung@neoucom.edu

Clinical Faculty

Psychiatry

Fred Frese, Ph.D., Assistant Professor	fresef@admboard.org
Steven Jewell, M.D., Child Guidance & Family Solutions	sjewell@cgfs.org
Jeffrey Moore, M.D., Associate Professor	jmoore1@agmc.org
Mark Munetz, M.D., Professor	mmunetz@neoucom.edu
Lori Pittinger, M.D., Instructor	lpittinger@neo.rr.com
Victoria Sanelli, M.D., Assistant Professor	sanelliV@summa-health.org

Neurology

Chris Sheppard, M.D., Professor of Internal Medicine and Section Head, Neurology Section

Neurosurgery

Bohdan Chopko, Ph.D., M.D., Assistant Professor of Neurobiology and Practicing Neurosurgeon, Surgical Neurology of North Central Ohio, Inc.

Family Medicine

Jay Williamson, M.D., Associate Dean for Clinical Affairs, Professor of Clinical Family Medicine and Practicing Family Physician - Summa

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Graduate Assistants

Asuman Yavuzoglu
Susan Motts

ayavuzog@neoucom.edu
smotts@neoucom.edu

8. **Block Schedule (if available)**
See attached
9. **Student Evaluation Strategies/Grading Policy**

GRADING POLICY FOR
Brain, Mind and Behavior
HOW GRADES ARE DETERMINED

Proficiency will be judged by scores on the examinations covering both the lecture and the laboratory portions of the course. The majority of examinations in the course consist of two parts; a written and a practical. The final grade for the course will be determined by summing the number of points obtained by the student in each lecture and each laboratory part of all exams and dividing that number by the total points possible on all of the exams (a simple percentage). For example, if a student scores:

70/80 on the 1st lecture exam,
45/50 on the 1st practical and 72/80 on the 2nd written exam,
44/50 on the 2nd practical and 60/80 on the 3rd written exam and
finally 80/100 on the final written exam,

that student would have $70+45+72+44+60+80$ or $371/440=84.31\%=84\%=\text{pass grade}$.

The written examination will have about 50-80 questions of national board type. The practical will have about 30-50 responses to questions regarding glass slides on microscopes, 35 mm slides, photomicrographs, whole brains, brain sections, imaging films and diagrams. The practical exam will evaluate the students' proficiency at "reading" laboratory materials. The student will be given a specified period of time (usually 1.5 minutes) to identify the structures, tracts, nuclei, blood vessels, etc. The student may be asked to give a function for each identification or to record the "diagnostic" criteria that was observed to make the identification. When essential for testing knowledge of certain structures, the glass slides will be supplemented with projected images, diagrams, imaging films, etc.

FINAL LETTER GRADES

A final letter grade will be recommended for a student according to the overall percentages indicated below.

Percentage	Medical Student Letter Grade
100-91	H=Honors
90-70	P=Pass
69 and below	F=Fail

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The student must achieve a combined score of 70% or better to be assured of being recommended as passing the course (though we reserve the right to lower the passing scale). We will not attempt to produce examinations that will yield "Bell-shaped" distributions of scores. This is a "task-oriented" system and we expect that a large portion of the class will score above 90%.

10. Attendance Requirements for Students

Mandatory for exams and lab sessions where case studies are discussed.

11. How the following themes are incorporated into the course/module:

- **Innovation** – faculty are constantly examining and discussing means to improve instruction for the student. All modern technology is used; computer-aided instruction is developed and used so students can learn the BMB material from any site that has internet availability.
- **Professionalism**- students are encouraged to show respect for their faculty and faculty are expected to reciprocate. Students are introduced to many dysfunctions that patients will exhibit and are encouraged to understand these as problems that are "real and not abstract for memorization".
- **Informatics**- students have available all of the modern information handling pedagogic tools and materials have been developed for use of these tools.
- **Diversity**- when appropriate, references are made to gender, ethnic or racial differences in prevalence or occurrence of nervous system associated dysfunctions.

12. Faculty development recommended to ensure long term success of this component of the curriculum

Quality of instruction is monitored by the course director and discussed with faculty immediately (if necessary) or during the faculty evaluation period. Student evaluations of faculty and the course are collected and used for feedback from the learner's perspective and are used to alter matters where appropriate. Basic science faculty are in constant contact and communication about lectures, course content and examinations. In this way, faculty development is continuous and on-going. When necessary, faculty are encouraged to participate in educational development opportunities.

13. Tentative Budget (attach separate sheet)

14. Additional information which may be useful in reviewing proposal

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NORTHEASTERN OHIO UNIVERSITIES COLLEGE OF MEDICINE

BRAIN, MIND AND BEHAVIOR (BMB) SYLLABUS 2007

Basic Science Faculty

Department of Neurobiology

Alexander Galazyuk, Ph.D., Assistant Professor
E-124, (330) 325-6640

Yong Lu, Ph.D., Assistant Professor
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Raymond Papka, Ph.D., Chairman and Course Director
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Brett Schofield, Ph.D., Associate Professor
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Jeffrey Wenstrup, Ph.D., Professor
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Megan Storey-Workley, M.S., Laboratory Coordinator
D-106, (330) 325-6634

Department of Behavioral Sciences

Julie Aultman, Ph.D., Assistant Professor
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Clinical Faculty

Psychiatry

Fred Frese, Ph.D., Summit Co. ADAMH Services Board

Stevan Hobfoll, Ph.D., Summa Health Systems

Steven Jewell, M.D., Child Guidance & Family Solutions

Norman Lefkowitz, M.D., Summa Health Systems

Jeffrey Moore, M.D., Akron General Medical Center

Mark Munetz, M.D., ADAMH Services Board

David Pincus, Ph.D., Summa Health Systems

Lori Pittinger, M.D., Akron General Medical Center

Mary B. Spitznagel, Ph.D., Summa Health Systems

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lpittinger@neo.rr.com

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Neurology

Chris Sheppard, M.D., Professor of Internal Medicine and Section Head, Neurology Section

Neurosurgery

Bohdan Chopko, Ph.D., M.D., Assistant Professor of Neurobiology and Practicing Neurosurgeon

Surgical Neurology of North Central Ohio, Inc.

Family Medicine

Jay Williamson, M.D., Associate Dean for Clinical Affairs, Professor of Clinical Family Medicine and Practicing Family Physician - Summa

Graduate Assistants

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E-mail address

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Susan Motts, E-114, (330) 325-6547

smotts@neoucom.edu

BRAIN, MIND AND BEHAVIOR (BMB) COURSE

General introduction to the Course, Lectures, Laboratories and Clinical Correlation Sessions

Prerequisites: Enrollment in Medical School, Pharmacy School or the Neuroscience Program of the Biomedical Sciences Graduate Program of Kent State U/NEOUCOMCOP, or permission of the instructor.

The student is expected to have basic knowledge of the anatomy of the human body, neurohistology and cell biology, basic principles of physiology and biochemistry.

Classroom location: Olson Lecture Hall and Anatomy Lab.

Hours and days: M-F 8:00am to 12:00 noon (with some minor variations that the student should check on their schedules). Exams will be on Friday afternoons from 1:00pm – 5:00 pm on three occasions and student should check on their schedules. Class is in session from April 16 through June 8, 2007.

Attendance. Mandatory attendance sessions are marked on the course block schedule. It is highly recommended that you attend every lecture and lab session, arrive on time and be ready to participate. Missing 10-15 minutes of a lecture or lab may be enough to cause you to miss or lose the main direction and flow of the session. Also, please do not miss a session, then come to an instructor with a request to "go over" all of the material of that session. We are here to help, but you must help yourself so that we are in a better position to help you!!

Goal. A solid understanding of the normal functional anatomy of the central nervous system is critical to an understanding of the abnormal structure, function, behaviors and psychopathologies. To achieve this, major concepts of functional neuroanatomy, neurophysiology and neurochemistry will be woven together and utilized to explain basic behavioral and psychiatric alterations in humans. This course will therefore integrate basic information about the structure and function of the central nervous system and how this relates to understanding of behaviors and common psychopathologies. In addition, students will be introduced to clinical material involving the nervous system commonly encountered in the practice of family medicine, neurology and psychiatry and illustrate the basic science application to their understanding. Thus, a specific goal is for the student to learn and apply information about the normal nervous system to conditions of dysfunctional nervous systems with changes in motor, sensory, behavioral and mental attributes.

Structure.

There are daily and weekly lectures and clinical correlation sessions. Lecture notes are presented in the form of an outline, brief narrative, and diagrams of the major points to be discussed in the lecture. It is important that you read the lecture notes prior to the lectures to become familiar with the vocabulary and general direction of the lecture. You will no doubt work out your own best study habits; some find it useful to read the lecture notes and skim the text readings prior to a given lecture, then to return to these sources for a more detailed reading shortly after the lecture. The lectures are meant to provide major guidelines to help you understand the material; they are by no means all inclusive, however, and you should integrate lecture material with text and laboratory material. AN EXPECTATION OF THE STUDENT IS THAT HE/SHE WILL FUNCTION AS AN INDEPENDENT LEARNER, WORK WITH PARTNERS IN THE CLASS, AND DEVELOP HABITS THAT WILL SERVE HER/HIM AS A LIFE-LONG LEARNER. This expectation applies to the lecture material, laboratory material and other materials that you will have access to in the BMB course.

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There are daily and weekly laboratory sessions. Laboratory Exercises relate to material covered in lecture. For each section there are directions in the Laboratory Guide for the most expedient use of your time. The laboratories are largely self-study though instructors are always present for help and directions. Again, an EXPECTATION OF THE STUDENT IS THAT HE/SHE WILL FUNCTION AS AN INDEPENDENT LEARNER, thus it is crucial that you read each exercise before coming to the laboratory. Some periods may be introduced by a brief TV tape, Video Stream or faculty introduction. You are expected to actively and fully participate in all lab sessions. Some sessions will involve student presentations.

Photographs, electron micrographs, light micrographs, nervous system charts and other materials will be posted in the main laboratory and corridors leading to the lab area. You are responsible for this material for exam purposes. Please use them as much as you wish, but do not remove anything. It is essential that everyone cooperates in this so that each person has an adequate opportunity to use the materials provided.

Lab safety and laboratory materials. This is discussed in the introduction to the Lab Guide.

There are computer aided instructional materials. Various materials are available on WebCT under the auspices of the Department of Neurobiology. You are responsible for making yourself familiar with these materials and utilizing them for your study in the BMB course.

Go to WebCT, login, and "click" on Brain, Mind and Behavior.

Under "Course Content and Related Materials" there is:

"Syllabus" materials (the syllabus you are now reading),

"Lecture Notes" (the lecture note materials for all lectures in the course and

PowerPoint presentations from lectures),

"Laboratory Materials" houses

-the Neurobiology Electronic Atlas that contains many images that you will use in this course including angiograms, MRI films, labeled photos of gross brain specimens, labeled photos of stained brain sections, neurohistology materials, sections on the ear and eye.

-Powerpoint files of stained images of classical sections (levels) of the spinal cord, brainstem and forebrain. These will be used to project onto white boards so groups of students can study together and talk about locations of nuclei and tracts, the effects of lesions on these nuclei and tracts, and distribution of blood supply to areas by significant arteries.

-Powerpoint files of the electron micrographs posted in the lab.

-Powerpoint files of the light micrographs posted in the lab.

-videos of Head and Neck - Chapters 1 and 2 (these are videos of dissections of various components of the intracranial contents and central nervous system and are excellent aids for orientation and review).

-Virtual Microscope which is the program that you will use for the Neurohistology labs and materials.

"Glossary" is an alphabetical listing and definition of many neurobiology terms.

"Course Schedule" is an electronic version of the BMB course schedule.

"Recommended Textbooks" contains information on required and optional texts for the BMB course.

Under "Study Tools" there are self-tests you can use to test your knowledge (and for USMLE board study later at the end of year M-2).

An interactive CD - "The Digital Anatomist" - is available as well. Also, it is available on the computers in the lab and copies are also in the library. This is a very good resource reference for studying anatomy of the CNS.

Clinical correlation sessions will be included as part of the course to help you correlate the normal functional anatomy with the abnormal and to introduce you to some of the major signs, symptoms and syndromes related to nervous system injury and disease. You may be expected to read and research information prior to the sessions when they are presented.

Exams - It is human nature to "put things off." This course is very compact in time and intensive with material so there is a large volume of material you are expected to assimilate quickly. There is no way you can put off studying until shortly before an exam, then "cram" day and night, and hope for the best. It is our experience that if students study throughout the term in a systematic fashion, they not only learn the material more thoroughly, but they retain it for much longer periods of time. For your benefit, we have 3 exams that are spaced at 3 weeks, 3 weeks and 2 weeks intervals which are designed to help you keep up on the material being presented and to help you discover early your strengths and where some of your weak areas may be so adjustments in your studies can be made if necessary. Makeup exams are permitted only with a medical excuse and written permission from the Executive Associate Dean.

Each of the 3 exams will have a written component and a laboratory (practical) part. The final exam is comprehensive. There will be between 60-100 written questions of the national board type. There will be 50-60 lab questions where you will be asked to identify a structure, name symptoms due to destruction of a structure, or name a function of a structure.

Lecture Exams In the 3 written exams, the great majority of exam items will be directly related to the material presented in lectures and the study guide objectives associated with each major lecture topic in the lecture guide, but some items may come from material covered in your text book and the clinical correlations. The number of exam items on a particular topic will be in proportion to the time spent on that topic during the course (for example, with 80 points on a written exam that covers 20 lecture hours there would be 4 exam questions per lecture hour that appear on the exam). Examples of lecture exam items will be displayed in a practice quiz prior to the first exam.

Lab Exams. The lab exams will focus on those items that are **bolded** and underlined in your lab guide. Many structures and relationships are described on a particular slide or specimen but only those underlined are potential exam items on that type of slide or specimen. The lab guide is designed to provide for review in that the most important structures and relationships are described often and in different contexts along with orientation photographs. The number of exam items on a particular topic will be in proportion to the time spent on that topic during the course. Examples of lab exam items will be displayed in a practice quiz prior to the first exam. Lab exams II and III will be, by nature of the course, comprehensive; but it will focus on the material covered since the previous exam.

Note: In regard to identifying structures, you must be able to make correct identifications visually when presented with them on the Virtual Microscope program, in photographs, on diagrams, on a computer screen, on an imaging film, or on a projection screen. You must also be capable of giving a coherent, well organized description of the connections or functions of these elements in legible written form, or by selecting correct choices from among several alternatives on multiple choice or other objective style examinations. In addition, you must be capable of identifying and describing the interrelationships between two or more structures and two or more cell types, where such interrelationships are known. In addition, if a structure is part of a major transmitter system in the brain that has been specifically discussed you should be able to name the transmitter used if asked on a test. For example we will discuss and identify a nucleus in the midbrain called the substantia nigra. Dopamine is the main transmitter of the substantia nigral neurons and of the nigrostriatal tract and is affected in Parkinson's disease. You should be able to use all of this information on a lab examine.

As an example, given an unlabeled image or photograph (e.g., a section of the spinal cord) you must be able to examine it properly and correctly identify it as a section of spinal cord. You must be able to answer any question concerning major cell types normally found in the spinal cord, including relationships between the sensory and motor neurons, and connections of these neurons with other levels of the nervous system. Ultimately, you must be able to "read" and interpret the structure in histologic sections (images), projection slides, photographs, diagrams, imaging films of various components of the nervous system or associated structures. Recognition of tracts, pathways, nuclei, gyri, etc., using "diagnostic" criteria is emphasized in this course in contrast to memorization of images. Consistent with this approach, you may be asked to substantiate your answer by giving the distinguishing criteria observed which led to your answer or a function attributed to a structure.

The faculty will assist you in this process through lectures, laboratory sessions, and during the special Question and Answer sessions. Faculty are also willing to meet with any person having difficulty. **Please make appointments in advance for tutorial help. While no student with a question will be turned away, it is helpful and time conserving if special help sessions are scheduled in advance.** In the routine of the course, the lab sessions each week are the best times to simplify learning materials, clear up any misconceptions, and ask questions related to any material in the course. Finally, **Question and Answer (Q & A) sessions** are regularly scheduled to provide an opportunity to ask questions or ask for review of a concept.

HOW GRADES ARE DETERMINED

Proficiency will be judged by scores on the examinations covering both the lecture and the laboratory portions of the course. The majority of examinations in the course consist of two parts; a written and a practical. The final grade for the course will be determined by the summing the number of points obtained by the student in each lecture and each laboratory parts of all exams and that number divided by the total points possible on all of the exams (a simple percentage). For example, if a student scores:

70/80 on the 1st lecture exam and 45/50 on the 1st practical,
Then 72/80 on the 2nd written exam and 44/50 on the 2nd practical,
then 60/80 on the 3rd written exam and 40/50 on the third practical exam,

that student would have $70+45+72+44+60+40$ or $331/390=84.87\%=85\%=\text{pass grade}$.

The written examination will have about 80 questions of national board type. The practical will have about 50 questions that require responses regarding histologic images, projection images of the brain, photomicrographs, whole brains, brain sections, imaging films and diagrams. The practical exam will evaluate your proficiency at "reading" laboratory materials. You will be given a specified period of time (usually 1.5 minutes) to identify the structures, tracts, nuclei, blood vessels, etc. or to give a function for each identification or to record the "diagnostic" criteria you observed to make the identification.

GRADING POLICY FOR Brain, Mind and Behavior

FINAL LETTER GRADES

A final letter grade will be recommended for a student according to the overall percentages indicated below.

Percentage	Professional Student Letter Grade	Percentage	Graduate Student Letter Grade
100-91	H=Honors	100-91	A
90-70	P=Pass	90-81	B
69 and below	F=Fail	80-70	C
		69-below	D

You must achieve a combined score of 70% or better to be assured of being recommended as passing the course (though we reserve the right to lower the passing scale). We will not attempt to produce examinations that will yield "Bell-shaped" distributions of scores. This is a "task-oriented" system and we expect that a large portion of the class will score above 90%.

MISSED EXAMINATIONS

The Course Director and the Director, Office of Health Professions Education, must be notified by the student as soon as he/she is aware that an examination cannot be taken on schedule. A student should be prepared to justify reasons for missing a scheduled examination and should be aware that acceptable reasons include the following: a) serious illness, b) accident and c) death in the immediate family. A student who has missed an examination for the above reasons (sickness, accident, death in the family) will receive full credit for the grade he/she earns on a make-up examination.

Brain, Mind and Behavior at NEOUCOM - The Course Itself

The course will flow from an overview of the Brain, the Mind and how they relate to Behavior to illustrate the scope of potential changes in the nervous system with damage. Then we will discuss nerve tissue at the cellular level with Neurohistology followed by an overview of the entire CNS (which will interrelate to some of the material you learned in Human Development and Structure course). These lectures are intended to help establish a vocabulary with which we can use to communicate in the course. The Principles of Neurophysiology, Neurochemistry and some Molecular Biology will be introduced. At this point we will review the basics of the Autonomic Nervous System, Neuroembryology and developmental mechanisms to give you a sense of the formations of nerve circuits that are the basis for a functioning organ system and behaviors. From this point we will ascend the neuraxis from the spinal cord through the brainstem to the diencephalon and introduce nerve tracts and nuclei that are the functional components of all of the ascending sensory and descending motor systems that connect organs and muscles with the spinal cord, brainstem and cerebral cortex. Then we will have more in-depth coverage of the systems beginning with Integration, Sensory Processing and transmission through the sensory tracts and relays in the Diencephalon (thalamus part) before projection to the cerebral cortex for interpretation. At this point the student will be introduced to "lesions" which are defined as "anything bad that happens to the nervous system" (trauma, tumors, metabolic problems, vascular events, genetic problems etc). The student will be required to know normal structure and function so you can predict where a lesion might exist to produce a set of symptoms or given a set of symptoms predict where a locus of a lesion may be to produce those symptoms.

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Next we will revisit the Hypothalamus as part of the Diencephalon to cover eating, temperature regulation and sexuality issues and begin discussions of behavioral alterations. This section will finish with a discussion of pain. The flow will then change to the Visual and Auditory-Vestibular Sensory systems and then to Motor Pathways to subcortical levels and spinal cord levels. The next segments of the course will focus on examining the Cerebral Cortex structure, physiology and functions as well as the Limbic System and specific transmitter systems that govern basic functional aspects of human behavior. At this point the student will be introduced to cases. The cases involve patients' histories, timeline of onset of symptoms, multiple system symptoms and thus are more complex than just simple lesions. This will require the student to utilize all of the information they have been learning to predict where problems may have occurred to explain the case history. The course will culminate with discussions of Learning and Memory, Cognition and Language, dysfunctional behaviors and psychopathologies as an introduction to psychiatry.

Throughout the course we will emphasize, and give examples of, material that is important to understand and localize the sites of lesions to the nervous system. A big component you will utilize are the cranial nerves associated with the brainstem; these are very important and used in every clinical exam (you have been exposed to the peripheral distribution and function of cranial nerves in Human Development and Structure and you must review this material). As we ascend the neuroaxis from the spinal cord to the cerebral cortex there is constant review of material, and clinical correlations to reinforce the learning and illustrate the value and use of this information. Functional Anatomy, Physiology, and clinical relevance will be stressed throughout this course.

In the lab, we will stress functional anatomy, with emphasis on projected images (e.g., stained and unstained sections of brain and spinal cord), lesions and case studies. You will be expected to be able to identify and answer questions about gross brain structures, major nuclei and tracts in transverse (coronal) and horizontal planes of section. The brain sections and MRI scans are designed to assist you in visualizing the brain in 3 dimensions. Laboratory sessions should be looked upon as important learning and review sessions, in which you will actively review with computer materials, images, gross brain specimens and case studies most of the material which is presented in lecture. Instructors will be available during these periods to help guide your study, and to answer any questions that you might have. The importance of this laboratory work cannot be overemphasized. It represents an opportunity for you to see the structures we are talking about, and to put them together into a three dimensional picture which should provide a basis for understanding clinical problems, an appreciation for research, preparation for viewing brain scans, and future examinations. The references for these sessions will be your Lab Guide, an atlas (e.g. Haines, Neuroanatomy – An Atlas of Structures, Sections, and Systems, 6th edition), Lecture Notes, text (e.g. Haines, Fundamental Neuroscience for Basic and Clinical Applications, 3rd edition), and computer programs such as the "Neurobiology Electronic Atlas" and "The Digital Anatomist" (please see "Texts," on next page).

The Lecture Notes are designed to facilitate note-taking. You are strongly encouraged to take notes during each lecture. A good way to do this is to insert blank, punched pages into your Lecture Notes, adjacent to each lecture and laboratory session.

Once again, please make every attempt to keep up with the material being presented. There may be times when it appears that you can "let things slide" in the course, with the idea that you can pick them up later. It has been our experience that this is just not possible in Brain, Mind and Behavior. There are many new terms, some of which require an understanding of material presented earlier. If you don't keep up on a day-to-day basis, it will become increasingly difficult for you to catch up. Faculty and teaching assistants will make every attempt to help you through difficult areas. Please feel free to contact us with whatever questions you might have. Don't wait, however, until the last week or two to start asking. We are available to help you learn - it is you who must do the learning.

Texts

You should purchase these texts 1., 2., and 3. because there are reading assignments for the texts:

1. Laboratory Atlas: D. Haines, "Neuroanatomy - An Atlas of Structures, Sections and Systems", 6th edition (Urban & Schwarzenberg, publishers). This has excellent labeled sections, brain images, longitudinal "functional" diagrams, and considerable text material. It also comes with a CD.
2. Textbook: D. Haines, "Fundamental Neuroscience for Basic and Clinical Applications", 3rd edition. (Churchill Livingstone publishers). Many illustrations from this text will be used in your syllabus.
3. Textbook: B. Fadem, "Behavioral Science in Medicine", (Lippincott Williams and Wilkins publishers).

Other texts that are worth considering are listed below. You have an option regarding these texts.

1. Cranial Nerves in health and disease, 2nd edition, by Wilson-Pauwels, L., et al. 2002, BC Decker Inc, Hamilton, Ontario, This is an excellent cranial nerve text. It will be valuable for both Gross Anatomy and Medical Neuroscience courses and board review. Comes with a CD.
2. Netters Atlas of Human Neuroscience, 2003, by D.L. Felten and R.F. Józefowicz. ICON Learning Systems, Teterboro, N.J. This is part of a large collection of medical illustrations with some text material. The illustrations are in color, and are as good (or better) than any you will find in any conventional text. Netter's drawings are classics in the medical field, and this is a collection worthy of keeping for future use. The text material is scanty, however, providing only superficial coverage of the topics included. Many of these illustrations will be used in your syllabus.

Infection and Immunity I 2008

Course Director:

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Course description

Infection and Immunity I (II 1) is the first part of a two-part course. II 2 will be the first module in the Principles of Medicine course.

The overall aim of Infection and Immunity I: To provide the fundamental knowledge necessary for the proper management of diseases that are either totally microbiological/immunological in nature or that have a significant microbiological/immunological component.

Infections and the host immune responses to them affect every body system and are important to every medical discipline. The structure and features of the microbe determine the nature of the infectious diseases that they cause. The immune response is the best defense against infection, but will often contribute or cause the tissue damage and symptoms of the disease. Sometimes the immune response is the sole cause of disease symptoms. Understanding the pathogen and the response to the pathogen is the basis for successful diagnosis and treatment of your patient.

It is important to both understand the general principles as well as know specific details in microbiology/immunology. The basic principles of II 1 become the foundation for understanding the microbial disease process. The details about each microbe provide the specifics regarding the nature of the disease, means of identification, immune response, course of disease, treatment and prevention. Integrating the detail with the concepts will help you learn the material better than just rote memorization of the factual details.

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Recommended Texts—Microbiology

Medical Microbiology, 5th edition, by Murray et al.

Review of Medical Microbiology, by Murray and Rosenthal.

Recommended Text—Immunology

Basic Immunology: Functions and Disorders of the Immune System, 2nd ed., by Abbas and Lichtman.

Learning objectives

1. Master the basic concepts of microbiology and immunology necessary to understand the basis and for microbial disease.
2. Learn the details of the individual microbes necessary to recognize and distinguish the microbes in clinical settings and understand how they cause disease.

For each microbe you should know the **VIRDEPT**:

Virulence: Virulence factors, mechanisms of pathogenesis, affected tissue.

Identification: Laboratory methods for analysis, key identifying features or characteristics

Replication: Replication cycle, growth characteristics (e.g. aerobic/anaerobic)

Disease: Which diseases, symptoms, pathology, time course of disease

Epidemiology: Who is at risk, When (season of the year), Where (in the world), How transmitted.

Prevention: Is there a vaccine?

Treatment: Special cases, antivirals, antifungals, antiparasitics.

3. Learn the characteristics of the individual immune organs, cells, and molecules necessary to describe the helpful and harmful immune responses to infection with respect to activators, mediators, interactions, reactions and time course.
4. Learn the mechanisms of action of antimicrobials, modes of resistance. Know the appropriate antimicrobial for specific targets (viruses, fungi, parasites, or as defined by the lecturer). Know the general modes of anti-inflammatory and immunological therapies and relevant examples.

Learning strategies

Several different teaching techniques are provided to you as part of this course. Each complements the other to enhance your learning of the principles of infection and immunity. In addition to lecture, there are the Syllabus, Laboratory, On-Line Clinical Cases, Clinical Correlation Presentations, Textbooks and faculty discussions.

Readings:

Recommended reading assignments for each lecture will be found in the textbooks: *Medical Microbiology*, 5th edition by Murray et al.; and *Basic Immunology: Functions and Disorders of the Immune System*, 2nd ed., by Abbas and Lichtman. You are responsible for the information in the chapter. The textbook provides the material that the lecturer may not have covered due to time constraints.

Laboratory:

The laboratory provides an alternative means for you to learn microbial details. In the laboratory, you will be given the clinical data and bacterial isolates for a model patient. You are responsible for determining the diagnosis and treatment for the patient from the data that you obtain in the laboratory.

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On-Line Clinical Cases:

The clinical cases highlight application of your basic science knowledge and provide USMLE style examples of questions.

Streamed Video of Lectures:

All the lectures will be videotaped and will be available by streaming video. Access will be available by noon of the day after the lecture. This is being provided to allow you to review at your own pace the material that was presented in lecture. **THE VIDEO IS NOT A REPLACEMENT FOR ATTENDING LECTURE!!!** If attendance becomes poor, the lecture videotapes will not be made available.

Faculty:

REMEMBER, your faculty is very interested in helping you learn microbiology and immunology. Seek us out if you have questions or if you become interested in the topics and want to learn more.

As you study the material, **THINK LIKE A PHYSICIAN**. Make the information relevant to a model patient. You can even play "Name that Disease" with a friend, with one person acting as the patient and the other as the physician.

Prepare tables that describe the different parameters for the microbes. Group and regroup the microbes by different characteristics, e.g. mode of pathogenesis (toxin production), site of infection (respiratory).

Develop a list of Trigger Words for key characteristics of the different microbes and their diseases that will promote rapid recognition of relevant clinical data in a case scenario.

You will be responsible for knowing information contained in the lectures, syllabus, recommended readings in the textbook, handouts, laboratory, On-Line cases, and clinical correlations. Excellent examples of exam and USMLE Board style questions can be found in *Review of Medical Microbiology* by Murray and Rosenthal and in the On-Line Clinical Cases. An on line practice exam will be accessible for you to supplement the examples of questions described previously. The questions were taken from previous tests and cover bacteria and viruses.

Examination and Grading

There will be three examinations. The first will cover bacteria and immunology up to and including humoral immunity. The second will cover viruses and immunology up to and including hypersensitivity. The third will be the final examination and will cover all of microbiology, but will emphasize the last third of the course, i.e. fungi and parasites. The immunology component of the final examination will be comprehensive. Case study questions similar to Part 1 of the USMLE will be included on all the tests. *The exam will cover lectures, syllabus, recommended readings, handouts, laboratory, and On-Line clinical cases.*

Grading

Test 1 25%

Test 2 25%

Test 3 35%

Laboratory 15%

Academic Dishonesty

Students are bound to the honor code that is discussed and signed upon entry to the College of Medicine or Pharmacy. Repercussions of cheating may result in failure of the assessment, failure of the course, or expulsion from the university depending on the seriousness of the infraction.

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MODIFICATION OF EXISTING COURSES

Course Directors: As part of the continuous quality improvement process of our new curriculum, the Executive Curriculum Committee is monitoring the changes made to courses. Please respond to the following questions after your review of the evaluation results, content, pedagogy and assessment methods used previously.

1. **Name of Course/Curricular Component-***Infection and Immunity 1*
2. **Reviewed by which Curriculum Mgmt Team/Date Reviewed**
3. **Name of Course/Module Director-**
Joseph Myers, M.D. and Ken S. Rosenthal, Ph.D.
4. **Name of educational liaison within Health Professions Education**
Marilda Ward
5. **Academic year course first offered as part of integrated steps curriculum**
August 21, 2006-October 6, 2006
6. **Dates of course during current academic year**
August 25, 2008-October 10, 2008
7. **Please list any changes to the course objectives. What lead to these changes – results of student evaluations? Faculty consensus? Discussions with HPE staff? Other?**
*The course objectives will remain the same. These are:
Provide fundamental knowledge necessary for the proper management of diseases that are either totally microbiological or immunological in nature or that have a significant microbiological or immunological component. This was in agreement with faculty and HPE staff.*
8. **Are there any major changes to the course content or to individual session objectives ? If so, what is the rationale for the changes? How do you ensure that the content of your course is well integrated across sessions and topics?**
*The major change to the course will be the size and composition of the class. This will be the first year of teaching to both MD and PharmD students and 200 students in the class. The larger class will require presentation of the clinical correlates and laboratory in two sections. The laboratory will be identical in both sections but the clinical correlates will be customized for MD or PharmD students.
The course integrates basic, clinical and pharmacological concepts in several ways.*
 1. *Integration of basic, clinical and pharmacy sciences is demonstrated by the participation of basic and pharmacy scientists and clinicians as lecturers and their mutual respect for the other's disciplines.*
 2. *The basic concepts taught in the beginning of the course are revisited in the later lectures with specific clinical examples regarding specific*

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pathogens. The biology and pharmacology of antimicrobials is integrated into the basic science section of the course and discussed for the different pathogens. The presentation of the immunological aspects of infectious disease parallels the progression into microbial disease.

3. The laboratory integrates and extends the information presented in lecture.

4. The on-line clinical cases allow the students to see the importance of an understanding of the basic microbiology and immunology for understanding infectious diseases.

5. The Clinical Correlates demonstrate to the students the basic science knowledge and usage in clinical case discussions by the clinical faculty.

6. The HIV patient presentations bring a reality and humanity to all of these aspects. This is expanded with the discussion of "My Own Country".

9. How is this course integrated with other courses across the Integrated Steps curriculum? How is the course integrated between the Longitudinal curricular components and/or courses run concurrently?

a. The concepts for Infection and Immunity are based on the molecular and cellular biological knowledge and skills that students acquire in their earlier courses. When appropriate, these concepts are reviewed. The course is a bridge to the more clinical courses of POM.

b. I and I is taught concurrently with a component of the Doctoring course. There are many opportunities for interactions and integrations and more conversations are necessary to incorporate them into the Doctoring course. For example, patient presentations, psychosocial aspects of infectious diseases (e.g. sexually transmitted diseases) could be coordinated with the topics taught in I and I.

Incorporation of the I and I in the Clinical Setting lectures last year provided an excellent coordination between I and I and Doctoring and will be continued.

10. In your opinion, where has integration gone well in the past and where are there still problems that need to be addressed? How does your course help to integrate the PharmD and MD curricula?

a. The I and I course is an excellent example of the integration of basic, pharmacy, and clinical sciences and their faculty. Good interactions are based on well deserved respect for the knowledge, interests and teaching abilities of the faculty from all sectors. An excellent example of integration is the Clinical Correlation sessions which bring the Basic Scientists and Clinicians together to discuss cases with the students in a clinical rounds-like format. The two sessions of I and I in the clinical setting were also excellent examples of integration.

b. The I and I course already integrates pharmacology and treatment into the curriculum and this should be of importance to the PharmD and MD students. Faculty from COP teach one lecture and facilitate the laboratory.

11. Will course syllabus materials be changed and if so, why?

The course syllabus materials will undergo its annual update by the lecturers. New lecturers will modify the lectures according to their personal style within the established framework.

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- 12. How will teaching strategies be changed? Will you use online modules, cases etc in a different way than in the past? What prompted changes in teaching strategies?**

The changes in teaching strategy for 2008 are necessary to accommodate the larger and more diversified class. This includes providing two identical sessions of the laboratory and two specialized sections of the Clinical Correlations.

- 13. What changes will you make to your student assessment strategies and what is your rationale for these changes?**

Students are evaluated by performance on two MCQ exams and a final as well as their successful completion of the laboratory exercise. The combination addresses what the students know and their ability to use their knowledge. No major changes in student assessment strategies are expected. Questions used in the exams will receive their annual review and be updated by faculty contributions.

- 14. What changes have you made to your course with regard to the following:**

The I and I course has been successful and minimal changes will be made in the overall structure and delivery of the course. More exam-type practice opportunities in immunology will be provided to the students to provide them with indicators of the faculty expectations of their studies.

- **innovation:** *The number of Clinical Cases on the web will be increased.*
- **professionalism:** *The Clinical Correlation sessions provide opportunities to the students to interact with physicians as colleagues in a grand rounds-like format. A new Clinical Correlation section for PharmD students will be added.*
- **informatics:** *(See innovation)*
- **diversity**
- **interdisciplinary teaching development:** *I and I successfully integrates clinical and basic science lecturers and concepts. The participation of pharmacology faculty in the course will be added this year.*

- 15. What faculty development needs have you identified to ensure the long term success of your course?**

It is increasingly difficult to find faculty to teach the immunology component of the course. The basic science faculty does not have sufficient members with expertise in this field.

- 16. Are there any major budgetary changes and if so, please explain.**

Additional funds will be required for honoraria for the additional lectures from off campus faculty.

An increase in budget for the laboratory will be necessary to accommodate the increased number of students in the course.

- 17. Are there any other significant changes to your course?**

- 18. Comments or additional information which may be useful in reviewing course.**

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KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 24-Mar-08 Curriculum Bulletin _____

Effective Date ~~Spring 2009~~ Approved by EPC _____

Fall 2008

Department College of Technology
 College RC - Regional Campuses
 Proposal Establish Policy
 Proposal Name **Articulation with Project Lead The Way (PLTW)**

Description of proposal:

Students who will complete any of the following (5) Project Lead The Way (PLTW) courses, at a state or nationally approved PLTW program will receive KSU credit, based on the stipulations listed below

Introduction to Engineering Design

Principles of Engineering

Digital Electronics

CIM Computer Integrated Manufacturing

Engineering Design and Development

In order to receive credit for any of the courses, a student must have completed the course with a letter grade of 'B' or better and have passed the national PLTW college credit exam with a score of 70% or better and registers at Kent State Tuscarawas. These credits will be applicable towards an associate of applied science degree in Mechanical and/or Electrical/Electronics Engineering Technology.

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):

Tuscarawas campus and the COT Applied Science and Technology (AST) faculty. The College curriculum committee.

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean


 College Dean


 Executive Dean of Regional Campuses

 Senior Vice President for Academic Affairs and Provost

4/23/08

4/28/2008

4/30/08

____/____/____



Regional Campuses

Interdepartmental Correspondence

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

FROM: Shirley J. Barton, Executive Dean, Regional Campuses *SJB*

DATE: April 29, 2008

SUBJECT: CURRICULAR PROPOSAL

Enclosed is a curriculum proposal for articulation between Kent State University, Tuscarawas Campus and Project Lead the Way (PLTW). PLTW is a national not-for-profit organization that promotes pre-engineering courses for high school students. Their mission is to form partnerships with public schools, higher education institutions and the private sector to increase the quantity and quality of graduating engineers and engineering technologists.

The agreement addresses Chancellor Fingerhut's plan to: graduate more students in Ohio; offer college-level courses in high schools; help raise students' aspirations for college; and lower costs of higher education. It will also assist the Chancellor's plan for the Ohio Skills Bank, a program to be implemented that links industry demand to workforce supply. Demand for employment in each of the state's 12 economic regions will be measured against supply of students and programs available, and programs offered will be adjusted accordingly.

Tuscarawas Campus engineering faculty and administrators have worked closely with representatives from five area high schools to review PLTW curriculum. PLTW curricula were developed using the Accreditation Board for Engineering and Technology (ABET) criteria used for accrediting college programs. The PLTW curriculum will preserve the integrity of the engineering technology program while enhancing enrollment and revenue by increasing student transition to the campus. After thorough review, these area high schools decided to make a significant investment in the PLTW program, and the Tuscarawas Campus faculty supported their decision with a positive vote of the proposed articulation of courses at their faculty meeting.

The proposal for this articulation has been reviewed and approved by the Tuscarawas Campus faculty and the College of Technology Curriculum Committee.

I now request the proposal be placed on the EPC Agenda for May, 2008. Please let me know if any additional information is needed for consideration by EPC.

SJB/vmc

Enclosure

cc: Raj Chowdhury, Dean, College of Technology

**INTERDEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
REGIONAL CAMPUSES
COLLEGE OF TECHNOLOGY**

DATE: April 3, 2008

TO: Dr. Gayle L. Ormiston, Associate Provost for Faculty Affairs and Curriculum

FROM: Dr. A. R. (Raj) Chowdhury, Dean, College of Technology

SUBJECT: Tuscarawas campus engineering technology associate degree program articulation with Project Lead The Way (PLTW)

1. Transmittal Memo

a. Summary Statement Describing the Proposal Action

The Engineering Technology faculty at the Tuscarawas Campus request approval of an articulation agreement with its service area high schools as described below.

Articulated credit for up to (5) PLTW courses successfully completed at a state approved PLTW high school applicable towards the associate of applied science degree in mechanical engineering technology and/or electrical/electronics engineering technology offered at the Tuscarawas campus. Individual course articulation is subject to the following stipulations:

Students must have completed the PLTW course(s) with a letter grade of 'B' or better and have passed the national PLTW college credit exam with a score of 70 % or better and have registered at Kent State Tuscarawas. These are the same standards adopted by prestigious major colleges of engineering across the nation.

b. 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.

2. Proposal Summary

The Proposal Summary is attached as a separate exhibit to this memo.

3. Certification of Curriculum Proposal

A completed Certification of Curriculum Proposal is attached as a separate exhibit to this memo.

4. Internal Memos Concerning duplication, encroachment. (Not applicable)

Proposal Summary

Title: Tuscarawas campus engineering technology associate degree program articulation with Project Lead The Way (PLTW)

Subject Specification:

Articulated credit for up to (5) PLTW courses successfully completed at a state approved PLTW high school applicable towards the associate of applied science degree in mechanical engineering technology and/or electrical/electronics engineering technology offered at the Tuscarawas campus. Individual course articulation is subject to the stipulations defined in the 'Specific Recommendation and Justification' section below.

Background Information:

PLTW mission is to produce an increasing and more diverse group of students to be successful in science, engineering, and engineering technology programs at the four and two year college level. There are currently 1,300,000 engineering/ engineering technology jobs available in the U.S. without trained people to fill them. According to the Federal Government, we will need 15 million engineers and technology workers by 2020.

Since the beginning of the 07'-08' Academic Year, the (6) full-time faculty and the program director of the Tuscarawas campus engineering technology (ET) department have been engaged with the campus service area secondary school partners in a number of meetings and discussions on an exciting initiative; Project Lead The Way (PLTW). In late October 2007, they teamed up with their local industry leaders and the leadership of the Tuscarawas, Carroll and Harrison county schools and invited all area school superintendents to present to them PLTW. Since that initial meeting, the Tuscarawas campus (ET) faculty followed up with five other meetings aiming at starting PLTW, in as many as possible of the campus service area schools. In December 2007, the campus and its secondary school partners formed a PLTW implementation task force consisting of industry leaders, school superintendents, principals, KSU Tuscarawas faculty and administration and key teachers targeted by their schools to teach in PLTW.

In spite of major financial hurdles faced by schools, there are currently (5) school districts committed to offering PLTW starting Fall 2008, and ready to send their teachers for training during the summer of 2008. These school districts are:

New Philadelphia High School
 Dover High School, and Middle School
 Tuscarawas Valley High School, and Middle School
 Indian Valley High School
 Carrollton High School

All of the campus six ET faculty, the program director and the campus dean have been active in the meetings referenced above, as well as in the discussions with various groups including the Tuscarawas campus Engineering Technology advisory committee, the Campus High School teacher advisory council, members of the Community Improvement Corporation (CIC) etc.. They, along with the school superintendents, principals, selected teachers and the curriculum

directors of the five school districts listed above also visited two successful PLTW schools at Marietta and Canton South.

Since these schools are making significant investments in PLTW, which will serve the campus Engineering Technology programs very well in many ways, the Tuscarawas campus Engineering Technology faculty and administration wishes to finalize a PLTW articulation agreement.

The link below is to the national PLTW website, which also lists the articulation agreements with major universities and colleges across the nation:

<http://www.pltw.org/curriculum/hs-engineering.html>

*** Rationale for proposed action**

The following provides a basis for the rationale for the PLTW articulation proposal. It is further documented in the national PLTW website referenced above:

PLTW meets national standards for mathematics, science, technology education, and English language arts.

PLTW offers a complete career/technical concentration with an emphasis on both mathematics and science. It links demanding mathematics and science courses with quality academic/technical courses.

PLTW courses and curricula were developed using the Accreditation Board for Engineering and Technology (ABET) criteria identical to those used for college program accreditations. ABET is the highest accreditation authority for engineering and technology programs. More specifically, the ABET outcomes are statements that describe what units of knowledge or skill students are expected to acquire from the program to prepare them to achieve the program educational objectives. These are typically demonstrated by the student and measured by the program at the time of graduation. ABET outcomes, known as outcomes a-k, state that an engineering technology program must demonstrate that graduates have:

- a. an appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines,
- b. an ability to apply current knowledge and adapt to emerging applications of mathematics, science, engineering and technology,
- c. an ability to conduct, analyze and interpret experiments and apply experimental results to improve processes,
- d. an ability to apply creativity in the design of systems, components or processes appropriate to program objectives,
- e. an ability to function effectively on teams,
- f. an ability to identify, analyze and solve technical problems,
- g. an ability to communicate effectively,
- h. a recognition of the need for, and an ability to engage in lifelong learning,
- i. an ability to understand professional, ethical and social responsibilities,
- j. a respect for diversity and a knowledge of contemporary professional, societal and global issues, and
- k. a commitment to quality, timeliness, and continuous improvement.

It is worth noting that the Tuscarawas campus mechanical and electrical/electronics engineering technology programs are accredited by ABET. The Tuscarawas campus Engineering Technology program is one of two 2- year campus programs in Ohio, which are accredited by ABET.

PLTW 's curricula make math and science relevant for students. By engaging in hands-on, real-world projects, students understand how the skills they are learning in the classroom can be applied in everyday life. This approach is called activities-based learning, project-based learning, and problem-based learning (or APPB-learning, for short). Research shows that schools practicing APPB-learning experience an increase in student motivation, cooperative learning skills, higher-order thinking, and student achievement.

The key components of PLTW 's APPB-learning include:

- Focusing students on one project over an extended period of time
- Working cooperatively and effectively as a class or in small groups
- Integrating mathematics, science, technology, and English language arts skills to solve complex problems.

The courses taken Grades 9 – 12 (one period per year) are:

Introduction to Engineering Design
Principles of Engineering
Digital Electronics
CIM Computer Integrated Manufacturing
Engineering Design and Development

The following is a list of Universities and other institutions of higher education which have articulation agreements with PLTW:

Duke University
University of Colorado
Georgia Southern University
Milwaukee School of Engineering
Eastern Michigan
The Ohio State University
New Hampshire Technical Institute
Oregon Institute of Technology
Old Dominion University
Pennsylvania State University
Purdue University
Rochester Institute of Technology
San Diego State University
Seattle Community Colleges
Sinclair Community College
University of Illinois
University Of Iowa
University of Maryland
University of Minnesota
University of New Haven

University of South Carolina
 University of South Florida
 University of Tennessee
 University of Texas at Tyler
 Weber State University
 Worcester Polytechnic Institute

PLTW has been offered nationally since 1997, over 10 years now. Its success track record led to articulation agreements, similar to what is proposed, and other incentives such as PLTW scholarships by all of the major universities listed above. According to the PLTW national website, and to the Ohio Department of Education (ODE), the PLTW curriculum was first introduced to 12 New York State high schools in the 1997 - 98 school year. Today, the program is now found in over 2,200 schools in 50 states and the District of Columbia, with another 600 schools entering the network in September 2008.

Alternatives and Consequences:

The campus faculty have partnered with the ET program stakeholders to facilitate the offering of PLTW in the campus service area. If an articulation agreement is not reached, graduates from these schools are likely to enroll in any of the major colleges, who all offer the graduates meeting the criteria listed below articulated credit for their PLTW course work. This would result in drop in program enrollment and the loss of highly qualified and well prepared high school graduates to other universities and technical colleges.

Specific Recommendation and Justification:

*** Specific Recommendations**

Students who will complete any of the (5) PLTW courses listed below in a state or nationally approved PLTW program will receive KSU credit for each course, provided that the student completed the respective course with a letter grade of 'B' or better and has passed the national PLTW college credit exam with a score of 70 % or better and has registered at Kent State Tuscarawas.

Introduction to Engineering Design
 Principles of Engineering
 Digital Electronics
 CIM Computer Integrated Manufacturing
 Engineering Design and Development

These credits will be applicable towards an associate of applied science degree in Mechanical and/or Electrical/Electronics Engineering Technology offered by the Tuscarawas campus.

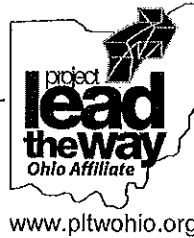
*** Justification**

The Engineering Technology faculty at the Tuscarawas campus have reviewed the curriculum taught by PLTW and believe it to cover adequately the content of the five courses listed above. Furthermore, they concluded that the students who complete any of these courses and who

scored 70%, or higher on the national college credit exam, and who have earned a grade of 'B' or better would be prepared to receive college credit for each of the respective courses. This is the practice used by other colleges of engineering. It is also worth noting that colleges of engineering have higher expectations in their course work, in the areas of mathematics and physics, than that of engineering technology programs.

In addition to the strong endorsement by prestigious schools of engineering across the nation, exhibited by providing articulated credit for successful completion of PLTW course work, based on criteria similar to what is proposed, the selected school teachers undergo vigorous training prior to standing for certification. The teachers spend two full weeks in the summer, in one of the nationally approved PLTW teacher training centers, for each course they are scheduled to teach. They must be certified by PLTW to teach the respective course(s) and are expected to teach exactly what is in the PLTW prescribed curriculum, to the most minute detail. In fact, all software licenses are secured through PLTW, all lab exercises and projects are set by the PLTW curriculum. The students in PLTW must also complete all college prep units at their high school. These are the students who we want in our engineering technology programs.

Timetable and Actions Required: Proposal approval by EPC for Spring 2009



April 23, 2008

Dr. Kamal Bichara, Ph.D.
Director
Engineering Technology Programs
Kent State University-Tuscarawas
330 University Dr, NE
New Philadelphia, Ohio 44663

Dear Dr. Bichara,

We are very pleased to hear that Kent State University-Tuscarawas is considering a statewide articulation agreement with the Project Lead The Way Ohio Initiative. As I am sure you are aware other community colleges and universities across Ohio have chosen to take similar steps to attract high performing students to STEM careers at their institution. All agreements can be viewed on the PLTW Ohio website at www.pltwohio.org.

Developing an articulation agreement with PLTW Ohio serves two purposes:

- 1) It increases student, parent, and the public awareness of your programs and the desire to enroll high performing students; and
- 2) It provides students with an awareness of their opportunities in a variety of STEM career areas.

Ultimately, this contributes to Ohio increasing the workforce in the much needed STEM areas.

We are looking forward to forming a strong partnership with KSU-Tuscarawas both as a training site for PLTW teachers and as a post-secondary partner for students seeking higher education.

If I can be of any assistance as you move through this process please feel free to contact me at 614-466-2901 or per email at Kathy.sommers@ode.state.oh.us.

Sincerely,

Kathy Sommers, Ed.D
Assistant Director
Career Technical and Adult Education
State Leader, PLTW



COURIE, VANESSA

From: Barker, Carla
Sent: Thursday, May 01, 2008 10:42 AM
To: COURIE, VANESSA
Subject: FW: Project Lead the Way

Importance: High

FYI

Carla Barker - Ext. 47423

Tuscarawas Campus

EXCELLENCE in Action

-----Original Message-----

From: DAVIS, KATHY

Sent: Thursday, May 01, 2008 10:38 AM

To: SEACHRIST, DENISE

Cc: Barker, Carla

Subject: Project Lead the Way

Importance: High

Greetings, Dr. Seachrist. As secretary/treasurer of the Tuscarawas Campus FAC, I can confirm that the Academic Affairs committee reviewed and approved Project Lead the Way. This information was given to FAC during the monthly meeting on April 14th, 2008. If you require further information, please let me know.

Best,

Kathy Davis Patterson

Associate Professor, English

Secretary/Treasurer, FAC

Kent State Tuscarawas

TILLET, THERESE

From: TILLET, THERESE
Sent: Friday, May 09, 2008 5:20 PM
To: TILLET, THERESE; BICHARA, KAMAL
Cc: COURIE, VANESSA; SEACHRIST, DENISE
Subject: RE: EPC - articulation with PLTW

I realize part of a sentence was accidentally omitted. I meant to say:

When the time draws near to when these students will be applying to Kent State–Tuscarawas, the EERT/MERT faculty will decide what courses in the programs are equivalent to PLTW courses, and the articulation tables will be modified so these students can enroll with assurance that their PLTW courses will be applied.

Therese E. Tillett | Director of Curriculum Services | Office of the Provost | Kent State University
Tel: 330-672-8558 | Fax: 330-672-2644 | ttillet1@kent.edu | www.kent.edu

From: TILLET, THERESE
Sent: Friday, May 09, 2008 4:46 PM
To: BICHARA, KAMAL
Cc: COURIE, VANESSA; SEACHRIST, DENISE
Subject: FW: EPC - articulation with PLTW

Dr. Bichara,

Thank you for your call to answer my questions. As we discussed, the agreement begins in 2008 with high school freshmen, who will not be enrolling in Kent State until 2012. Consequently, the implementation at Kent State doesn't begin until four years from now. Although, your department currently has four courses that are equivalent to four PLTW courses, content may change in the near future, so what may work now may not work in four years.

When the time draws near to when these students will be applying to Kent State–Tuscarawas, the EERT/MERT, and these students can enroll with assurance that their PLTW courses will be applied.

Also, as we discussed, I will change the proposal to be effective fall 2008, not spring 2009.

Therese E. Tillett | Director of Curriculum Services | Office of the Provost | Kent State University
Tel: 330-672-8558 | Fax: 330-672-2644 | ttillet1@kent.edu | www.kent.edu

From: TILLET, THERESE
Sent: Thursday, May 08, 2008 2:26 PM
To: BICHARA, KAMAL
Cc: COURIE, VANESSA; SEACHRIST, DENISE
Subject: EPC - articulation with PLTW

Hello, Dr. Bichara,

I'm reviewing the proposed articulation agreement with Project Lead the Way for the May EPC meeting, and I have two questions about the transfer of the five PLTW courses.

How many credits will transfer for the five courses?

Since neither the EERT nor the MERT programs have any wiggle room in terms of electives, what required courses will these five PLTW courses replace?

Therese E. Tillett | Director of Curriculum Services | Office of the Provost | Kent State University
Tel: 330-672-8558 | Fax: 330-672-2644 | ttillet1@kent.edu | www.kent.edu

5/9/2008

PROGRAM DEVELOPMENT PLAN

Interdisciplinary Master's Degree in Applied Social and Behavioral Research

A collaborative group of research faculty proposes that Kent State University develop a new master's level Interdisciplinary Program in Applied Social and Behavioral Research (ASBR). The applied focus provides students with specific training in evidence-based community program development and research in the areas of violence and crime prevention, and community behavioral health interventions.

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

The proposed master's degree program will be designated as an interdisciplinary program that involves graduate courses and faculty from a variety of departments and colleges at Kent State University. The core faculty members who are developing the proposed degree program (and who will become the core faculty for the degree) are affiliated with the Institute for the Study and Prevention of Violence (ISPV), which has an outstanding record of community-based research in violence and crime prevention and community behavioral health interventions (see attached information on ISPV research activities). The designation of Masters of Science in Applied Social and Behavioral Research (ASBR) draws on a number of disciplines to create a program that focuses on applying knowledge and research to solving community-level social and behavioral problems.

Many of today's communities face daunting challenges related to epidemic levels of violence, crime, mental disorders, addictions, and poverty. Solutions to these complex challenges are influenced by increasing accountability mandates that call for the use of best practices and approaches, grounded in sound scientific research. Public policy mandates and community grant funding now routinely call for the use of evidence-based practices across a wide variety of professions and fields including behavioral health, criminal justice and law enforcement, social welfare and education. As communities strive to improve the overall health and functioning of its members, they seek university partners who can help them to understand and apply the evidence-base of the most current and relevant knowledge in order to generate, implement, and evaluate solutions on a population-wide basis. Emerging from these partnerships is the recognition of the growing need for a highly-skilled professional workforce of applied social and behavioral scientists, facile in both the art and science of community-based research.

Students in the ASBR Master of Science program will acquire critical thinking and research skills, and learn how to work effectively in multifaceted interdisciplinary community structures. Both qualitative and quantitative methodologies will be studied, sensitive to the need to examine multiple levels of analysis such as individual, family, group, neighborhood, organization, and community. Core areas include the scientific method and theories of knowledge; research design and methods; data management and analysis; population surveillance and needs assessment; selection and application of

effective prevention and intervention strategies; advanced methods in applied community research; and translating research into policy and practice. Students in ASBR will obtain a Master's of Science degree in the College of Arts and Sciences. Students who completed the ASBR master's program will be excellent candidates to either: a) obtain employment as program directors and researchers in community-based settings; b) pursue a doctoral degree in a variety of related disciplines at KSU or another institution.

Faculty members associated with KSU's Institute for the Study and Prevention of Violence (ISPV) have an impressive record of community-based translational research, focused on violence prevention and community behavioral health interventions. The proposed program seeks to build on the strong research record and knowledge of ISPV. KSU also offers a number of existing courses spread across several disciplines that deal with aspects of community behavioral health, violence and crime prevention, and research methods and analysis. These courses can be brought together under a coherent discipline with a common focus in applied social and behavioral research. ISPV associated faculty can provide expertise along with faculty members from a variety of disciplines (as either core faculty or affiliated faculty) to reflect the multidisciplinary focus of the master's program. These can potentially include, but not be limited to, faculty from Anthropology, Geography, Justice Studies, Psychology, Political Science, Sociology; College of Education, Health and Human Services; and College of Nursing.

2. Description of the proposed curriculum.

The curriculum development will involve collaborations with other disciplines, departments and colleges at KSU (including departments of Anthropology, Geography, Justice Studies, Psychology, Political Science, Sociology; College of Education, Health and Human Services; and College of Nursing) to determine cross-listed courses, new course offerings or other potential elective courses. Curriculum for the proposed ASBR master's program will be consistent with current practice and policy for graduate studies at KSU: Students will be required to complete 36 hours of graduate course work, with 15 hours of core courses, 15 hours of electives, and 6 hours of a capstone research project.

Proposed Core courses (15 credits):

- Science and Methods of Community-based Prevention and Intervention I (new course)
- Science and Methods of Community-based Prevention and Intervention II (new course)
- Quantitative methods for applied community-based research (a course in Sociology, SOC 62217, or Psychology, PSYC 61651)
- Qualitative methods for applied community-based research (SOC 62219, Qualitative Methods)
- Advanced methods and analysis for applied community-based research (a course in Sociology, SOC 62218, or Psychology, PSYC 61654)

Proposed Elective courses (choose 15 credits among the following, including 9 credit hours within one area of concentration). Two concentrations beyond the core will be highlighted within the master's program: Violence and Crime Prevention concentration; Community and Behavioral Health concentration. But students can also work with

graduate advisors to develop a set of electives for individualized areas of concentration related to community-based research:

Violence and Crime Prevention concentration potential elective courses:

Etiology of Aggression and Violence (new course); Special Topics in Violence and Community-based Research (new course); Violence, victimization and community public health (new course); Evaluation of law enforcement practices in violence and crime prevention (new course); Evaluation of school-based practices in violence and crime prevention (new course); Geo-spatial analysis and violence prevention (cross-list with GEOG as new course); JUS 66763/POL 70704 Theories of crime and delinquency; JUS 66765 Criminal violence; JUS 66772/POL 70706 Victimology; SOC 52577 Sociology of Family Violence; SOC 62760 Deviance; POL 60701 Proseminar in Issues in Contemporary Justice; POL 60703 Community and Domestic Violence; HED 54550 Drug Abuse and Violence Prevention

Community and Behavioral Health concentration potential elective courses:

Evidence-based treatment programs (new course); Special Topics in Community and Behavioral Health (new course); PSYC 60310 Community Psychology; PSYC 60314 Assessment of Organizations and Intervention Strategies; PSYC 60326 Clinical Aspects of Health Psychology; SOC 52563 Sociology of Health and Health Care; SOC 62323 Sociology of Health Care; SOC 62324 Social Epidemiology; SOC 62326 Sociology of Mental Health and Mental Disorders; SOC 62328 Stratification and Health; JUS 56701 Crime, Justice and Substance Abuse; JUS 56708 Treatment Methods; CHDS 67663 Community Counseling; CHDS 67664 Addictive Behavior and Treatment Issues; CHDS 67665 Substance Abuse Counseling; CHDS 67695 Special Topics in Community Counseling; HED 64072 Epidemiology; MPH 60103 Epidemiology in Public Health; NUTR 53515 Community Nutrition; RHAB 57712 Introduction to Rehabilitation; RHAB 67744 Drug and Alcohol Rehabilitation; NURS 60205 Introduction to Applied Epidemiology; NURS 60451 Health Policy and Delivery Systems

Other potential elective courses related to Applied Community-based Research:

POL 60301 Proseminar in Policy Analysis and Administration; POL 51391 Seminar: Problems in Public Policy; PADM 60379 Program Evaluation I; PADM 60380 Program Evaluation II; SOC 52558 Wealth, Poverty and Power; SOC 62216 Advanced Techniques in Research; SOC 62870 Sociology of Race and Ethnicity; SOC 62546 Social Inequalities; GEOG 59070 GIS; GEOG 59080 Advanced GIS; CHDS 68126 Principles of Measurement and Appraisal; HED 64010 Health Informatics; HED 71250 Public Health Practice and Health Promotion; HED 71450 Evaluation of Preventive Interventions; HDFS Building Family Strengths; HDFS Family Policy; MPH 60101 Public Health Concepts; MPH 60102 Social and Behavioral Sciences in Public Health; MPH 60110 Grant Writing in Public Health Practice; RHAB 67726 Measurement and Appraisal in Rehabilitation

Required Culminating Capstone Research Experience (6 credit hours):

Research Capstone Project: Student works with faculty advisor and community site(s) to work on relevant community-based issue. A paper (grant, study, proposal, needs

assessment, etc.) demonstrates the application of learned material which is reviewed by a faculty committee. Written paper and oral defense required. S/U grading; IP permissible

3. Administrative arrangements for the proposed program: department and school or college involved.

The administrative structure overseeing the proposed master's in ASBR will be formed as a new department following current KSU policy and practice. A new Department of Applied Social and Behavioral Sciences is necessary to coordinate the activities, core faculty and affiliated faculty associated with the proposed master's degree. The Department will have a Chair, a Faculty Advisory Committee elected by the department's tenure-track faculty, and Graduate and Curriculum committees. Though having close collaboration, the Department will be administratively separate from and independent of the Institute for the Study and Prevention of Violence, which will remain in RAGS. A department handbook, which would include workload policies, etc., will be developed by those faculty members forming the new Department. An interim Chair would be appointed while the department's governing structure and handbook are being created and would serve until a permanent Chair can be selected following university guidelines. The new Department would fall under the College of Arts and Sciences. CCP forms and other documentation are part of a separate proposal to create the new academic unit.

4. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.

The need for this new master's program springs from the growing number of grant funded community programs and mandates from legislative bodies to evaluate the effectiveness of interventions related to violence and crime prevention and community behavioral health. The program provides a specialized niche for graduate training not found in other programs. The only other program in the State of Ohio that appears to be somewhat similar is the Applied Behavior Science Master of Arts program in Wright State University's College of Liberal Arts. It draws on students from the Dayton area and is focused on criminal justice rather than on applied community-based research in violence prevention and community behavioral health, the focus of the current proposed Master of Science degree. Graduate programs in other states contain elements of the proposed master's program, but not the full focus on intervention and research, violence and crime prevention, and community behavioral health as in the proposed program. (See attachment listing of similar programs.)

5. Prospective enrollment.

Given that this degree will lead to professional development and offer highly desirable skills in program intervention and research that students can use upon graduation in a variety of community settings and agencies, it is estimated that after an initial start-up period, the graduate program will have about 15 to 20 new graduate students admitted each academic year. These students will be drawn from employees of several state and

local agencies that are mandated to evaluate programs, as well as from students with bachelors degrees in social and behavioral sciences, education, health and human services, and nursing who desire graduate training in intervention and evaluation.

6. Special efforts to enroll and retain underrepresented groups in the given discipline.

Given that many of the communities and neighborhoods that are affected most by the challenges related to violence, crime, mental disorders, addictions, and poverty often have higher concentrations of minorities, it is imperative that the proposed master's program actively recruit students from minority populations who can be trained as professionals to develop and evaluate community programs in neighborhoods with higher concentrations of minorities.

7. Availability and adequacy of the faculty and facilities available for the new degree program.

The initial core faculty will include current faculty members from Justice Studies who are associated with the Institute for the Study and Prevention of Violence. In addition to being invited to share in the curriculum development of the proposed masters program, faculty from several disciplines (Anthropology, Geography, Justice Studies, Psychology, Political Science, Sociology; College of Education, Health and Human Services; and College of Nursing) will be invited to affiliate with the new masters program; some may request to join the new department as core faculty members.

8. Need for additional facilities and staff and the plans to meet this need.

A clerical staff person will be needed for the new department at the level of administrative assistant to assist the chair and faculty in coordinating the program. Office space for the core faculty and for graduate assistants will need to be provided. The faculty members proposing the new degree will work with the Provost's Office to identify space. Ideally, the space for the new department would be near to the space provided to the Institute for the Study and Prevention of Violence.

9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

Cost of core faculty for the new department will be minimal for the University. It is proposed, following university procedures, that faculty from existing departments can request that their tenure lines be moved to the proposed new department. The tenure lines for the core faculty will initially be drawn from existing tenure-track lines in Justice Studies. However, on a case-by-case basis, these faculty members can also be approved as affiliated faculty in Justice Studies to help with teaching current Justice Studies courses. Other costs will include funding for a new clerical position and commitments for graduate assistantships. However, some graduate student funding can be covered through grant funded research from the proposed department's core faculty members who are associated with ISPV, which has a number of community-based research grants.